

**ASSESSMENT IN ENGLISH WITHIN THE SOUTH AFRICAN
OUTCOMES-BASED EDUCATION APPROACH**

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CHAPTER 1

INTRODUCTION

1.1 Statement of the problem

The world of a “steady job” and “lifetime career” seems to be over. In its place has emerged the complex, high technology, competitive, unpredictable, and globally interdependent marketplace that is demanding constant change, adaptation, learning innovation, and quality from its members. Yesterday’s right answers are today’s obsolete solutions. Beyond this press for an information-literate, technologically competent workforce is an even greater challenge to the educational system. Today’s and tomorrow’s workers need to be people with high levels of communication, collaboration, interpersonal, and leadership skills (cf. Spady, 1994:29). Why? The hallmark of the Information Age workplace is adaptable, effective working teams that can collectively discover and solve significant problems and work successfully with others to get their potential solutions implemented.

Hughes (1996:59) states that “there is a growing belief that school-leaving students are ill-prepared for work or for tertiary study. This is a concern to governments and to private enterprise who have to compete in an increasingly competitive world economy”. As far back as the 1980s, business leaders started to voice their opinions concerning South African Education, namely, that the skills required by the modern workplace are dissimilar to the direction in which the education system prepared the learners in the country. In the Project Free Enterprise Report (UNISA, 1986:48), the result of countrywide research involving almost 900 business organisations, one of the findings was as follows: "Pupils leave school before they obtain suitable vocational qualifications, skills or appropriate value systems that will be of service to them". Similarly, Mc Millan (1989:6) refers to the fact that, until recently, it was still

regarded as "somewhat vulgar to relate educational priorities to the needs of the economy. We simply cannot afford that kind of thinking in South Africa today". Educational reform, therefore, seems inevitable (Pretorius, 1998).

One of the problems with regard to the traditional education system, that is frequently highlighted by educationists, is assessment. According to Fischer and King (1995), Hughes (1996), and the Department of Education (Republic of South Africa, 1997(b)), the major areas of concern with regard to assessment in the "old system" seem to be:

- Learner achievement was measured in terms of symbols and percentages which are often no real indication of actual performance.
- Learner achievement was compared to that of other learners and led to excessive competition.
- End-of-term/year examinations have tended to focus on skills and factual knowledge that can be assessed in a short and structured time period.
- Current tests and student evaluation procedures do not measure what all students actually know and are able to do.
- Current tests do not measure adequately the higher order thinking skills and processes needed in today's and tomorrow's world.
- Teachers have tended to "exam teach" at the expense of broader educational objectives.

Just as today's complex world demands new standards of accomplishment for students, so too do those new standards demand new methods of assessment (Pretorius, 1998). Musker (1997:34) states that: "A concern behind OBE is to allow learners to demonstrate their knowledge and skills in different ways - sometimes in ways that are unique to a particular

learner". If an assessment system is to assess a broad range of outcomes it must incorporate a large variety of assessment tasks and activities (Masters, 1994). This implies a shift in emphasis from summative assessment to formative assessment. New assessment methods, including portfolios, self-assessment and peer assessment, can provide new and often better information about student performance and development than has previously been available (cf. Pretorius, 1998). The strengths of the new assessment methods lie in their ability to individualise assessment, to mimic good teaching practices, and to involve teachers more deeply in the assessment process (cf. Sanders & Horn, 1995).

In the **Government Gazette** No 6397 (RSA, 1998(b):10) it is stated that "diversification of modes of assessment and improved expertise among educators in designing, developing and using appropriate assessment instruments must be given priority". Current tools and techniques of assessment in the ESL classroom (e.g. multiple-choice tests, cloze tests, reading comprehension tests) are designed for specific purposes (cf. Heaton, 1998; Hughes, 1989) and are, therefore, no longer "entirely" suitable for the diverse nature of assessment in OBE. Heaton (1988:8) states that: "For example, the traditional reading comprehension test measures a skill which is more closely associated with examinations and answering techniques than with the ability to read or scan in order to extract specific information for a particular purpose. In this sense, the traditional test may tell us relatively little about the student's general fluency and ability to handle the target language, although it may give some indication of the student's scholastic ability in some of the skills he or she needs as a student". Currently available assessment methods in the ESL classroom (e.g. the traditional test) are, therefore, no longer sufficient because the number and complexity of the assessment targets we seek information about have expanded.

The focus of this study is on the Learning Area: Language, Literacy and Communication, specifically the English Second Language classroom, where traditional tests as well as the new assessment methods (e.g. portfolios, self-assessment, peer assessment, etc) are reviewed in order to determine their usefulness and effectiveness in estimating learning progress and the attainment of outcomes as specified in government documents. For purposes of this study the term "English Second Language" will be used when referring to the traditional education system, whilst the term "Language, Literacy and Communication" will be used when discussing English Second Language within the Learning Area: Language, Literacy and Communication in Outcomes-Based Education.

The following questions need to be addressed:

- Why is assessment reform necessary in South Africa, and specifically within the ESL classroom/Learning Area: Language, Literacy and Communication?
- Are traditional methods of assessment used in the ESL classroom obsolete? If (not) so, why?
- What can be considered as the "new" assessment methods, tools and techniques within the ESL classroom/Learning Area: Language, Literacy and Communication?
- How should traditional methods as well as "new" assessment methods, tools and techniques be included in the planning of ESL within the Learning Area: Language, Literacy and Communication?

1.2. Purpose of the study

The purpose of the study is to determine:

- Why assessment reform is necessary in South Africa, and specifically within the ESL classroom/Learning Area: Language, Literacy and Communication.

- Whether traditional methods of assessment used in the ESL classroom are obsolete and if (not) so, why.
- What can be considered as "new" assessment methods, tools and techniques within the ESL classroom/Learning Area: Language, Literacy and Communication.
- How traditional methods as well as "new" methods, tools and techniques should be included in the planning of ESL within the Learning Area: Language, Literacy and Communication.

1.3. Central theoretical statement

An accurate perspective on the place of new assessment methods, tools and techniques does not view the new modes as replacements for traditional assessments methods. However, because the number and complexity of the assessment targets we seek information about have expanded, traditional methods of assessment, designed with specific purposes in mind, will be insufficient.

1.4 Method of Research

1.4.1 Literature review and analysis

Literature pertaining to OBE and more specifically to the Learning Area: Language, Literacy and Communication as well as the literature on testing and assessment in the ESL classroom was reviewed in detail. The method used in this study entails a critical review and analysis of traditional as well as new assessment methods in the ESL classroom. Guidelines of how traditional methods as well as new assessment methods, tools and techniques should be planned in the ESL/Learning Area: Language Literacy and Communication classroom are also given.

1.5 Chapter division

Chapter 2 focuses on a discussion of the necessity for assessment reform in South Africa.

Chapter 3 outlines the various structures of Outcomes-based Assessment in English within the Learning Area: Language, Literacy and Communication.

Chapter 4 discusses the planning of assessment in English within the Learning Area: Language, Literacy and Communication.

Chapter 5 contains the conclusion and makes recommendations for future research.

CHAPTER 2

THE NECESSITY FOR ASSESSMENT REFORM IN SOUTH AFRICA

2.1 Introduction

The inequalities of the past education system denied many people the opportunity to gain the information, skills and experience which are necessary to create socially and emotionally well-balanced learners. Hughes (1996:57) mentions that "many learners left the classroom without the abilities and skills needed in the world beyond the classroom". This left in its wake millions of illiterate adults who could not function efficiently as part of the economy. This is reiterated in the **Teacher's Manual for Grade Seven** (Republic of South Africa, 1999:4) which states that: "Despite the fact that South Africa has a relatively well developed system of education and training, millions of adult South Africans are functionally illiterate. Most of our learners find themselves in situations at school which are comparable to those in the most impoverished circumstances in Africa".

Education and training are essential for economic and social development. It is mainly due to the fact that the majority of South African youth have had no or very little access to quality education that South Africa faces shortages of professional and trade related workers. Cockburn (1997:5) states that: "The old South African system has not served the country well and is out of step with world trends. It catered to passive learners, was driven by examinations, often entailed learning in parrot-fashion, and was characterised in that it was content-based and broken down into convenient compartments or subjects". The system rigidly adhered to textbooks and worksheets and was completely teacher-centred, especially in ex-Department of Education and Training schools.

The learner saw the syllabus as rigid and non-negotiable. Teachers alone were responsible for controlling the content of lessons, for trying to instil an interest in pupils who were passive recipients of knowledge. It was becoming evident that this type of education system did not meet the requirements of the 21st Century. In the **Green Paper on Further Education and Training** (Republic of South Africa, 1998(c):5) it is stated that "a country's ability to compete effectively in the global economy increasingly depends on the knowledge and skills of its people. The pace of scientific and technological advancement, and the challenges and opportunities of the information age, mean that high quality education and training, and lifelong learning, are essential if South Africa is to keep abreast of changes in the nature and in the methods of production".

The elements critical to a successful, modern education system: equity, access, redress, relevant content, quality assurance and a variety of assessment methods, tools and techniques were not addressed in the policy document, syllabi and lesson planning of the traditional system. The significance of addressing the development of the knowledge, skills, values and attitudes of learners was not yet recognised. It was essential that learners be developed so that they acquired the skills necessary to compete in the global market. Chanee (1999:11) states that "in order to provide quality education, there is a need to establish mechanisms that will assure greater accountability and contribute to the enhancement of the quality of education. This can to a large extent be done through assessments and reviews based on objective, reliable and relevant information".

It is clear that there was a need for change. In the Government Gazette (Republic of South Africa, 1998(b):9,10) it is stated that: "The policy (assessment policy) introduces a shift from

a system that is dominated by public examinations, which are 'high stakes' and whose main function has always been to rank, grade, select and certificate learners, to a new system that informs and improves the curriculum and assessment practices of educators and the leadership, governance and organisation of learning sites. For that reason, diversification of modes of assessment and improved expertise among educators in designing, developing and using appropriate assessment instruments, must be given priority". We, therefore, begin to perceive the necessity of reviewing the education system in many respects especially with regard to assessment.

This chapter outlines the evaluation practices which dominated the English Second Language classroom in the apartheid era. In the past, education and training were two separate entities and evaluation in the education system was summative and very test and examinations orientated. Learners were evaluated on work which was done in class and merely had to repeat the information which was systematically drummed into them (cf. Department of Education, n.d.). Educators in the English Second Language classroom realized that this structural method of teaching was not very effective because, even though the learners could repeat the rules they had learned by heart they could not apply the language structures in real communicative situations. The Department of Education introduced the communicative approach to language teaching in an attempt to solve this problem, but unfortunately, it was not successfully implemented in all English Second Language classrooms. Because assessment was still summative, teachers still had to concentrate on exam teaching and learners still struggled to implement their theoretical knowledge in practical situations (Personal oral moderation of Grade 12 pupils from 1992-2000). It was necessary that the assessment practices be adjusted, that the work done by the learners become more skills

orientated and that the learners learn to communicate in situations which would prepare them to take their rightful places in society.

In the authoritarian education system of the past, English was seen as a subject in isolation. Many pupils whose home language was not English were forced to accept English as the language of learning and teaching and could only take their home languages as a separate subject. This in itself resulted in unfair evaluation as learners were forced to write examinations in all subjects in a language which was not their mother tongue. It was only when the "Straight for English" policy was adopted in 1992 that parental preference was taken into consideration. In the new OBE system all languages enjoy equal status and are incorporated into the Learning Area: Language, Literacy and Communication. The English which was taught was content-driven and relied on limited methods of assessment. The purpose of this chapter is to discuss the authoritarian, content-driven education system of the past and then outline the development of an educational system which would redress the inequalities of the past and in so doing stress the necessity for assessment reform within the innovative developmental initiatives being taken to provide lifelong learning opportunities for all.

2.2. Development of assessment practices in the ex-Department of Education and Training

2.2.1 Pre-1988: Structural education and evaluation

2.2.1.1 General

In the apartheid education system each racial group was assigned a separate education department. In the ex-Department of Education and Training, which catered for Black pupils,

evaluation was summative and, therefore, relatively judgmental because it mainly took place in the form of tests and examinations. Marks were recorded for pupils in order to ascertain whether the pupils should be promoted or failed at the end of the year. Evidence of pupil achievement was measured summatively and did not reflect the actual achievement or holistic development of the pupil. During this period structural teaching and the testing of grammatical structures and knowledge of content was the order of the day in the majority of schools in South Africa.

2.2.1.2 Rote-learning, tests and examinations

In the historical academic system teachers in the ex-Department of Education and Training were supplied with a prescriptive syllabus, subject policy and work programme which they had to follow. Lessons were planned according to the syllabus content and tests and examinations were set on the prescribed material (cf Department of Education, n.d.). These tests and examinations merely reflected how much of the knowledge imparted by the teachers was learned by the pupils and then later regurgitated under test conditions. Van der Vyver (2000:39) states that: "The term '**rote learning**' has often been used to describe the study methods of learners in a subject-based curriculum. Learners are seen to memorise large portions of the textbook and then to reproduce this information in a test or examination. Very often these learners have little real understanding of this study material. The learners look for key words in the examination question and then "dump" all the information that they think is relevant to the question".

When looking at an example of promotion requirements for English Second Language it is clear that this method of evaluation is only aimed at those individuals who are academically

inclined and does not take into consideration the potential of the academically disadvantaged learner. Explicit instructions with regard to the allocation of marks were circulated to teachers by the examinations section of the ex-Department of Education and Training (cf. Appendix 1).

In the ex-Department of Education and Training explicit instructions for the planning of lessons and setting of **examinations** were set out in document OO/ET 42 (b) (Department of Education, n.d.) and the teacher was not permitted to deviate without the prior approval of the circuit inspector.

According to Departmental instructions time frames were given in which the syllabus content had to be completed and the work tested or examined. No mention was made of the learners and whether they understood the work or not (cf. Department of Education, n.d.). This is standard practice for content-based education. Killen (1996:3,4) states that: "Content-based programming puts an almost exclusive emphasis on "covering the curriculum" by suggesting that teachers should teach a predetermined amount of content in each time period (lesson, term, year, and so on). It gives little consideration to how much individual students will learn in that time, and lends teachers to think that it is acceptable and appropriate for individual students to learn different amounts". In the Department of Education even the final decision with regard to the number of class tests which were to be written was the responsibility of the circuit inspector (cf. Department of Education, n.d.:4). The assessment needs of the learners as well as the relevance of positive developmental feedback were not taken into consideration in the document and formative assessment per se was not included in the evaluation process.

The form of lesson planning and the evaluation of work done in class by the learners was prescribed by the Department of Education and Training and did not provide leeway for teacher initiative or a framework for the continuous evaluation of learners. A syllabus and education system which is rigidly content-based is disadvantageous because the content does not comply with the changes taking place in new methodologies, technology and levels of economic and social demand. In the National Curriculum Framework for Further Education and Training (FET) (RSA, 2000(f):5) it is stated that: "The present system of FET qualifications and programmes offered by schools, colleges, industry and private providers does not prepare learners adequately for success in further learning or for productive employment. On the one hand FET programmes offered by schools are constrained by narrow academic concerns, are too general, offering little or no specialisation, while on the other hand programmes offered at technical colleges are narrow and job specific. These programmes fail to equip learners adequately for the social, economic and cultural changes they will face during the course of their lives". A work programme which included the setting and writing of cycle tests was supplied by the Department of Education and had to be adhered to.

Teachers who did have the inclination and initiative to include continuous assessment and take the needs of the learners into consideration found it very difficult to implement any innovative methodology or to attempt to make lessons more learner-centred as they were tied down by the requirements of the class inspection document number 00/ET 481 (Department of Education and Training, n.d.). Teachers were assessed according to the rigid criteria set out in this document and failure to comply would result in a negative report being sent to the department. Teachers concentrated on getting the work done and testing it so that they could

get the required results. Mpolweni (1998:54) states that: "The process of inspection was in many instances conducted by collecting learner' s books to check on:

- the number of exercises, the amount of classwork , homework and tests written;
- whether the written work is within the prescribed syllabus; and
- whether the teacher marked the work done by the learners."

2.2.1.3 Evaluation of classwork

The marking of books took considerable time as teachers were expected to mark work in great detail and rewrite all errors. The pupils then spent many futile hours doing corrections. Essays, especially, were difficult to mark and pupils merely rewrote the teacher' s corrections without gaining anything from it. This method of marking and evaluating the pupils' work was not only a very timeous and daunting task but also demotivated learners when they received essays back which left them in no doubt of their poor command of the language (cf. Creber, 1965:221).

Teachers were also inclined to neglect this aspect of the work as the marking of so many books was an impossible task. Appendix 2 gives an example of how an essay was marked and corrected, and Appendix 3 is an example of the grid which was used for the evaluation of essays. Such a mode of evaluation, which had its focus on the correction of language errors rather than on communicative competence was unacceptable (cf. Hyland, 1990).

2.2.1.4 Evaluation of composition writing

In the English syllabus (Department of Education and Training, 1985:7) it is stated that:

The communicative aims of the syllabus imply positive marking and a concern with what is successfully communicated. The pupils who actively engage with a subject and are adventurous in their use of language are likely to learn more than those who keep to simple, prosaic structures; yet they are also more likely to make more mistakes. They should be given full credit for what they have achieved, taking into account both the sophistication and vigour of their work, and the extent to which their errors impede communication or distract the reader.

Contrary to the aims of the language syllabus, the composition memorandum, Appendix 4, clearly shows that the composition mark be assigned according to the learner's language usage and then be modified by the content.

The following are relevant extracts from the marking memorandum:

NATIONAL SENIOR CERTIFICATE ENGLISH MARKING MEMORANDUM

- A. *RATING SCALE*
- a. *Remember that you are evaluating the work of a candidate whose mother tongue is not English.*
- b. *Read through the essay carefully, indicating the mistakes (see B below) and then giving a language symbol by referring to column 1 on the marking grid. The actual mark to be awarded within this symbol is determined by the content of the essay - see the categories in the second column of the table. e.g. If the language is 'passworthy' and the content is interesting in parts, then the mark awarded will be 31 to 34 out of 70.*
- c. *Any sentence or paragraph which is irrelevant or illogical should be crossed out with the letters IR or IL written next to it.*
- d. *If a substantial part of any essay is irrelevant or illogical then the language symbol must be reduced proportionately at the markers discretion. This will mean that the marker must ask himself whether the essay is generally worth a pass.*

e. When an essay is totally off the subject, then it must be given a G or H.

Before deciding on a content 'rating' ask yourself:

- how well did the candidate relate to the subject,
- how well is the topic introduced and concluded,
- does the essay hold the reader's attention,
- does it show particular perception, imagination etc. and
- is it generally coherent in its train of thought?

B. ASSESSING LANGUAGE IN COMPOSITION WRITING

You must distinguish between major and minor errors.

Major errors must be circled, minor errors must be underlined. If an entire sentence or paragraph is extremely faulty, draw a wavy line in the margin.

The circles and lines with which you mark the scripts must serve as a GUIDE to the symbol which you award for language.

It is crucial, however, that the marker must take into account the positive aspects of the writing. In the last analysis the marker must ask:

- was the language generally coherent,
- was it of the correct tone for the subject matter, and
- was the language generally pleasing to read?

It is impossible to lay down hard and fast rules as to how many major and minor errors equal a particular language rating. It is obvious that someone who has, for example, five major errors on one page, may still be a generally more competent writer than someone with only three major errors. The degree of sophistication of lexis (vocabulary) and structures must play a part in the general assessment. It should be obvious that 'fancy' or 'highflown' English which blurs rather than enhances the communication, detracts from the essay as a whole.

A MAJOR ERROR is defined as one which seriously hampers ease of communication and indicates poor language control:

- serious misuse of tenses including the faulty use of the continuous tenses,
- incorrect concord (e.g. He run), and

- *very poor sentence construction through unacceptable word order, incomplete sentences, generally poor structures and choice of words, etc.*

A MINOR ERROR is one which does not seriously hamper communication:

- *spelling mistakes,*
- *punctuation involving use of commas, apostrophes and inverted commas, and*
- *words or phrases omitted but which do not seriously hamper coherence*

Obviously, it is impossible to list all categories of errors for present purposes so that it is assumed that markers will use their discretion.

N.B. - contractions such as don't, can't etc. are acceptable

- *repetitions of the same error should NOT be indicated*

GUIDE TO DESCRIPTIONS OF LANGUAGE RATINGS

- H. Extremely weak: Vocabulary and structures so weak as to result in very little communication on the set topic. Hardly intelligible.*
- G. Patently below standard: The language of the candidate is at least English. Command of English very limited; hardly any command of the English tenses and of concord; Spelling and punctuation very poor indeed; very limited vocabulary, unable to express himself in simple English.*
- F. Doubtful: Portions of the composition contain many serious errors, especially in the use of the tenses and in concord; sentence structure shows strong influence of the mother tongue; parts of the composition, and of the individual sentences, however, in idiomatic English.*
- E. Passworthy: The prose composition of a candidate whose English is his second language; including errors in the use of the tenses and in concord; errors of language do occur in respect of these.*
- D. Comfortable pass: Effective command of everyday English vocabulary, structures and English idiom show, capable of sustained logical and clear expression, in spite of the not unreasonable number of errors made.*
- C. Competent: Relatively few errors; good command of English idiom; range of vocabulary and expression good; uses English with facility; keeps within safe and rather limited bounds.*

- B. *High Standard: Few errors: greater facility of expression shown; good command of English idiom, including the more advanced; interesting, competent range of vocabulary; awareness and observance of elements of literary style and taste apparent.*
- A. *Distinction: In spite of a lapse here and there, a happy facility of expression and a wide range of vocabulary and expression shown; thought and style suitably merged; unmistakably superior.*

As the majority of essays marked according to these instructions were dominated by language errors it was very difficult to allocate a reasonable mark even though errors were only indicated and were not rewritten correctly for examination marking as was the case for evaluation of classwork (cf. Appendix 5 and Appendix 6). There was also a vast difference in the standards set by different teachers. Marks were very subjective and varied considerably in many cases as some teachers were able to recognise spelling and grammar errors whilst others were unable to do so.

2.2.1.5 Evaluation of literature

In the literature paper, language errors were also taken into consideration. In the November 1980 Department of Education and Training examination paper, instructions were as follows:

- Answer two questions. They must be on different books.
- At least one of the questions chosen must be a contextual question. You may, if you choose to do so, answer two contextual questions, but not two of the others.
- Each question carries 40 marks, of which 15 marks will be allotted to language, style, arrangement of subject matter and neatness of your answers.

In the **Understanding the National Qualifications Framework** document (Republic of South Africa, 1996(a):12) it is stated: "In the old education system only the content of the courses and what the teacher or textbook had to say was important. Learners received information from the teacher and did not play a very active role in the learning situation. Most of their learning was memory-based. Learners were seldom given the opportunity to show that they understood the full meaning of what they learned and how to use their knowledge. It was important that learners remembered and repeated everything that they learned, and not whether they understood and were able to use what they had learned in different ways or situations."

The average literature question, which was worth 40 marks, merely required that the pupil regurgitate facts learned in class or from study guides. Some examples of these questions include:

- In your own words give the content of:

THE WILD SWANS AT COOLE - W.B. Yeats

and ODE TO AUTUMN - John Keats.

- In your own words give an account of:

THE BLUE HERON - T.G. Roberts

and EDWARD-EDWARD - Anonymous.

- In your own words tell the story of THE KELP JUNGLE as written by Glynn Croudace (Republic of South Africa, 1985).

Pupils were not asked to state their own opinions nor were they asked to interpret any piece of literature. They were merely asked to rewrite the contents of a poem or story.

These types of questions caused considerable problems in the marking sessions as a detailed memo was given and teachers would stick religiously to the memo and would not recognise many correct facts included by the pupils especially in cases where the pupils used their own words. For example, the memo would state:

- *His wife could be made a widow, his children made fatherless. Mercy was an unknown word.*
- *A form loomed up at him, he swung his stick at it and heard it give a cry of pain.*

The learner's answer would, for example, be:

- *They would kill him because they felt nothing for anyone and did not care.*
- *One of the young men appeared in front of him and groaned when he was hit with the stick.*

Moderators found large discrepancies in mark allocations when they remarked the essays.

2.2.1.6 Evaluation of the language paper

The content-based syllabus and the emphasis on the evaluation of the learner's knowledge of language structures is not suited to the more learner-centred approach of OBE. In the past (pre-1988) the teacher was also unable to change the content of the syllabus and the methods of evaluation in order to meet the needs of the learner as the format of the final examination required that the learner had knowledge of the structures of the English language.

Planning was textbook bound and even though the pupils spent hours chanting substitution tables and changing words and sentences as instructed by the textbook exercises, these oral cantations were never utilized in interesting ways for assessment but became boring

repetition exercises to which no one paid any attention. In the document: Let's connect..... a communicative approach to outcomes-based language teaching (GDE, 1999(g):17), it is stated that: "The educator, as model of the target language, provided all the input and controlled the class like the conductor of an orchestra. The educator of this method was often the original "talk and chalk" teacher. Learners were not encouraged to generate their own sentences, because the focus was on language accuracy and learners were discouraged from making mistakes".

In the traditional method of planning a lesson, emphasis was placed on the aims, objectives and content of the lesson. Assessment was not taken into consideration at all when planning was done. Mahomed (1998:12) states that: "In the South African context, the issue of content is sensitive for two key reasons. The first is that our system has been a heavily content driven one which has resulted in rote-learning practices in almost all parts of the system. The content also tended to be biased in most respects toward eurocentrism, maleness, and middle and upper class perspectives of knowledge". The following extract from a comprehension passage used in June 1981 is an example of this:

As Minister for Air, Churchill established a reputation for being the worst pilot yet developed by aviation. He appeared to have an uncanny instinct for making the wrong move. The fact is, he crashed with regularity. To carry out the business of demobilization, he found it convenient to fly often into France, and the peasants in outlying areas came to know him well. In the last days of the war he had taken off for London from France in a plane that nobody else would touch (he had a patriotic bias against commandeering aircraft that might be put to better work elsewhere). Eight kilometres out over the Channel, the engine stopped and they headed toward the sea.

Churchill was trying to get out of his heavy clothing when a few strangled pops hauled them up briefly. They made it back to Gris Nez and flapped down near an aerodrome. The plane was repaired, serviced, and assisted into the air again. This time Churchill and his pilot were more than halfway across when the engine sighed feebly and diminished to one or two cylinders. With fifty metres of altitude left at the English shore, they crash-landed safely in a grove of elms.

In the June 1981 examination paper the language questions based on the above comprehension passage included the following questions:

- ◆ *The adverb safe is related to the noun safety, the verb save and the adjective safe. The following words are also related to other parts of speech. Write down the relevant words indicated after each word:*
 - i) *serviced - adjective*
 - ii) *assisted - noun*
 - iii) *injury - verb: adjective*
 - iv) *presumably - noun: adverb*
- ◆ *The phrase for being consists of a preposition (for) and a gerund (being), while to carry is an infinitive. Complete the following by writing down the correct form of each of the words in brackets:*
 - i) *He made his escape by means (slip) away unnoticed.*
 - ii) *I shall try (see) you tonight.*
 - iii) *You had better desist (trouble) me any longer.*
 - iv) *The mechanic is adept (repair) cars.*
 - v) *We shall have to stop (meet) each other.*
- ◆ *The word last is an adjective. It can be used as a noun and as a verb. Construct two short sentences to illustrate its use as a noun and as a verb.*

The passage on which the language questions were based was also very difficult for second language learners to understand and the content was far removed from their cultural and social background. The following is an extract from this passage:

It was the lusty cries that the owlets gave that suddenly brought home to me the culinary implications of my new acquisitions. It was obvious that they had not been fed, and judging from the noise they were making they were extremely hungry. I could see that I would have to rely on my Mother's unfailing kindness of heart. I found her ensconced in the kitchen, stirring a huge, bubbling cauldron, her lips moving silently as she read from a cookbook in one hand.

One of the questions asked was the following:

The clause, It was obvious that they had not been fed, is in the passive voice. Change the following into passive voice:

- i) The lusty cries that the owlets gave brought home to me the culinary implications of my new acquisitions.*
- ii) I intend to keep their arrival a secret from Larry.*

In this method of evaluating, the learner was faced not only with trying to apply the language structure required but also with the problem of trying to understand the meaning of the sentence before attempting the conversion.

2.2.1.7 Oral evaluation

During this period the DET syllabi suggested that an average of 3 periods per week be allocated for aural and oral work. According to the Standard 6 syllabus, the oral mark was compiled as follows:

Reading aloud	10
Comprehension of passages read	10
Speech on a set topic	10
Informal conversation on everyday topics	20

(Department of Education and Training, 1986:8).

The syllabus required marks for formal and informal speech as well as for reading. Hollingworth (1984:27) states that the testing of conversation "is certainly best done in small groups with the teacher giving a topic and starting the pupils' conversation among themselves. You should ensure that everyone has sufficient opportunity to express himself". This method of oral evaluation was, however, the exception and pupils were expected to stand in front of the class and "do an oral" or read an unseen passage from a book. This was a very frightening experience for pupils and, because they were nervous, they often did not receive marks which reflected their true speaking and reading competence.

Inspectors visited schools after oral evaluation had taken place and identified a number of pupils for moderation purposes. This practise was totally authoritarian as pupils were very frightened and inspectors often changed the mark allocated after having spoken and questioned the pupils for only a few hours. It was felt that the teacher knew the pupils and the subject better than the inspectors and yet, they were not consulted about any changes made to their mark allocations.

2.2.1.8 Summary

The structural method of teaching English as a second language was not very effective because learners were taught patterns of language and not how to communicate. They could not undergo the transformation from repetition of language structures to creative production of the language. The problem lay in the methods of evaluation which prevailed, as the teachers were inclined to concentrate on completing the syllabus so that the learners could achieve good examination results. French (1997:21) states that: "One of the saddest achievements of widespread public education in the twentieth century was the embedding of an attitude that

education was about certificates and status but had little relationship to the way one lived one's life or did one's work".

2.2.2 Post-1988: Toward communicative language teaching and evaluation

2.2.2.1 General

During this period the need for change from structural teaching to a more communicative approach was recognized and addressed. Kilfoil and van der Walt (1990:29) state that: "Sensitivity for the learner's needs is one of the most important issues in the construction of a communicative course. It is obvious that the teacher must have a large say in the construction of the course. The current state of affairs does not give him much freedom in this respect, but he should strive to exploit what little freedom he has".

A modification to the English syllabus (cf. Appendix 7) was sent out to teachers in Circular Minute No 36/1989 (Department of Education and Training, 1989).

Even though the necessity of evaluation throughout the year was recognised and the oral mark allocation was increased, there was still no mention of continuous assessment. The year mark was still summative and comprised of an accumulation of test marks.

2.2.2.2 Evaluation of composition writing

When the communicative approach to language teaching was introduced in 1992, the examiner of the composition paper decided to introduce a new marking grid which was more suited to the communicative approach for the evaluation of the composition and letter components of the examination.

The following instructions were given to markers at the marking session in November 1993:

INTRODUCTION

The following guidelines refer to the marking of both the composition and letter or other short piece of writing. A holistic approach to the evaluation of writing will be used i.e. examiners will base their judgement on their impression of the whole composition/letter. The composition or letter will be judged on its communicative effectiveness.

To help examiners in their evaluation a marking profile containing four component scales has been provided to help focus the reader's attention on important aspects of composition writing.

MARKING PROCEDURE

- *Each composition will be marked by two different markers under the same Senior Sub-examiner, or two Senior Sub-examiners under the same Chief Examiner. This procedure will be followed until the Chief Examiner is satisfied that markers are using similar standards.*
- *The first marker will mark only the composition. The second marker will mark both composition and letter/short piece. Two quick readings of each piece of writing are expected from each marker at this stage.*

(a) The first reading will be for an overall impression concentrating on the message.

The examiner should ask himself/herself questions about the writer's ideas and how well they are developed and sequenced to convey a complete picture.

Marks should then be allocated under Content and Organisation finding the descriptors that best describe the writer's success. A score should be

determined for each component to reflect these descriptors and be recorded on the top left corner of the script as follows:

C = _____ O = _____

(b) The second reading will be to decide on scores for the remaining two categories:

Vocabulary and Language Use. The examiner must decide if the vocabulary and manipulation of language work effectively to convey the intended message without distortion or loss of meaning.

The marks for the two categories should also be reflected alongside the marks for content and organisation.

(c) Marks for the four categories should then be added up and the total mark transferred to the outside cover of the scripts.

- Scripts that have been marked by two markers will be passed on to the Senior Sub-examiner where the composition marks differ by more than 10. The senior Sub-examiner will remark both composition and letter. The two marks closest to each other will then be averaged.

GENERAL

- Examiners should not be afraid to award high marks for a well-written answer or to fail a weak candidate.
- Where a piece of writing is completely irrelevant, a 0 should be given for content. Where only a section of it is irrelevant, the mark for content should be adjusted accordingly. e.g. If half the piece of writing is irrelevant, a mark should be given out of half the total mark for content.

- *In the case of a LETTER, one mark should be deducted for each of the following if omitted:*
 - *Address/es of sender/recipient*
 - *The date*
 - *An ending*
 - *In the case of a business letter, if the candidate uses a heading, it must come after the "Dear Sir", not before.*
 - *Salutation.*

An example of the marking grid is given in Appendix 8.

This grid does show movement toward the recognition of the relevance of content in creative writing. Structure is, however, still predominant as three of the four categories are related to language usage and structure.

2.2.2.3 Evaluation of literature

The types of questions asked in the literature paper led to the rote-learning of chunks of information from study guides and then merely rewriting what had been memorised in the examination paper. The structure of the literature examination paper was changed and more contextual questions were asked. This did, however, lead to the literature paper taking on the form of a comprehension. In order to prevent this and promote insight a "10-point question" was introduced. As subject advisor at this time, the writer distributed the following motivation for the introduction of this type of question:

GENERAL

- ◆ *The question combines various aspects which the pupils are expected to master before writing their final examination:*
 - i) *Writing. The syllabus states that "work arising from other sections of the syllabus often leads naturally to writing". The 10 point question is a good example of this. It encourages the pupils to express themselves in a more ordered way, writing in a given context for a specific purpose.*
 - ii) *Summary. The 10 point question is in fact a summary of relevant passages taken from the prescribed books. The pupils are taught that they must order their thoughts so that they answer only what is relevant to the question and discard all irrelevant information.*
 - iii) *Language. This question encourages communicative competence because the pupils are expected to answer in their own words. The 5 marks allocated to relevance and language use account for both the awarding of marks for sophisticated and correct language as well as for the penalising of answers in which errors impede communication or distract the reader.*
- ◆ *Pupils are expected to answer the question from a specific point of view. This is a developmental exercise as it is also of value in real life. Pupils tend to immerse themselves in their own ideas but this question broadens their outlook and trains them to see all the different points of view.*

MARKING

- ◆ *The 10 marks for this section are divided into two sections:*
 - i) *5 marks are awarded for 5 specific facts or events from the extract.*
 - ii) *The other 5 marks are allocated for relevance and language. The pupil must be able to describe events from the perspective of the character required by the question - role play is an important factor in the allocation of marks. Pupils will be penalized if their answers are not in role and contain language errors.*

An example of this type of question is taken from the November 1993 Gauteng Department of Education Paper 111.

SECTION D - MARU

Dikeledi stepped daintily around the puddles and pills and seated herself on the chair near the bed.

"I came to ask you something," she said smiling. "Please make another picture of me. I lost the one you made the other day."

It was a lie. She had taken the sketch home and shown it to Maru. He had taken it and put it in his pocket as if it were his rightful possession. Not any amount of pleading would make him give it back. All he said was: "She will make lots more for you".

Why, she had not thought of that. A gold mine was a gold mine. Its production ought not to stop with one dig. She thought she ought to set her face in a pretty pose and be patient while Margaret set her plate down and looked around for paper and pencil. But her own heart was laden with sorrow. She kept her affairs to herself. They were the more terrible to endure because of this. A mournful expression filled her face and she slumped a little in the chair, depressed. Sometimes, she smiled through the tears which dripped on to her lap.

The other, uninvolved person watched this alertly and captured that mingling of smiles and tears. The little puddles and pills on the floor dried up. The Queen of Sheba and the Windscreen-wiper dozed in the slanting rays of the afternoon sunlight. In the silence it seemed an hour had passed. At last Dikeledi arose. She hardly glanced at the sketch in her hand. She did not say goodbye. She walked thoughtfully to the car and drove away.

Question number 20, for 10 marks, required the following:

Assume that you are Margaret. Describe Dikeledi's visit in this extract from your point of view.

Even though the intentions of this type of question were positive and a step toward developing insight, many problems were encountered in the examination. The teachers had never been exposed or trained in this type of question and were very wary of teaching it. The question was very badly answered in the examination and teachers also found it difficult to mark. Teachers were trained to mark the answers before the marking session but many discrepancies were found in mark allocations when the answers were moderated (cf. Appendix 9).

The examples used in Appendix 9 for the training of teachers were taken from answers written by pupils during the examination. The memorandum for this question read as follows:

20. Dikeledi avoided the goat mess and sat on the bed. She said she'd lost the first sketch I'd done of her and wanted another.

Her expression was very sad, and tears ran down her face though she also smiled every now and again too.

She took the sketch and left without really looking at it and with out even saying goodbye.

Any five points for content: double it and add one mark for good style; deduct one if not in role.

As can be seen from the answers marked at the memorandum meeting, the pupils did not understand the question. This question consisted of twenty percent of the total mark allocation for this section. Pupils who did not understand the question or who had not been taught how to answer it were, therefore, heavily penalised because the final examination determined whether the pupils should pass or fail.

This type of question remained a problem as was reflected in an analysis of and comments on the English Language papers (November 1994) (Gauteng Department of Education, n.d.:9) which stated that: "The paragraph question remains a weakness. All three paragraphs had a lower average than the overall average for the book in question. This is simply a matter of teaching - many candidates had no idea what to do, even with the instruction plainly in front of them".

2.2.2.4 Evaluation of the language paper

The examination papers were not always set according to required standards and the marking procedure was also problematic. In an analysis made of the DET English Second Language Matric Papers (Barrett, 1993:13) the following conclusion was reached:

- The DET syllabus aims at improving the students' communicative competence. Yet the papers fail in various ways to fulfil the communicative aims of the syllabus.
- Firstly, the types of questions asked only sometimes require the students to engage the reading and writing skills they may have learned - many of the questions test discrete items of linguistic knowledge, or at the other extreme test cultural knowledge rather than strictly language-based knowledge.
- Secondly, there is a trend in the assessment of the students to focus on accuracy rather than fluency - contrary to the spirit of communicative language teaching. This inhibits language production and can lead to stilted language use.
- Furthermore, the language papers compromise their own communicative value by being ambiguous or unclear in places, or by omitting instructions essential for the students to answer, the examinations discourage an independent critical response so crucial to any reading activity. While the aims of the language syllabus are sound, it is clear that the

methods of assessment, both in the examination itself and in the way it is marked, fall short of these aims.

The summary is an example of a problematic question. A summary was included for the first time in 1988. The following is a copy of the précis and the memorandum which was set for the 1988 Department of Education and Training examination:

:

SUMMARY

(Spend about thirty minutes on this question)

You have listened to the speech below and wish to repeat to your friend/husband/wife the arguments put forward in favour of couples sharing house-work. in 50-60 words, summarise the points made. You may write your summary as a paragraph, or in point form, but full sentences must be used. Write down the number of words you have used.

"DOMESTIC POLITICS" - An extract from Betty Bogoshi's talk, Johannesburg, 1987.

"If a man and his wife both go out to work earning money on a regular basis, it seems reasonable to suggest that they should share the daily chores.

Unfortunately, women have been brainwashed into believing that house-work is their responsibility. Contemporary news media reinforce this belief. Magazines and T.V. advertisements show women - not men - gazing rapturously at their newly-polished floors, a new detergent or vacuum cleaner. But where is the man of the house?

Sharing housework has several advantages. It means that a wife has more time to spend with her husband, more time to put that extra sparkle into marriage. There's also the point that sharing will avoid the resentment that builds up if a woman tackles the chores alone while her man sits with his feet up, or goes out with friends.

Remember, too, that sharing tasks will often mean that it is unnecessary to employ domestic help. This is an important consideration for couples buying a new house, or furniture and equipment, or even those who simply want to build up their bank balances. Also, the work of some professional women occasionally takes them away from home. Surely a man should be able to look after himself for a few days?

Men often claim that we should each do the jobs we are good at. "I'm not much good with the dishes, the ironing or the cooking ... I'll just change the plugs and things ..." But isn't lack of practice the main problem? Men also suggest that a couple of hours in the garden on Sunday's (with the help of a beer or two) is equal to all the daily house-hold tasks. I have a better idea. Let's pool all the work and free woman from being the sole slave of the kitchen sink and all that it implies.

SUMMARY ANSWER GUIDE.

A sample answer guide is shown below in point form as a guide to what should be included. Obviously no-one is going to write exactly the same answer, using exactly the same words.

N.B. The answer can be in point form or in continuous prose. There are SIX main facts, each should gain two marks + 12. This leaves 3 marks for general impression to be used for language and correct length. However, if the summary is hopelessly long (90 words or over) THE TOTAL MARK CANNOT BE MORE THAN 5/15. Penalise anything between 70-90 words, by not awarding the maximum of 3 marks for general impression.

(Use your discretion on this point, with a sliding scale).

POINTS GUIDE

- i) Sharing housework is fair if both husband and wife work.*
- ii) This gives a wife more time to spend with her husband.*
- iii) It will help to brighten the marriage.*
- iv) Sharing will prevent the resentment that occurs when a man doesn't contribute.*
- v) Sharing work will often save paying for domestic help.*
- vi) If professional women go away a man can fend for himself.*

Many teachers did not themselves understand the principles of summary writing and, therefore, neglected to teach it to the pupils. This is reflected in an analysis of and comments on the English Second Language papers (November 1994) (Gauteng Department of Education, n.d.:7) which states that: "Answers in this section were better than for last year, especially from those candidates where summarising had obviously been taught. Unfortunately, it was obvious that in some cases, candidates had no idea of the meaning of the word 'summary', with the result that mini essays were written on journalism, and even on careers. This was totally unacceptable".

Instructions often required the extraction of specific facts and as pupils were not taught the basic rules of summary writing, they did not read the question carefully and supplied information which was not relevant to the question. As many teachers were not comfortable with the teaching of the summary they experienced many difficulties during the marking session. Teachers often did not recognise a correct fact as they marked strictly according to the memorandum and did not give credit when the pupil used his own words and used terminology which did not appear in the memorandum. This method of evaluation was not fair to pupils as those pupils who had not been taught the skill of summary writing were disadvantaged compared to those who had been taught.

In an attempt to establish the communicative approach to language teaching, the language questions asked in the Matric examination during this period did not emphasise the structure of language per se as had previously been done. This is evident in the following questions taken from the Gauteng Department of Education examination paper of June 1990:

◆ Question 3

Choose the word or phrase which completes each of the sentences below. WRITE ONLY THE QUESTION NUMBERS AND THE SYMBOLS OF THE CORRECT ANSWERS.

e.g. I'm so surprised that I can't _____ the good news.

- A. get through B. get by C. get into D. get over

ANSWER : D

a) I mustn't forget to buy _____ to sew my dress.

- A. cotton B. a cotton C. cottons D. any cottons

b) I need a new _____ for the holidays.

- A. short B. pair of shorts C. shorts D. pair of short

c) I know the pen is _____

- A. her's B. hers' C. hers D. her one

d) I _____ your letter last week.

- A. have received B. has received C. was receiving D. received

e) All medicines and pills must be kept out of _____ of children.

- A. grasp B. band C. hold D. space

◆ Question 4

Our language tends to be more formal when we speak to someone senior to or older than ourselves. It is important to adopt the right tone and register for the situation. For each of the sentences below, re-arrange the words/phrases in brackets in order of formality, putting the most formal word first.

Do not re-write the sentences.

e.g. He goes out with a glamorous (chick, young lady, girl).

ANSWER: young lady, girl, chick.

- Even our manager seems to be (broke, short of money, financially embarrassed).
- I like him. He's a pleasant (man, gentleman, guy).
- The letter of appointment for this job stated quite clearly what the (pay, remuneration, salary) would be.
- My grand mother was rather (an ungenerous, a stingy, a mean) woman.
- Her relations (spent a lot, lashed out, went to great expense) on settling the woman into a new home.

The relevance and suitability of this form of evaluation was still questioned. Barrett (1993:10) states that "the marking system pays particular attention to language usage, and the inclusion of a large language section in the paper points to a rather contradictory position on language issues. The questions are sometimes given a limited context to give them the guise of communicative functionality, but these contexts are not always substantial enough to make the exercises meaningful, and in addition, the language questions invariably involve sense units no longer than a sentence".

2.2.2.5 Oral evaluation

The schedules for continuous oral evaluation were sent to teachers with the Department of Education and Training Circular No. 36/1989 (cf. Appendix 10 and Appendix 11).

Even though the heading does stipulate that the schedule was for 'continuous evaluation', it is clear, when reading point no.4 that the term 'continuous' merely refers to the work distribution of the teacher and not to the continuous oral contributions of individual pupils. When looking at the evaluation tables which were distributed to teachers by the subject advisors it is also evident that even though the authorities advocated communicative language teaching, the relevance of the communicative contribution of the individual pupils had not yet been addressed or applied in the classroom situation (cf. Appendix 12 and Appendix 13).

From these evaluation tables it can be seen that the correct application of the structure of the language still played a prominent role in oral evaluation. Very little credit was given to the communicative value of what was being said.

Oral moderation was no longer undertaken by inspectors but was done by subject advisors. The subject advisors found many discrepancies in the allocation of oral marks. In many schools the rank order was totally incorrect and as rank order was not allowed to be changed by moderators the marks had to be submitted as they were. Teachers also did not seem to realise that there should be a correlation between the oral and written marks of pupils. At some schools the average of the oral mark was more than 30% higher than the average of the written examination. It also appeared as though many teachers did not do oral evaluation and merely allocated marks in order to submit a mark schedule as required by the Department (cf. Appendix 14). This method of evaluation is still very subjective and relies entirely on the discretion of the teacher.

2.2.2.6 Summary

The Department of Education did attempt to introduce the communicative approach to language teaching in the English Second language classroom but this was difficult because teachers were still bound by the evaluation practices which prevailed. Pupils were taught language structures in the classroom and could repeat their knowledge in the final examination but they could not apply the knowledge in real life situations.

Kilfoil and Van der Walt (1989:27) state that, "communication has been seen as the desired *product* of many methods, it has never been made part of the *process* of language teaching and learning. Teachers have noticed through the years that although learners can repeat the structures and dialogues perfectly in the class situation, they revert to old mistakes once they are required to use the language in a less structured, conversational situation. This is because learners have *learnt* the structures, but have not yet *acquired* them, because they

are not given the opportunity to communicate freely in authentic situations right from the start of the course”.

2.2.3 Transitional period

In this section two different transitional aspects are discussed. Firstly, the transformation of evaluation from the formal evaluation of the old education system to the more informal assessment which is applied in the NATED 550 system which was introduced after the implementation of the interim core syllabus. Secondly, in the review process, some of the official processes taken toward the implementation of OBE in schools is briefly discussed with reference to Outcomes-Based Assessment (OBA).

2.2.3.1 Transformation of evaluation

2.2.3.1.1 General

It is clear that the present method of evaluation will have to be re-examined in order to meet with the requirements of Outcomes-Based Education. At a workshop held by the English Second Language Forum (1993), teachers were asked in what ways the assessment system could be changed. The following responses were received:

- ◆ The system should encourage schools and teachers to vet draft examinations.
- ◆ There should be opportunities for teachers to vet draft examinations.
- ◆ Introduce more varied ways of assessing learners. At present there is too much emphasis on the final examination. Continuous assessment should be an option, as well as oral examinations in various forms, such as role play, debates, speeches, or group discussions.

- ◆ A more communicative approach should be adopted in testing language. Students should not be required to study 'disembodied' grammar.
- ◆ Examinations should recognise and stimulate interest in cultural and linguistic variety.
- ◆ The pass/fail system should be reconsidered.

(Reed, 1993:14).

These concerns were addressed by the national education authorities and a revised syllabus was compiled and forwarded to schools for implementation.

2.2.3.1.2 The interim core syllabus

Hughes (1996:59) states that: "Assessment has in the past been used mainly for purposes of selection. Stress has been placed on summative evaluation and, in particular, the once-off, final examination. This has been justified by the argument that examinations are an objective assessment mechanism that has the advantage of identifying talented individuals who will be able to play an active role in the economy." The reality is that this method of assessment is only suited to a minority of pupils and it was essential that the needs of all pupils be addressed.

The syllabus was amended and the **Interim Core Syllabus** was implemented in January 1995. Changes were made so that continuous assessment would be more suited to the requirements of the communicative approach, but these changes were limited as the teacher was still responsible for assessment and new methods of assessment in classroom activities were still not introduced:

- *Continuous assessment should be used where possible. This implies that:*
 - (a) *Listening and Speaking should be assessed while pupils are engaged in normal class work and speech situations rather than during a formal 'oral'*
 - (b) *Progress in reading ability, and comprehension of reading matter rather than a one-off reading 'performance', should form the basis for assessment*
 - (c) *The writing process, a variety of writing tasks, progress in writing ability, etc. need to be considered when pupils' writing competence is assessed rather than the final product only.*

- *In arriving at the marks for each section, considerable attention should be given to the aspects detailed below:*
 - *proficiency in understanding and speaking English,*
 - *ability to read aloud (prepared and unprepared),*
 - *ability to understand and respond appropriately to what has been said or read, also with respect to discussions of works in the reading programme.*

(Republic of South Africa, 1995:10).

The interim syllabus does display a shift in emphasis from what has been memorized and mechanically reproduced to what has been successfully communicated. It also stipulates that progress in reading ability and the process of writing need to be taken into consideration as aspects of assessment, but it is clear that assessment is still aimed at academic achievement.

2.2.3.1.3 NATED 550

OBE is systematically being introduced in schools but the revised curriculum is still being maintained in grades which have not yet implemented OBE. The official assessment policy for grade 12 in the Gauteng Department of Education is set out in the document A résumé of instructional programmes in public schools report 550 (NATED 550).

In NATED 550 (RSA,1997(f):29) the programme requirements for continuous assessment (CASS) state that:

“Continuous evaluation must be a compulsory component of the promotion marks. The continuous evaluation component must be at least 25% with a maximum of 50% of the mark on the report card or of the promotion mark”. In order to comply with these requirements the Gauteng Department of Education sent out Circular 8/1999 in which it is stated that a year mark will be implemented in all subjects as a formal component of the final assessment mark. The year mark would be made up of the following components:

- *The final Grade 11 promotion marks expressed as a percentage. This will form 33.3% of the year mark.*
- *The trial examination (mock examination) expressed as a percentage. This will form 33.3% of the year mark. The trial examination at Grade 12 level is compulsory in all Gauteng Department of Education schools.*
- *Ongoing assessment during the year expressed as a percentage. This will form 33.3% of the year mark. Schools are encouraged to implement a range of assessment procedures as envisaged in the continuous assessment procedures, which now form the basis of the new national assessment policy.*
(Gauteng Department of Education, 1999(a):2).

2.2.3.1.3.1 Evaluation of composition

The evaluation of the composition paper still remains a problem. The moderator's report states that: "The appointment of markers who have never marked using a grid is a great concern. The appointment of markers who are familiar with the grid but who still allocate the wrong mark, is an even greater concern. At all the regions the same problems occurred where a distinction candidate is either failed or marked down to C8/9 because the marker does not have the ability to assess metaphorical language for what it is worth!" (Gauteng Department of Education, 2000(a):No Page Numbers).

There were many discrepancies in the allocation of marks during this session. It is difficult for teachers who have not been exposed to the standard of writing of learners in other schools to make a fair assessment of their writing. Appendix 15 and 16 are examples of essays, marked by different teachers, which indicate this problem. The red mark was allocated by the teacher whilst the purple mark was allocated by the Chief Marker/Senior Marker when the paper was submitted for re-marking.

The Gauteng Department of Education did try to address this problem and introduced a new assessment system in accordance with instructions set out in NATED 550. The rationale for the modernization of the language papers is explained in Circular 99/1999 : "In preparation for the new trend in assessment, the learning area of *Language, Literacy and Communication* has resolved to be proactive by implementing school-based assessment. The teaching and assessment of languages should be in accordance with the communicative approach and OBE. It was therefore essential that the language papers be revised and that the assessment should be continuous and less summative than in the past" (Gauteng Department of Education, 1999(b):5). The changes were implemented in June 2000 and in all full time secondary schools a creative writing component was written and marked at school instead of during the final examinations at the end of the year. This is a preparatory step toward the implementation of portfolio writing.

Even though the teachers marked the scripts of their own learners, problems were still encountered. An excellent, very detailed marking grid was issued by the Gauteng Department of Education (cf. Appendix 17). However, the standard of marking still varied considerably from cluster to cluster. Teachers still had different views on whether the content

of an essay was good, average or poor. It was found that the marks submitted did not reflect the true ability of the learner's communicative competence. Many learners are disadvantaged by this method of assessment (cf. Appendix 18).

In 2001 the creative writing component will form part of the CASS portfolio. This is explained in Circular 69/2000 (GDE, 2000(d):2): "In terms of the above legal requirements, (*NATED 550*) the Gauteng Department of Education will introduce school-based continuous assessment for all full-time learners in Grade 12 in 2001. The year mark will be replaced by CASS in the form of a portfolio*.*A portfolio is a collection of work produced by a learner, providing evidence of the learning growth that he/she has achieved".

In Circular 67/2000 (GDE, 2000(c):2) it is stated that: "The teaching and assessment of languages should be in accordance with the principles underlying outcomes based education (OBE) and outcomes based assessment (OBA). As from 2001 changes outlined in this circular will be implemented at the Grade 12 level in order to allow for more school-based assessment". As can be seen from the portfolio marksheet (cf. Appendix 19) many principles of OBA are incorporated and even though this is a positive step toward the implementation of OBE it is problematic for the teachers as many of them have received no training in OBE. Teachers become confused because they have to maintain aspects of *NATED 550* and combine them with aspects of OBA.

The format of the English Second Language papers for 2001 can be seen in Appendix 20.

2.2.3.1.3.2 Evaluation of literature

The once-off evaluation of literature also created a problem during the marking session. Even though detailed memoranda were given to markers and markers were trained before commencement of the session, there were still numerous discrepancies (cf. Appendices 21, 22, 23 and 24).

Many of these differences occur because in the pursuance of fairness scripts are marked randomly by teachers. In this method of marking, teachers often mark the answers of books which they have not taught and often have not read. This is not fair to the candidates who often lose marks because the marker does not have the necessary knowledge to mark the paper.

2.2.3.1.3.3 Evaluation of language

The **language** section is normally well marked but errors do still occur (cf. Appendix 25), and if the once-off method of evaluation remains learners could be penalised unfairly. Language questions have become less structural and questions incorporating graphic literacy are often included. It was found that the learners experienced considerable difficulties in the interpretation of these types of questions. In the report on English Second Language (GDE, 1999(c):4) it is stated that: "The interpretation of the graph left much to be desired and our pupils are seemingly visually illiterate. Visual literacy in terms of the interpretations of, for example graphs and cartoons should also get attention in the classroom because these are basic life skills".

In the document: Let's connect..... a communicative approach to outcomes based language teaching (GDE, 1999:20) it is stated that in the communicative approach to language teaching, "teaching must focus on meaning rather than on form. Everything should be done with a communicative purpose. The learner should be given the opportunity to try out the target language. The focus should be less on grammar drills and more on games, role play, information gap activities and problem solving tasks". Teachers are encouraged to guide learners so that they can use the language in real life situations. Examiners should, therefore, apply this concept to the final examination paper and ascertain the assessment relevance of examination questions such as the following:

Extract from the Gauteng Department of Education October/November 2000 English Second Language paper. Second paper: Literature and comprehension:

SECTION E
COMPREHENSION
QUESTION 7

Paragraph 4

After a while we reached a signpost pointing silently and precipitously upwards. It read: 'Blinkwater Ravine – Blinkwaterkloof'. In neither official language did that ominous piece of direction sound particularly heartening. But that, clearly, was the way we had to go. Very reluctantly we left our well-trodden little foot path and scrambled valiantly over rocks and shrubbery, onwards and upwards, following the way the signpost pointed. At the same time, we were conscious of a postage stamp.

Question 7.6.

When the men see the signpost which reads "Blinkwater Ravine:", they are

- A. eager to continue.
- B. somewhat discouraged from continuing.
- C. not sure of the route to follow.
- D. attracted by the name on the signpost.

(Write down only the correct answer from the four alternatives above.)

Question 7.7.

Write down the numbers of the **THREE** alternatives (above) which you consider **WRONG** and next to each, quote only **ONE WORD** from paragraph 4 which proves that each one is wrong.

Choose each word from the list supplied below (all words appear in paragraph 4):

PRECIPITOUSLY OFFICIAL OMINOUS HEARTENING
 CLEARLY VALIANTLY EARNEST DIRECTION
 RELUCTANTLY.

A random sample of scripts was marked by the writer after the memorandum meeting and not one of the candidates obtained any marks for these two questions.

Pupils who were instructed in the techniques of **summary writing** were taught to summarize the passage in point form and were examined on this form of answering. The 1998 summary question was as follows:

QUESTION 2

Virtual reality poses a very real danger for young formative minds. Is the problem as grave as it is made out to be?

- Read through the passage.
- Summarize in not more than 80 words.
- Indicate the number of words used.
- Use your **OWN** words.

teaching of the summary takes place". It is necessary that pupils are familiar with the techniques of summary writing before they are evaluated in the final examination. The passage selected was totally unsuitable as the majority of pupils and teachers are computer illiterate. Many schools are unable to acquire computers as they either do not have electricity or do not have the facilities or funds for computers. It is necessary that this form of assessment be revised to suit the circumstances of our multi-cultural schools. The summary will not be examined in the final examination for grade 12 learners in November 2000 but will be included again in 2001 when a national paper is written.

2.2.3.1.3.4 Oral evaluation

The format of oral assessment was changed in 2000. The objectives are outlined in Circular 29/2000:

- ◆ Implement a moderation procedure which will be both **reliable as well as valid** provincially.
- ◆ Link the assessment and moderation of orals with the 7 Critical Outcomes and the 5 Citizenship Outcomes for Education.
- ◆ Ensure that every school offering languages is subjected to a moderation process internally, as well as to moderation by a cluster moderation team.

(Gauteng Department of Education, 2000(b):1).

The initiative to make oral assessment more school-based is a positive step toward OBA but the same problems were still encountered as discussed in section 2.2.2.5.

2.2.3.1.3.5 Summary

The Gauteng Department of Education has attempted to introduce communicative language teaching into the NATED 550 structure but it is difficult to change existing systems and classroom practices in an established education system. Concerns have been raised as to the effectiveness of the communicative approach in the existing system. Richards and Rodgers (1986:83) question whether the communicative approach "requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests".

2.2.3.2 The review process

With the inception of the Government of National Unity it became evident that the historical education system was not satisfactory and had to be reviewed. Hughes (1996:59) states that "assessment feedback has not adequately described the knowledge, skills and abilities that students have learnt, nor have they provided adequate feedback for career and vocational planning". Steps had to be taken to review and change the evaluation policies of the apartheid education system.

2.2.3.2.1 The National Qualifications Framework

In 1994 a task team produced a document called **A National Training Strategy Initiative** which recommended that a National Qualifications Framework (NQF) be established. The South African Qualification Authority Act (Act 58/1995) was passed in which the South African Qualification Association (SAQA) was given the power to establish and control the NQF.

The NQF is a new approach to education and training which aims to restructure the culture of learning and teaching at National level. This became a priority as: "The legacy of inequality has produced a very low record of **Human Resource Development**. South Africa has one of the poorest HRD records compared with other countries in similar stages of development. This is according to the 1995 and 1996 World Competitiveness Reports. Some of the indicators of these reports are:

low literacy rates, high drop out rates, little opportunity to return to the formal education system, no recognition of prior learning and experience, and poor links between Education and Training, and between education and social development" (Mahomed, 1998:3).

At present there is a gap between education and training as education is still seen as an area where knowledge is gained in preparation for the writing of examinations whilst training is identified with the acquisition of skills. The NQF will join these two areas of learning and form an integrated education system. The NQF recognizes that people do not stop learning after leaving school but continue to learn all the time from life experiences as well as from formal learning situations. In order for learners to achieve success in this new system of lifelong learning the NQF recognizes 15 key principles:

- Integration – a system of human resource development which integrates education and training in order to ease movement from one institution of learning to another.
- Relevance- be and remain relevant to national development needs as well as the needs of the learners.
- Credibility – have national and international value and acceptance.

- Access – for all prospective learners in a manner which facilitates progression. An open system is provided where learners are able to exit and enter at different levels.
- Portability – learners to transfer their credits or qualifications from one learning institution to another.
- Coherence – consistent, linking framework.
- Flexibility – there are multiple pathways for the same learning needs. The learner can achieve national qualifications through both formal and informal learning situations.
- Quality – expressed in nationally agreed outcomes (monitoring and provision affected). This will ensure a good quality education and training system.
- Legitimacy – involve stakeholders in planning and co-ordination.
- Progression – permits movement through the levels by gaining credits and qualifications that are nationally recognized.
- Articulation- permits movement between delivery components.
- Guidance of learners- provides trained counsellors for learners.
- Democratic participation – practitioners participate in writing unit standards.
- Equality of opportunity – different rates, different modes – equality for all.
- Recognition of prior learning – through assessment, give credit to prior learning. Learners will be assessed on what they have learned, to establish understanding, information and skills and then be placed at the appropriate level of education and training.

A new curriculum based on models from New Zealand, Australia, Canada and Africa was developed and introduced as Curriculum 2005.

2.2.3.2.2 The Education White Paper

In order to meet the requirements of the labour market it was essential that an education system be introduced which would equip learners with the necessary life skills in order to be able to realise expectations for the future. The **Education White Paper 4** (Republic of South Africa, 1998(a):13) mentions that “the performance of schools and colleges in the FET band is generally poor. Programmes and curricula are in many cases overly academic, theoretical and out of touch with the needs of learners and the labour market”.

The need to change from a traditional academic education system, which had a high repetition and drop-out rate to an outcomes-based system which would be ongoing and developmental, is emphasized. In the **Education White Paper 4** (1998(a):23) it is stated that “assessment has two distinct but related objectives. Firstly, it must provide valid and reliable information about the achievements and competencies of learners. Secondly, assessment must be developmental and formative, providing learners with feedback and guidance on their progress and performance”. This paradigm shift will have significant implications for the selection of learning content, the teaching and learning activities which will take place in the classroom and the new methods of assessment which will have to be introduced.

The serious shortcomings in current evaluation policy need to be addressed and changed to a form of assessment which would be in line with the requirements of the new curriculum. Current evaluation is too restrictive for this purpose, therefore, it is essential that new types of

assessment be used which will generate the necessary information about learner achievements as required by the new curriculum.

2.2.3.2.3 The Green Paper on Further Education and Training

Education and training are essential for economic and social development. In the Report of the National Committee on Further Education (Republic of South Africa, 1997(e):1) it is stated that:

Education/training is fast becoming a strategic good, where a country's ability to compete effectively in the global economy is going to depend on the skills of its people. The information age and the pace of scientific and technological advance means that lifelong learning is essential to keep abreast of changes in the nature of knowledge and production.

This problem is addressed in the **Green Paper on Further Education and Training**.

In the past, evaluation has been the sole responsibility of the teacher. Pupils have had no insight into what is being assessed. In the **Green Paper on Further Education and Training** (Republic of South Africa, 1998(c)) it is stressed that evaluation in the current school system still relies largely on the competence and professionalism of the teachers. This creates a problem as OBE requires that when a learning programme is planned, assessment must be an integral part. Assessment must be transparent and linked to assessment criteria and performance indicators which are clearly understood by learners and against which they can measure their progress.

In the **Green Paper on Further Education and Training** (1998(c):46) it is stated that “assessment has a direct and at times distorting influence on learning and teaching. The current assessment paradigm, which is based primarily on cognitive learning and which compares one learner with another (referred to by educators as “norm-referenced evaluation”) is unsuited to the challenges presented by new policies which are aimed at the transformation and integration of education and training”. It is imperative that alternative types and methods of assessment be introduced which will overcome this problem. Alternative assessment will enable teachers and learners to identify problem areas in the achievement of outcomes and provide an education which is continuous, coherent and progressive.

2.2.4 Conclusion

Formal assessment still dominates in schools. This type of assessment is summative and, therefore, judgmental because assessment comes after teaching and learning have taken place and is in the form of tests and examinations (cf. Pahad, 1997). Marks are recorded for pupils in order to ascertain whether the pupils should be promoted or failed at the end of the year. Evidence of pupil achievement does not reflect the actual achievement or holistic development of the pupil, but merely gives evidence of their memorization skills and their ability to express themselves in writing.

Hughes (1996:59,60) states that “the final examinations have tended to focus on the recall of facts and lower-order learning objectives at the expense of skills and conceptual knowledge. The examinations have also placed undue emphasis on linguistic ability and thus have not

revealed the true potential of the large number of candidates who wrote matriculation in their second or frequently third language”.

The Gauteng Department of Education has implemented the communicative approach to language teaching in an attempt to move away from examination teaching in the classroom. Kilfoil and Van der Walt (1989:33) state that: “The term *communicative* indicates that this approach aims at getting learners ready for the world outside the classroom. It acknowledges the fact that the teaching of a second language serves a specific purpose in the community, and that the school or university should prepare learners for this. The outside world is brought into the classroom too, but in a much less superficial way. In acknowledging the learner’s needs, the outside world is acknowledged, and in this way a bridge is built between classroom and the everyday world of communication”.

The introduction of portfolios in the education system will accelerate the move toward the implementation of communicative language teaching in the OBE classroom, as the manner of evaluating and assessing learners’ work has a direct impact on the teaching methodology. Although the introduction of portfolios is a positive step in the right direction, the final examination still dominates the secondary school system and until this has been rectified, classroom practices in the grades still maintaining the NATED 550 system will remain predominantly examination orientated.

Hopefully, once OBE has been introduced in all the grades, assessment practices will become more suitable to the achievement of the necessary knowledge, skills, values and attitudes required by a learner in order to achieve the outcomes which are identified for

lifelong learning. Lombard (2000:87) states that: "The value of assessment lies in the fact that it broadens the opportunities to demonstrate competence. It has transformed the narrow way of evaluation that only focused on the performance of the teacher, rather than on the knowledge and skills gained by the learner. This shift in focus forms the pinnacle of the new OBE methodology. It touches the heart of education in this country. It also frees us from the shackles of a previous system geared for the needs and realities of the Industrial Age. Evaluation now only takes place after a process of continuous assessment. The result of such a process is now more representative of the real capabilities and skills of the learner. The process has taken account of individual needs, as well as having allowed time and opportunity for revision and rectification of earlier mistakes". In the grades in which OBE has been implemented, assessment practices have changed considerably in order to be in line with the principles of OBE.

CHAPTER 3

ASSESSMENT STRUCTURE IN THE LEARNING AREA: LANGUAGE, LITERACY AND COMMUNICATION

3.1 Introduction

Outcomes-based education (OBE) was introduced in Grades 3 and 7 in 2000 and will be introduced in Grades 4 and 8 in 2001. The introduction of OBE as an instrument for the implementation of Curriculum 2005 in the classroom will have a great impact not only on the teaching and learning practices but also on the way in which assessment will be done in schools. OBE is about achieving outcomes and clear statements are made with regard to the skills, knowledge, values and attitudes (SKVA) which must be acquired by learners as a result of their learning experiences. In order to ascertain whether these outcomes have been achieved and the SKVA's acquired, questions need to be asked. Has the learner made any progression toward the achievement of the outcome? Which SKVA's have been acquired? These questions can only be answered by assessing what learners have achieved and can do.

The assessment policy, Report 550, which is being maintained in schools in terms of the old curriculum, is not suitable for the implementation of continuous assessment in schools:

Report 550 has serious shortcomings as an instrument of assessment. It prescribes a complex set of rules and regulations for subject grouping and combinations. These form the basis for Matric certification and qualification for entrance into higher education. The complexity of these rules and regulations, coupled with a lack of transparency and accountability, and inadequate assessment practices, have

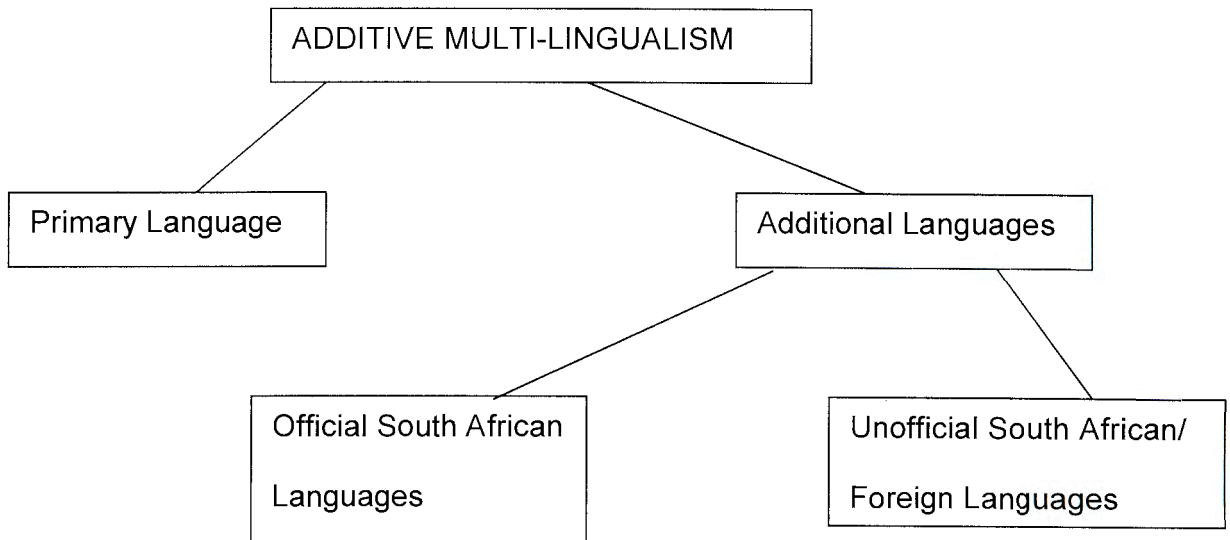
contributed greatly to the inefficiencies in the learning system (Republic of South Africa, 1998(b):8).

The Gauteng Department of Education has developed a Provincial assessment policy based on the principles of the National assessment policy. This assessment policy provides an adequate framework for teachers to use as a guide for the implementation of the new assessment system in their classrooms. It is necessary that teachers become aware of the principles of Outcomes-Based Assessment which are:

- OBA assists learners to reach their full potential,
- OBA is participative, democratic and transparent,
- OBA is criterion-referenced,
- OBA places less emphasis on norm-referencing,
- OBA makes use of self-referencing,
- OBA involves a shift away from learning as memorisation,
- OBA involves learners actively using relevant knowledge in real-life contexts, and
- OBA is integrated throughout the teaching and learning process.

(RSA, 2000(d):11).

The new assessment policies in conjunction with the new curriculum are discussed in detail in this chapter as they form the pedagogic basis of the new and integrated education and training system. In terms of the new language in education policy it is necessary that educators promote the model of 'additive multi-lingualism' in the Learning Area: Language, Literacy and Communication. In this model, the old concepts of First, Second and Third Languages disappear and are replaced by Primary and Additional Languages.(cf. Diagram 1).

Diagram 1: Model of additive multi-lingualism.

(RSA, 1997(g):LLC-4).

The Learning Area: Language, Literacy and Communication incorporates all languages but as languages retain their essential characteristics, this paper emphasises the assessment of English within the learning area (cf. RSA,2000(j):36-38).

The assessment structure of English within the Learning Area: Language, Literacy and Communication is discussed in this chapter. In the first section, aspects of curriculum structure which are relevant to an understanding of and implementation of Outcomes-Based Assessment (OBA) are discussed. In the second section, general principles of assessment are dealt with and in the third section various components of assessment which are relevant to the planning and implementation of assessment in the classroom are discussed.

3.2 Curriculum structure and assessment

There are several concepts which form the theoretical framework of OBA and which directly influence the implementation of assessment of English within the Learning Area: Language, Literacy and Communication:

- Traditional, transitional and transformational OBE,
- Critical outcomes, and
- Learning areas.

These concepts are discussed in this section.

3.2.1 Traditional, transitional and transformational OBE

In the draft document, A Lifelong Learning Development Framework for General and Further Education and Training in South Africa (1996:6) the different approaches to OBE are mentioned. In this section the key differences between the three kinds of OBE are discussed briefly in order to understand that the Education Department has initiated a paradigm shift from the traditional education system to transformational OBE.

3.2.1.1 Traditional OBE

Traditional OBE is similar to the objectives approach which was used in the old education system. There is a content-based syllabus which had to be completed within a certain time-frame and assessment consists of tests and examinations which are written on completion of the work. Master-learning is an important aspect because it is important that learners master the content of the syllabus. The traditional system is teacher-centred and the learners are passive recipients of information.

According to Olivier (nd.), traditional OBE embraces the positivist paradigm. The learner is seen as an empty vehicle which needs to be filled with knowledge. The knowledge imparted by the teacher is segmented into parts in the hope that the learner will understand the whole. Emphasis is placed on the academic side of learning and not on life goals. Learning takes a two-part form - the information is presented and then tested on a regular basis otherwise it is believed that the learner will not learn.

3.2.1.2 Transitional OBE

According to Pretorius (1998:x), transitional OBE started in the eighties. This form of OBE concentrates on qualities required by the learner in order for them to form an integral part of society. The syllabus is still important but transitional OBE moves away from the existing curricula and identifies outcomes which help learners acquire the higher order competencies such as critical thinking and effective communication.

3.2.1.3 Transformational OBE

Transformational OBE has all the elements required for successful education. These are equity, access, redress and quality assurance. South Africa has opted for transformational OBE for diverse reasons. The following reasons have been identified as the most relevant (cf. RSA, 1997(c); RSA, 1997 (d); Pretorius, 1999; RSA, 2000(a)):

- ◆ Co-operative learning is promoted.
- ◆ Learners do not fail but progress toward mastery of outcomes.
- ◆ An integrated cross-curricular approach which embraces the structure of the curriculum, the methods used in practise as well as meaningful assessment.

- ◆ Meaningful assessment is a priority in OBE. “The system provides for holistic assessment on the basis of the outcomes – that is a recognised and accepted method of value measurement, employing a mix of portfolio, performance and other aids to judgement. And in all cases, the effort centres around the needs, the capabilities and the interests of the learner” (Republic of South Africa, 1997:8). Assessment can be done by observing the learners whilst they are working as well as by looking at the product. Assessment is transparent as criteria are discussed with the learners before proceeding with a task and various methods, tools and techniques are used.
- ◆ The system is learner centred as it recognises the constructivist approach to learning and the learners are continuously involved in their own advancement.

According to Olivier (n.d.:7), the education department, in implementing transformational OBE, has necessitated the initiation of a paradigm shift from positivism to constructivism. In the constructivist theory, new knowledge is constructed through the processes of transformation and self-regulation and learning takes place when new knowledge is integrated with existing knowledge. The construction of new knowledge is further explained by Van Harmelen (n.d.:7):

- ◆ Knowledge is contested, provisional and changing. This means that knowledge is not seen as unchanging 'truths', but as something that is constantly changing and being reformed as we gain greater understanding of, and insights into our world. This also means that there is no ONE RIGHT form of knowledge but that we need to accept many ways of looking at the world. It also means that we need to see

knowledge being content, context and situational specific. We need to realise that we think and work differently in different situations and in different areas of learning.

- ◆ Seeing knowledge as “contested” helps us to value different types of knowledge. Therefore, we are able to move away from the belief that only 'book knowledge' or 'scientific knowledge' has value. In so doing we open up a wide variety of possibilities that will enhance our ability to identify and solve problems and to gain understanding of our world and our lives.
- ◆ Knowledge is constructed by the learner through social interactions in the many contexts of day to day living. This view of learning accepts that learning is a process through which we seek to make meaning and to make sense in, and for our world. The meaning we make of our shared understanding of the world and of our lives is that which constitutes knowledge. 'To know' is to understand.

It is, therefore, clear that not only is the theory of learning being transformed from traditional positivism to constructivism, but that it is essential that assessment also be transformed in order to be in line with the constructivist theory of building new knowledge on existing knowledge . Table 1 gives an outline of the differences between a traditional classroom and a constructivist classroom.

Table 1: A comparison of traditional and constructivist classrooms

Traditional Classroom	Constructivist Classroom
Curriculum is presented part to whole, with emphasis on basic skills.	Curriculum is presented whole to part with emphasis on big concepts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of learner questions is highly valued.
Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulative materials.
Students are viewed as "blank slates" onto which information is etched by the teacher.	Learners are viewed as thinkers with emerging theories about the world.
Teachers generally behave in a didactic manner, disseminating information to students.	Educators generally behave in an interactive manner, mediating the environment with learners.
Teachers seek the correct answer to validate student learning.	Educators seek the learner's points of view in order to understand learners' present conceptions for use in subsequent lessons.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of learner learning is interwoven with teaching and occurs through educator observations of learners, learner observation of learners at work and through learner exhibitions and portfolios.
Students primarily work alone.	Learners primarily work in groups

(RSA, 2000(a):12).

3.2.2 Critical outcomes

In the new education system the learner must work toward the achievement of outcomes which have been agreed upon at national level. The critical outcomes are the broadest and are considered to be the most important for learning. There are seven broad, generic cross-curricular critical outcomes which have been adopted by SAQA:

- ◆ Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- ◆ Work effectively with others as members of a team, group, organisation and community.
- ◆ Organise and manage oneself and one's activities responsibly and effectively.
- ◆ Collect, analyse, organise and critically evaluate information.
- ◆ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- ◆ Use science and technology effectively and critically showing responsibility towards the environment and health of others.
- ◆ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

(Republic of South Africa, 1997(g):15).

The critical outcomes have a major influence on the learning process as learners cannot develop critical problem solving skills, knowledge, values and attitudes through abstract theory but have to be actively engaged in the constructive processes of learning. It is necessary that these constructive processes of learning be assessed in order to ascertain

whether the learner has mastered the outcomes which have been identified for the learning task.

In order to promote the holistic, social and economic development of the learner, citizenship outcomes have also been identified as an extension of the critical outcomes. The five citizenship outcomes are:

- ◆ Reflecting on and exploring a variety of strategies to learn more effectively.
- ◆ Participating as a responsible citizen in a life of local/national and global communities.
- ◆ Being culturally and aesthetically sensitive across a range of social contexts.
- ◆ Exploring education and career opportunities, and
- ◆ Developing entrepreneurial opportunities.

(RSA, 1997(g):15)

These twelve generic outcomes reflect the essential qualities that all South Africans will need if they are to fulfil the mission and vision of the Education Department. As stated in the Framework for General and Further Education and Training, assessment is intricately linked with these outcomes; "the approach to assessment that is proposed in a curriculum framework must support the approach to teaching and learning contained within it. Decisions about what to assess and how to assess it must endorse the value of the essential generic outcomes which have been identified as underpinning relevant, high quality education and training. This is crucial if both the processes and the results of education are to be valued and high quality education provided and maintained" (RSA, 1996(c):24). Learners are required to explore learning situations and interact with other learners in real world situations

so that they develop critical problem-solving skills and learn to apply them to their world experiences.

3.2.3 Learning areas

The National Qualifications Framework identified 12 fields of learning which would form the basis of all education and training in the country. As some of these fields, such as military science, are not yet offered in schools, the Department of Education identified 8 learning areas which would encompass all the subjects currently taught in schools:

- ◆ Language, Literacy and Communication,
- ◆ Human and Social Sciences,
- ◆ Technology,
- ◆ Mathematical Literacy, Mathematics and Mathematical Sciences,
- ◆ Natural Sciences,
- ◆ Arts and Culture,
- ◆ Economics and Management Science, and
- ◆ Life orientation.

These learning areas need to provide the learners with sufficient learning opportunities so that they can acquire the appropriate knowledge, skills, values and attitudes they require to set them on a path for lifelong learning.

South Africa has adopted transformational OBE which implies that integration must not only take place within each learning area but must also take place across all eight learning areas

and in all educational activities. It is essential that continuous, criterion referenced assessment take place and that facilitators plan the integration of assessment tasks across the learning areas and not keep assessment activities isolated within one learning area.

A review of the literature on OBA (cf. RSA, 1997; GDE/CTDU/GICD, 1998; GDE, GICD, 1999; Pretorius, 1999) indicates that there are certain elements relevant to OBA which are applicable to all the learning areas:

- Specific outcomes,
- Assessment criteria,
- Range statements,
- Performance indicators, and
- Rationale.

These elements are discussed in the next section.

3.2.3.1 Specific outcomes

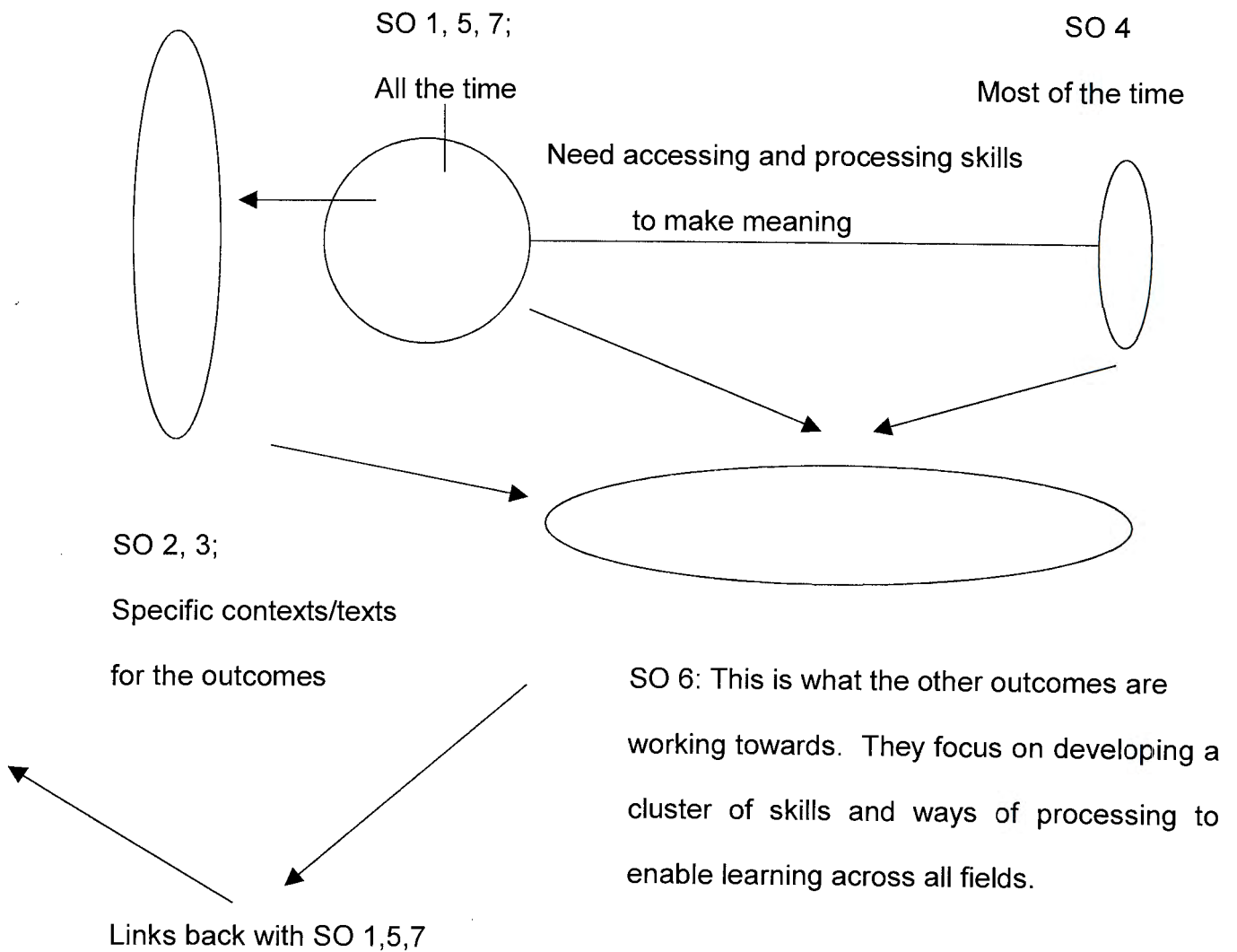
Each learning area has its own set of outcomes, based on the critical outcomes, which are learning area specific and are, therefore, known as Specific Outcomes (SO's). The Constitution of the Republic of South Africa advocates a policy of multilingualism, therefore, the Learning Area (LA): Languages, Literacy and Communication (LLC) recognises all official as well as unofficial languages and includes sign language. The seven SO's relate to all languages and to all levels of language learning.

The specific outcomes for LLC are:

- ◆ Learners make and negotiate meaning,
- ◆ Learners show critical awareness of language usage,
- ◆ Learners respond to the aesthetic, affective, cultural and social values in texts,
- ◆ Learners understand, know and apply language structures and conventions in context,
- ◆ Learners use language for learning, and
- ◆ Learners use appropriate communication strategies for specific purposes and situations.

(RSA, 1997(g):LLC-3).

In the Language, Literacy and Communication educator development manual for English (RSA, 2000(c)) it is argued that unlike the old system where the learner was a passive recipient of language, in the new Learning Area: Language, Literacy and Communication, communication is not one-sided because it is received and processed and not taught under an isolated heading such as 'reading' but incorporates all aspects of speaking, reading and writing. The specific outcomes are constructed in such a way that they show that communication has many facets. There are many basic skills which are common to all languages and are, therefore, repeated in all language classrooms. In order to save time and facilitate integration between the languages, the common aspects are identified and linked through the SO's as illustrated in Diagram 2.

Diagram 2: The links between the Specific Outcomes

(Republic of South Africa, 2000(c):14).

Learning and assessment have clear links to all the outcomes because they are, by construction, closely linked to one another.

3.2.3.2 Assessment criteria

An important part of the facilitator and the learner's work is assessing whether the critical outcomes and specific outcomes have been achieved by the learner. It is improbable that a learner would fully achieve all the SO's and CO's in a phase because these outcomes describe aspects which are related to lifelong learning. It is, however, important that the learner should demonstrate a level of competence in relation to each outcome. In order to recognise whether the learner has mastered part of an outcome, smaller steps have been identified along the route of progress (progress continuum) and these steps are known as Assessment Criteria (AC's).

The assessment criterion for SO 1 in the Learning Area: LLC is:

Original meaning is created through personal texts

(Republic of South Africa, 1997(g):LLC-12).

3.2.3.3 Range statements

The range statements give more details of the skills, knowledge, values and attitudes (SKVA's) that learners need to acquire in order to attain the SO's and AC's. They indicate the scope, depth and parameters of the achievement. The range statements provide direction but allow for multiple learning strategies, for flexibility in the choice of specific content and process and for a variety of assessment methods. The range statement for SO1 in the Learning Area: LLC is:

At this level learners create a wide range of texts of different kinds. Learners also interact with and respond to a wide range of texts. Interaction with other language users takes place with a wide range of audiences from both familiar and unfamiliar contexts (Republic of South Africa, 1997(g):13).

3.2.3.4 Performance indicators

As the Range Statement and AC give only broad indications of what evidence is required before a learner has achieved an outcome, it was necessary to provide more detailed information to assist in assessment. Performance Indicators (PI's) provide the details of the content and processes that learners should master, as well as details of the learning contexts in which the learner will be engaged. As PI's differ from phase to phase, the Gauteng Department of Education developed progress maps and the National Education Department developed expected levels of performance which would give an indication of learner progression in each learning area.

The PI for SO1 and AC1 in the Learning Area: LLC is:

This is evident when learners can create original meaning through personal texts

(Republic of South Africa, 1997(g):13).

3.2.3.5 Rationale

The eight learning areas which are derived from SAQA's thirteen fields of learning each have a rationale which explains how the learning areas are related to the Critical Outcomes. The rationale for the Learning Area: Language, Literacy and Communication has its roots in the constitution and the Critical Outcomes and is, therefore, linked to the Specific Outcomes.

The rationale for the Learning Area: Language, Literacy and Communication states the following:

- Language, literacy and communication are intrinsic to human development and central to lifelong learning.
- Language (including Sign Language, and alternative and augmentative methods of communication) and language learning empower people to:
 - ◆ make meaning,
 - ◆ negotiate meaning and understanding,
 - ◆ access education,
 - ◆ access information and literacies,
 - ◆ think and express their thoughts and emotions logically, critically and creatively,
 - ◆ respond with empathy to the thoughts and emotions of others,
 - ◆ interact and participate socially, politically, economically, culturally and spiritually,
 - ◆ understand the relationship between language and power, and influence relationships through this understanding,
 - ◆ develop and reflect critically on values and attitudes,
 - ◆ communicate in different contexts by using a range of registers and language varieties, and
 - ◆ use standard forms of language where appropriate.

(Republic of South Africa, 1997(g):LLC-2).

According to the Educator Development Manual (RSA, 2000(c)), language is an important factor in the improvement of the quality of life in our country. It should be remembered that South Africa has many different cultures and that being able to communicate will promote relationships as well as the languages which have been neglected in the past. It is essential

to be able to speak a variety of languages as suggested in the Language in Education Policy, not only in order to understand what is being said, but also to promote harmony.

Outcomes and their associated Assessment Criteria, Performance Indicators and Range Statements should not be seen in isolation but as an integrated whole. In the Senior Phase Policy Document (Republic of South Africa, 1997(g):LLC-6) it is stated that: "The multi-dimensional and dynamic nature of language can hardly be expressed in a set of linear statements as found in the rationale, outcomes and assessment criteria. Different language outcomes tend to overlap. The function of an outcome is to emphasise a certain feature of language activity. This feature will often be exemplified in the context of an integrated set of language activities. An outcome and its associated assessment criteria and range statements should therefore not be viewed in isolation". In the Senior Phase Policy Document these aspects are not presented in isolation but in table form (cf. Table 2).

Table 2: An example of a Specific Outcome and its associated Range Statement, Assessment Criteria and Performance Indicator

**LANGUAGE, LITERACY AND COMMUNICATION
SENIOR PHASE**

SO1 *Learners make and negotiate meaning and understanding*

Meaning is central to communication. This specific outcome aims at the development of a learner's ability to understand, create and negotiate meaning in various contexts by using appropriate communication strategies and by using listening, speaking, observing, reading, signing and writing skills. These strategies and skills are developed and refined by constantly being exposed to a variety of situations which afford language users opportunities to interact in different ways

RANGE STATEMENT

At this level learners create a wide range of texts of different kinds. Learners also interact with and respond to a wide range of texts. Interaction with other language users takes place with a wide range of audiences from both familiar and unfamiliar contexts.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

1. Original meaning is created through personal texts

PI

This be evident when learners can create original meaning through personal texts

Tell/write of

- Experience,
- Ideas
- Opinions
- Decisions, etc.

Write/produce

- Sentences
- Paragraphs
- Compositions etc.

Generate meaning in debates, discussions forums

Demonstrate sensitivity to the use of words, e.g. synonyms/antonyms/metaphors

Write/produce poetry short plays, etc. with awareness of appropriate language

3.3 General principles of assessment

There are several general principles of assessment related to OBE:

- Forms of assessment
 - Norm-referencing
 - Criterion-referencing
 - Self-referencing
- Types of assessment
 - Formative assessment
 - Diagnostic assessment
 - Summative assessment
 - Evaluative assessment
- Criteria for effective assessment
 - Validity
 - Reliability
 - Objectivity
 - Practicality
 - Fair

These principles are discussed briefly.

3.3.1 Forms of assessment

The norm-referenced assessment which has been used up till now is not suitable for outcomes-based assessment as it has had a promotional or judgmental function and outcomes-based assessment needs to be more developmental (cf. Pahad, 1997; Pretorius, 1998). Pretorius (1998:83) states that: "The shift from a norm-referenced approach to a

formative criterion-referenced approach means that the focus will move from comparison to the assessment of an individual's performance (achievement and progress) against predetermined criteria, that is outcomes or standards on the NQF".

3.3.1.1 Norm-referencing

Norm-referencing was standard practice in the old educational system. Candidates were placed in rank order usually after a written test or external examination which was written when the relevant work prescribed by the syllabus was completed. Learners were passed or failed according to the marks obtained in this method of evaluation. Pass rates, symbol rates and distinction rates were set as predetermined percentages by the departments and pupils were often selected for certain fields of study according to the percentages they obtained in their subjects (cf. Pahad, 1997).

The information gathered about the performance of the learner must be valid and reliable. It is clear that there must be a major shift from norm-referenced assessment to criterion-referenced assessment (cf. Dreyer, 2000:264; Pahad, 1997:41).

3.3.1.2 Criterion- referencing

In criterion-referenced assessment, judgements concerning learner achievement are based on the performance of the learner throughout the learning process and focuses on the application of skills, knowledge, values and attitudes and not on performance in isolation. According to Pahad (1997:41), "criterion referencing has more often been used to credit achievement at different levels. The criteria used to evaluate performance are set and agreed independently. Under the NQF the criteria would be set out in a unit standard. A

learner's achievement is measured against these criteria, and not against the achievements of other learners". Once the learner has met the criteria it is said that the outcome has been achieved and the learner can then progress to a higher level of achievement.

The basic differences between norm-referenced and criterion-referenced testing are presented in Table 3.

Table 3: Criterion-referenced vs Norm-referenced tests

Dimension	Criterion-referenced	Norm-referenced
Purpose	<p>To determine whether each student has achieved specific skills or concepts.</p> <p>To find out how much students know before instruction begins and after it has finished.</p>	<p>To rank each student with respect to the achievement of others in broad areas of knowledge.</p> <p>To discriminate between high and low achievers.</p>
Content	<p>Measures specific skills that make up a designated curriculum. These skills are identified by teachers and curriculum experts.</p> <p>Each skill is expressed as an instructional objective.</p>	<p>Measures broad skill areas sampled from a variety of textbooks, syllabi, and the judgements of curriculum experts.</p>
Item characteristics	Each skill is tested by at least	Each skill is usually tested by less

	<p>four items in order to obtain an adequate sample of student performance and to minimise the effect of guessing.</p> <p>The items, which test any given skill, are parallel in difficulty.</p>	<p>than four items.</p> <p>Items vary in difficulty.</p> <p>Items are selected that discriminate between high and low achievers.</p>
Score interpretation	<p>Each individual is compared with a preset standard for acceptable achievement. The performance of other examinees is irrelevant.</p> <p>A student's score is usually expressed as a percentage.</p> <p>Student achievement is reported for individual skills.</p>	<p>Each individual is compared with other examinees and assigned a score, usually expressed as a percentile, a grade equivalent score, or a stanine.</p> <p>Student achievement is reported for broad skill areas, although some norm-referenced tests do report student achievement for individual skills.</p>

(Puhl, 1997:12).

3.3.1.3 Self-referencing (Ipsative referencing)

Self-referencing occurs when a learner assesses his achievement against a previous achievement. This is different to self-assessment which is the assessment of a specific task undertaken by the learner. Self-referencing provides a starting point for discussion on the progress made by a learner and is valuable because the teacher can indicate and

acknowledge progress and hard work even though the work of the learner is not of the same standard as that of his peers (cf. GDE, 1999(f): 5).

3.3.2 Types of assessment

Outcomes-based assessment is not an isolated process but is linked to the outcomes, identified by the Education Department, which are necessary for the holistic development of the learner. The ministry (cf. GDE, 2000(b):6; RSA, 1998(b):11) recognises four types of norm-referenced and/or criterion-referenced assessments which can help in the development of the learner. These are discussed briefly.

3.3.2.1 Formative assessment

This type of assessment is designed to monitor and support the learning process of the learner. Formative assessment takes place on a continuous basis and is part of the daily activity of the teacher. It helps the learner to develop an increasing critical awareness of his own progress and is used by both the learner and the teacher to recognise the positive achievements of the learner. According to Dreyer (2000:269): "Formative assessment is designed primarily to support the teaching and learning process. It refers to observations that allow one to determine the degree to which learners know or are able to do a given learning task, and which identifies the part of the task that the learner does not know or is unable to do. It helps to inform teachers about a learner's strengths and weaknesses and feeds back into their lesson planning". Through giving constructive feedback, the teacher can help the learner identify strong and weak points in relation to a particular outcome and can then guide the learner to improve future performance in the achievement of the specific outcomes required. The learner can be trained in the development of self-assessment skills.

Formative assessment also contains a diagnostic element as the teacher can identify patterns in the errors made by learners and this can help in the setting of additional specific learning tasks for the learner with problems. It allows the teacher to ascertain the standard of development of the learners, which learners can progress, which learners need to revise the task, learners that need remediation, and those that require extended challenges. The teacher can identify which situations are positive and which are negative with regard to the learner's developmental progress.

Formative assessment also allows the teacher to decide whether the learning programme is appropriate and whether to plan further learning tasks for the learners. Formative assessment can be formal or informal and can be done by the teacher, the learner or peers. Formative assessment raises the standard of teaching and learning because learners can improve through feedback from teachers and peers as well as from self-reflection (cf. GDE, 2000(b):6).

3.3.2.2 Diagnostic assessment

Diagnostic assessment is also known as base-line assessment. It is often used at the beginning of a learning programme in order to ascertain the level of achievement of the learner before starting a new learning programme. The teacher can find out what a learner already knows and has achieved with regard to the SKVA's in a particular learning area such as LLC and can then plan an appropriate learning strategy for the learner. According to Killen (2000:12), recognition of prior learning is an important facet of OBE. This enables the teacher to plan the learning activity so that higher order competencies are included which will

aid the development of the learner. The relevance of recognition of prior learning is further discussed in section 3.5.1.9.

Diagnostic assessment is also a type of assessment “through which learning difficulties may be scrutinised and classified so that appropriate remedial help and guidance can be provided” (Republic of South Africa, 1998:11). The nature and cause of the learning difficulty can be identified. Learners with specific learning difficulties need to be diagnosed so that they can obtain the remedial support required which will help them achieve the outcomes required for promotion. It is just as important to identify gifted learners who will require more stimulating motivational development.

3.3.2.3 Summative assessment

According to Pahad (1997:45): “Assessment in the formal education system in South Africa has traditionally focused on *summative assessment*. This is usually a written examination taken at a particular moment in time (the ‘matric’ or end of year exam) or a series of written tests leading to a final year mark. The aim of summative assessment is to *summarise* the level of achievement of a learner at a given time. This is an important aspect of assessment, and it can be handled sensitively. If it is handled well it can be helpful to all those concerned – not just the fastest and most successful learners”. Summative assessment is always formal and is done by the teacher, the principal or an external moderator. It is used to record the level of competency achieved by a particular learner.

3.3.2.4 Evaluative assessment

Evaluative assessment is also known as systemic evaluation. This type of assessment is carried out by the School Management Team with the support of the School Assessment Team. Information about learner achievement is gathered by means of random sampling. This information is analysed and interpreted and is then used to assist in curriculum development. Systemic evaluation will take place at the end of grades 3,6, and 9.

These four types of assessment are not mutually exclusive and can be used in support of the teaching and learning process. Ideally assessment should include items of summative, formative and diagnostic assessment. This is endorsed in the draft document: **An outcomes based lifelong learning development framework for South Africa**: "The explicit statement of outcomes serves to guide the teaching and learning process. Assessment can thus play a key role in the continuous monitoring of learners' progress toward achieving these outcomes, and in providing information to teachers about problems which learners might be experiencing at given moments in the learning process. In this sense, assessment is continuous and formative, and could be teacher, peer or self-driven. At the same time, outcomes-based learning requires that learning be assessed at certain levels to determine whether or not specific outcomes have been achieved, whether credits, and, or a qualification can be awarded. In this sense, assessment is also summative. This kind of assessment will usually be the responsibility of teachers, examiners and moderators.

Thus, there are three distinct but overlapping elements of a coherent system for the holistic assessment of learners (RSA 1996(c):24/25). In essence, these elements are:

- ◆ formal summative assessment, including the award of credits, qualifications and year marks, and the recording and reporting of these. This element can be internally or externally assessed and/or moderated.
- ◆ on-going formal continuous assessment which provides for a variety of ways of demonstrating competence across a range of contexts; these should be structured so that they can lead to the awarding of marks or grades which can be recorded and included in summative assessment; they should also be based on interesting and demanding tasks which motivate and support learning and should be accompanied by helpful feedback to the learner as well as formal recording of results. This element should be internally assessed and may be externally moderated when appropriate.
- ◆ on-going informal formative assessment which is designed to monitor and encourage learning progress, providing guidance to the learner in the form of self-assessment, and feedback through peer assessment and teacher assessment; most importantly, this kind of diagnostic assessment guides the teacher's planning and encourages the setting of appropriately differentiated tasks depending of the learners' responses. This element should be internally assessed and might, or might not be moderated.

New methods of assessment need to be effective and informative. Van Harmelen (n.d.:10) identifies eleven principles of effective and informative assessment and reporting:

- i) Has clear, direct links with outcomes,
- ii) Is integral to teaching and learning,
- iii) Is balanced, comprehensive and varied,
- iv) Is valid,

- v) Is fair,
- vi) Actively involves parents,
- vii) Conveys meaningful and useful information,
- viii) Engages the learner,
- ix) Values teacher judgement,
- x) Recognises individual achievement and progress, and
- xi) Involves a whole school approach.

These principles are in line with the National Policy on assessment.

3.3.3 Criteria for effective assessment

Even though the methods of assessment which have prevailed in the past are not suitable for outcomes-based assessment it is essential that any form of assessment maintain a standard which will ensure high quality education in South Africa. This is emphasised in the curriculum 2005 discussion document: "In designing a new assessment system, the attributes of a good assessment system cannot be ignored: issues of reliability, validity and transparency of assessment must form an integral part of such a design" (RSA, 1997(a):47).

There are five criteria which are essential for effective assessment.

- Validity
- Reliability
- Objectivity
- Practicality
- Fairness

These are discussed briefly in the next section (cf. Fraser et al., 1990; Van der Walt & Combrink, 1991; Pretorius, 1998; Dreyer, 1994; Huysamen, 1983).

3.3.3.1 Validity

In any test the teacher should test what has been taught. A reading test should, therefore, test the ability to read and not the learner's ability to understand what is written.

There are five types of validity:

- ◆ Face - the test should look like a good and fair test to the learners and the teacher.
- ◆ Content- the test must examine the contents of what has actually been taught in the syllabus and also test whether the objectives which were set have been achieved. Content validity, therefore, determines how well students have achieved all of the instructional objectives of a particular course.
- ◆ Predictive- the test can accurately predict future achievements in similar situations.
- ◆ Concurrent- the test must give similar results to existing tests which have already been validated.
- ◆ Construct- the test must relate meaningfully to the principles of a valid language theory (cf. Huysamen, 1983:35-45; Dreyer, 1984).

3.3.3.2 Reliability

In a reliable test the repeated implementation of the test must produce the same test results consistently. Theoretically it means that if the same learners were to write a test the second time without having had any teaching or learning in the interim, the results should be the same. Reliability relates to the efficiency of the test as a measuring instrument, how consistently it measures irrespective of when it is administered and in what form. Test-retest

reliability occurs when a relatively large group of learners from a population for which the test is intended write the test on two consecutive occasions and the scores are correlated. According to Killen (2000:18), assessment is reliable when the assessment procedures “allow standards of achievement to be interpreted consistently from learner to learner and over time (even when judgements are made by different assessors)”.

3.3.3.3 Objectivity

A test can be said to be objective if it is marked by different markers and they all obtain the same final mark.

3.3.3.4 Practicality

There are certain requirements which need to be considered for a test to be practical. These requirements are concerned with the practical implementation of the test. It would, for example, be impractical to only write a theoretical paper for a music examination. A practical test must be economical and easy to administrate.

3.3.3.5 Fairness

According to Pretorius (1998:89), a test is fair when "effective and informative assessment strategies are designed to ensure equal opportunity for success, regardless of a learner's age, gender, physical or other disability, culture, background, language, socio-economic status or geographic location".

3.4 Outcomes-based assessment

In outcomes-based education, assessment is not done in isolation but is taken into account throughout the planning and implementation of the curriculum at all levels in the school.

Assessment is defined as “a process of gathering valid and reliable information about the performance of the learner, on an on-going basis (CASS), against clearly defined criteria, using a variety of methods, tools, techniques and contexts, recording the findings, reflecting and reporting by giving positive, supportive and motivational feedback to learners, other educators, parents and other stakeholders” (Gauteng Department of Education, 2000(b):3).

Outcomes-based assessment displays a shift from content evaluation to performance assessment (cf. Table 4).

Table 4: Content measurement vs Performance assessment

CONTENT MEASUREMENT	PERFORMANCE ASSESSMENT
Behavioural approach to learning and assessment.	Cognitive approach to learning and assessment.
Accumulation of isolated facts.	Application and use of knowledge.
Assessment activity separate from instruction.	Assessment integrated with teaching and learning.
Assessment of discrete areas of knowledge and skills.	Integrated and cross-disciplinary assessment.
Paper/pencil assessment: <ul style="list-style-type: none"> ◆ Textbook knowledge. ◆ Academic exercises. ◆ Implicit criteria. 	Authentic assessment: <ul style="list-style-type: none"> ◆ Use of knowledge in real life contexts. ◆ Meaningful tasks. ◆ Public criteria for assessment.
Single occasion assessment.	Portfolio: samples over time.
Major emphasis on individual assessment.	Group assessment.
Secrecy in testing.	Collaborative learning – assessment is transparent.

(Adapted from Pretorius, 1999:84; Van Harmelen, n.d.).

The transformation of assessment from norm-referenced testing to criterion-referenced continuous assessment is a critical and lifelong process. For educators to understand, develop and implement assessment policy, it is necessary for them to be familiar with all the aspects which have a bearing on assessment practises and structure that are appropriate for Curriculum 2005. These aspects are discussed in the next section.

3.4.1 Continuous assessment

Continuous assessment forms an important part of outcomes-based assessment. This is emphasised in circular number 5/2000: "All types of assessment must be continuous. The overall purpose of CASS is to support the development of the learner and to provide feedback into teaching and learning that follows. CASS must be an integral part of the teaching and learning process" (GDE,2000(b):5).

Continuous assessment refers to the day to day assessment of learners while they are busy doing ordinary classroom activities. It is necessary that various methods, tools and techniques be used in the assessment of the learners. Irrespective of the methods, tools and techniques used, assessment should be authentic. The Gauteng Department of Education identifies various features of CASS which are relevant to Outcomes-based Assessment:

- Enables teachers to use any planned learning experience to assess learner achievements and progress,
- Is an essential aspect of the total evaluation of every learner,
- Takes place over a long period, virtually continuously,
- Is diagnostic, enabling the teacher to monitor strengths and to address the needs of the learner,

- Enables teachers to pace learners and to provide enrichment for fast learners,
- Sets well defined targets (outcomes) for learners,
- Ensures that the Learning Programme is significant for the learner, by providing positive outcomes and prevents teaching for a test,
- Covers a wide spectrum of learning activities and tasks,
- Is transparent as learners are aware of the criteria against which they are assessed,
- Requires the development of a sound assessment record to track the learning progress and to provide useful data for reporting and progression,
- Involves assessment of knowledge, skills, attitudes and values, ensuring that content is not the only focus,
- Encourages teachers and learners to appraise their own work,
- Ensures that learners are exposed to a wide range of assessment techniques, and
- Ensures that summative assessment is only one component of the evaluation.

(Gauteng Department of Education, 2000(b):5; RSA, 2000(d):13).

3.4.2 Authentic assessment

Authentic assessment means "real" assessment. It measures learners' achievement in such a way that the testing is done in situations which are as close to real life as is possible in testing. In OBA it is necessary that assessment should be based on activities or tasks that the learner will require in real life. Dreyer (2000:270) states that: "Assessment is authentic when it enables students to communicate successfully their strengths and educational needs, and when the results can be used to improve instruction based on accurate knowledge of student progress. Such assessment mirrors good classroom instruction, and gives students ongoing feedback that enables them to reflect on their accomplishments, identify future

learning needs, and develop goals and strategies for attaining them". The educator observes the learner whilst he is in the process of working on something real, provides feedback, monitors the student's use of the feedback, and adjusts instruction and evaluation accordingly. Authentic assessment takes this principle of evaluating real work into all areas of the curriculum.

3.5 Methods, tools and techniques of assessment

Assessment consists of a task or series of tasks set in order to obtain information about a learner's competence. These tasks can be assessed in a variety of ways using different assessment methods, tools and techniques throughout the learning process. The GDE identifies the following methods, tools and techniques of assessment (cf. Table 5).

Table 5: Methods, tools and techniques of assessment

<i>METHODS</i>	<i>TOOLS</i>	<i>TECHNIQUES</i>
Self assessment	Portfolio	Project work Collage
Peer assessment	Observation sheet	Research project Assignment
1. Group to learner	Worksheet	Survey
2. Group to group		Debate/argument
3. Learner to learner	Journal	Role-play
4. Learner to group		Interview
5. Class to learner		Drama
Group assessment	Questionnaires	Presentation
	Assessment grids/rubrics	Panel discussion
Interviews		Practical

Conferencing	Exhibition	demonstration
Observation	Photographs/videos	Scenario
Oral questions and answers	Class lists	Construction
Self-reporting and answers by learners	Profile	Music/songs
Performance assessment	Tests, examination	Poetry/rhymes
Recognition of prior learning	Written assignments	Story telling /oral /written presentation
		Model making/plans/designs
		Sculpture/paintings
		Drawing/graphs
		Mind mapping
		Game design
		Physical activities
		Maps
		Posters
		Charts
		Tables

(GDE,1999:22).

3.5.1 Methods of assessment

Methods of assessment are procedures which are followed to assess the learner. It is important that a variety of methods be used in order to obtain a holistic picture of the progress of the learner. Methods should be chosen which will reflect the knowledge, values, attitudes and skills which are stipulated in the assessment criteria and form the overall learning experience. It has traditionally been the role of the teacher to assess the learner but there is no reason why the learner cannot also be involved in assessment. The learners must know in advance what criteria will be used to judge their performance, therefore, they can also be

involved in drawing up the criteria which will be used in the assessment task. Some methods of assessment are discussed in this section (cf. GDE, 1999;23-26).

3.5.1.1 Self Assessment

Self assessment occurs when a learner assesses his own performance so that he can understand what is expected of him and why he is expected to do a task. Learners must be guided in self reflection and must be given time to acquire the ability to assess their own work. In doing self assessment learners acquire the ability to take the responsibility for their own progress against the desired outcomes and assessment criteria decided on before commencement of the assessment task. Pretorius (1998:88) states that: "Self-assessment will increase the motivation and commitment of learners in the learning process". Self assessment is an important authentic assessment skill to acquire as learners will need to access their own achievements throughout their lives.

3.5.1.2 Peer assessment

In this type of assessment learners assess each other's achievement against clearly defined outcomes. Learners can assess each other individually or in a group situation. Groups of learners can also assess each other against clearly defined assessment criteria which are established before the learners start on the assessment task (RSA,2000(d):26).

3.5.1.3 Group assessment

In this section two forms of assessment within a group are discussed.

3.5.1.3.1 Group work

Group work can be very effective but it is important that the educator plan the work carefully and give clear instructions to the learners. Members of the group should be assigned roles so that they are actively involved in the learning process. These roles can be alternated:

- a group leader (who understands what the group has to do, clarifies the instructions given by the teacher, and takes responsibility for the task being completed),
- a scribe (who writes down ideas, decisions and plans),
- an equipment monitor (when equipment is involved),
- a checker (who checks that all the instructions have been followed), and
- a reporter (who reports back to the whole class at the end).

(RSA, 2000(d):55).

It is necessary that the criteria for assessment be established before the group commences with the task. Individuals can assess each other within the group whilst they are busy with the activity and groups can also assess the product of the activity. Group work is an essential aspect of OBA and can also take the form of co-operative learning.

3.5.1.3.2 Co-operative learning

Co-operative learning involves learners working together in groups and being responsible for their own as well as for each others' learning. Each member of the group must ensure that the other members of the group understand and can do the work. The ability to work in a group is an essential activity in outcomes-based lifelong education as it prepares learners to communicate in educational as well as social activities. Learners need to be able to solve problems, make decisions, plan, organise and collect information in order to achieve the

required outcomes and this is more effectively accomplished through co-operative group work (cf. Scheiber, 1998:2-3).

Brombacher (n.d.:1) states that co-operative learning is based on five principles:

- ◆ tasks must be structured to ensure **positive interdependence**,
- ◆ The classroom must be arranged to allow for **face-to-face interaction**,
- ◆ There needs to exist a culture in which learners take responsibility both for their own and each other's learning (**individual and group accountability**),
- ◆ Learners need to be taught **small group social skills so that they can work together effectively**, and
- ◆ Learners need opportunities to reflect on their use and development of these small group social skills and also on the effectiveness of their group's working (**group processing**).

3.5.1.4 Interviews

Interviews should be structured and based on a pre-planned questionnaire. Interviews can be effectively utilised for the assessment of the knowledge and values of a learner if conducted by the educator. Interviews can also be used in various interesting ways by using the learner as interviewer in a group situation. It will then be possible to do peer assessment in a very authentic manner. Interviews can also involve parents when necessary. When an educator or a learner interviews a learner, discussions can be held on formal topics such as a piece of literature or a biography. Informal interviews can also be conducted in a group situation such as a learner interviewing his friends who pretend to be famous personalities (cf. GDE, 1999(d):25; RSA, 2000:28).

3.5.1.5 Conferencing

Conferencing usually refers to a meeting held between the educators, the learner and the parents. All aspects of the development of the learner are discussed. Conferencing is very suitable for reaching agreements, solving problems, setting targets and resolving misunderstandings. (GDE,1999(d):26; RSA,2000:28).

3.5.1.6 Observation

This is a very effective method of assessment as the educator observes the learner in formal and informal situations on a daily basis and can record any significant problems or progress made by the learners. Observation is normally used whilst learners are busy with an activity and, therefore, they are unaware that they are being assessed. It is essential that the educator plan activities in such a way that he will be able to make observations that will enable him to gather information on whether the learners are in fact progressing toward the achievement of the specific outcome. Good observation skills will help the observer to identify areas of interest and motivation to a learner. If problems are encountered or observed they must be attended to in a future activity or assessment task. Learners can also observe each other informally in a group situation for assessment (cf. GDE,1999(d):25; RSA,2000(d):29).

3.5.1.7 Oral questions and answers

The teacher verbally poses questions which the learner is required to answer orally. The Gauteng Education Department identifies the following types of questions which can be used:

- ◆ Open-ended questions,
- ◆ Asking knowledge,

- ◆ Questions to stimulate thinking,
- ◆ Synthesis and analysis questions,
- ◆ Problem solving questions, and
- ◆ Application questions.

(GDE, 1999:26; RSA, 2000(d):28).

3.5.1.8 Performance assessment

This type of assessment focuses on the process as well as the product. The learner must work out a detailed plan of the activity:

- ◆ Select an activity - e.g. making a birthday card,
- ◆ Select the materials which will be required - e.g. paper, crayons, magazines, a pair of scissors,
- ◆ Identify the competencies or skills which the learner must display, and
- ◆ Decide which assessment procedures will be followed.

Whilst the learner is engaged in the activity the assessor will continuously assess the progress of the learner and diagnose any problems which will need remediation. It is necessary that the educator or assessor provide continuous feedback and encouragement. The learner's ability to produce a final product as well as the process of production are assessed (GDE,1999:26; RSA,2000:29).

3.5.1.9 Recognition of prior learning

This aspect of assessment is usually applied in conjunction with the progress maps and expected levels of performance. According to Killen (2000(a):12), "recognition of prior

learning can be viewed as an educational principle and as a mechanism for putting that principle into practice. The basic principles of RPL are that judgements about learning should be based on the learner's current competence and that learning should be valued irrespective of when, where or how that learning occurred". Recognition of prior learning is especially effective in language teaching where home and additional language speakers are in the same class. The educator must assess what the learner already knows and can do at the beginning of each new learning programme and design the learning material accordingly. It is unfair to give all learners the same work if their knowledge of the content varies considerably.

Recognition of prior learning is significant for adult based education. It is not a different type of assessment but is used in a special context. In adult based education, learners are assessed according to SKVA's which they have gained either in a previous course or through practical experience and are then given credit for those parts of the course they want to do which are relevant to their prior knowledge. One of the basic principles of the NQF is that of credit transfer. This means that a learner's skills, knowledge, values and attitudes can be assessed and credited when a learner transfers from one learning programme to another or from one institution to another (RSA,1998(b):15; Pretorius,1998:87).

3.5.2 Tools of assessment

A tool of assessment is any instrument which the educator uses when he assesses the learner. It is important to note that the tool used must be appropriate to the method of assessment used.

3.5.2.1 Portfolios

Portfolios have been implemented in order to address educational transformation. Shackelford (1996:31) states that: "A student portfolio is a purposeful collection of materials capable of communicating student interests, abilities, progress and accomplishments in a given area. Portfolios serve as effective assessment tools and as dynamic instructional strategies. As instructional strategies, they promote the application of knowledge, self-assessment and the development of individual talents, skills, and values. As assessment tools, portfolios are an integral element of "authentic" and "performance" assessment systems for enhancing and evaluating hard to measure skills".

According to the portfolio assessment module (RSA,2000:6-7), portfolios differ from the work and assessment which was done in the previous system in the following respects:

a) The portfolio encompasses:

- the selection of a learner's work by the learner,
- the selection of a learner's work by the educator,
- the learner's work that can be used to show development and progress over a specified period of time, and
- assessed tasks which can be used to determine standards between schools and within a system.

b) Assessment tasks:

The assessment tasks included in a portfolio in OBE are different from the previous projects, assignments, essays etc. as a result of the following general OBE principles:

- the portfolio task is designed to assess learning outcomes,
- the assessment criteria are:

- ◆ discussed and agreed to with learners, or
 - ◆ given to learners and discussed at the beginning of the assessment task
- the tasks vary to accommodate different learning styles,
 - the tasks may be assessed by educators, peers or by the learner,
 - the learner and educator reflect on the tasks,
 - the portfolio tasks have the goal of promoting learning, and
 - the parents and even the community may be involved.

According to the draft standardisation of languages document (RSA, 2000(I):4), the portfolio requirements for grade 12 in 2001 are:

□ **REQUIREMENTS**

HIGHER AND STANDARD GRADE

50 MARKS

SECTION A: *Extended piece: (personal writing)*

Three pieces must be included, selected from the following:

- *narrative*
- *descriptive*
- *reflective*
- *expository*

One piece from this section must have been written under controlled conditions.

Words: 250-350 (2 pages) per piece

Marks: 15 x 2 = 30

SECTION B: *Shorter pieces: (functional writing)*

Two pieces must be included, one from each of the following categories:

- a) *letters: (friendly, business, letters to the press).*
(formal)

Words: 120-150 (content only)

Marks: 10

- b) other transactional writing (diary entries, reports, memoranda, agendas, minutes, obituaries, advertisement, brochures, reviews, thank-you notes, invitations, e-mail messages, facsimiles, dialogues, agendas, speeches)

Words: 120-150

Marks 10

One piece in this section must have been written under controlled conditions.

□ **MANAGEMENT OF PORTFOLIO**

- *Time Frame*

The portfolio should represent the writing of the learner over a year. The work should, therefore, not be completed all at once, but spaced over the terms from July of Grade 11 to June of Grade 12.

- *Selection of Pieces*

Each and every piece of writing completed by the learner should be made by the teacher in consultation with the learner.

- *Safe-Keeping*

Writing Portfolios are part of the Senior Certificate Examination records and may be called for by the Examining Body for the purpose of moderation or verification. They should, therefore, be kept safely at school at all times, and may be disposed of only after the end of June the following year.

- *Recording*

The teacher must also keep a record in his/her mark book of all marks awarded to the learner's writing and this will serve as a record in case the content of a portfolio goes missing.

□ **PRESENTATION**

- *A candidate may present his/her portfolio of writing in a folder (cardboard or plastic) or a file, as decided upon by each individual teacher,*
- *Each and every portfolio should include a cover/declaration sheet,*

- *No marks will be given for decorations,*
- *Pieces of writing may be either typed/word-processed or in legible handwriting,*
- *The different sections must be clearly indicated (eg. by using dividers),*
- *The pieces must be securely held and all marks must be clearly visible, and*
- *Candidates must be discouraged from presenting their work in expensive files or leather folders as portfolios will not be returned after the final moderation.*

A learner is required to write supervised as well as unsupervised pieces for the portfolio. The supervised pieces need not be written under test conditions but must be written in class under the supervision of the teacher. Learners may use various sources when writing the supervised piece and must be encouraged to acknowledge sources in order to eliminate plagiarism. The supervised writing must be compared to the unsupervised pieces in order to ensure that all work is done by the learner.

3.5.2.2 Profiles

A learner profile is an official GDE document which replaces Cumulative cards, Edlab and observation cards. According to the Gauteng Department of Education Circular Number 11/1999, a Learner Profile is an holistic representation of a learner's qualities that provides information about strengths and areas that need support as continuously observed by educators. This is arrived at through the use of a variety of assessment methods. It also includes a wide range of documents that help give an holistic development and better understanding of the learner. Profiles are important for progression and promotion to the next grade as well as ensuring portability between schools and provinces.

The learner's profile should contain the following information:

- Personal information,
- Schooling attendance history,
- Physical condition, medical history,
- Participation in extra-curricular activities,
- Achievements,
- Emotional and social development,
- Parental involvement with referrals,
- Areas in which support is needed,
- Special support given,
- General remarks,
- Summative end of year overall report on the progress of the learner in each Learning programme,
- Sample of the learner's work in each Learning Programme (Portfolio), and
- The progression records for each school year.

(GDE, 1999:5-6).

3.5.2.3 Grids/Rubrics

A rubric is a set of criteria that is used to ensure that different parts of the task are assessed.

Educators and learners can set the criteria together. Rubrics should not contain words which give a sense of failure or inadequacy to learners.

3.5.2.3.1 Some principles of rubrics

- Rubrics are texts which are visible signs of agreed-upon values; they cannot contain all the nuances of the evaluation community's values, but they do contain the central expressions of those values.
- Rubrics need to be built; this is true whether the rubric is for a group evaluation session or for use in a single classroom.
- Rubrics need to grow out of and be accompanied by discussion, because rubrics are only visible agreed-upon values.
- Rubrics can be changed by discussion, they are not permanent; different prompts, rhetorical situations, or evaluation priorities can all lead to the adjustment of a rubric.
- Rubrics and the discussion of rubrics bring to the surface assumed and unspoken values; this surfacing is very important so that students can learn more about writing and evaluative priorities.
- Rubrics should be available to students in some form: guidelines, lists of criteria, or the entire rubric itself, students should be able to discuss the guidelines rubric and get a feel for the nuances of evaluation,

(cf. Allen, 1997).

Rubrics are authentic assessment tools which are designed to improve as well as monitor learner performance. They help the learners to become more aware of the quality of their own as well as other learners' work and also reduce the time the educator spends on assessing the learners' work. Learners can develop their own rubrics or design rubrics for group work. This involvement empowers the students and as a result, their learning becomes

more focused and self-directed. Authentic assessment, therefore, blurs the lines between teaching, learning, and assessment.

The advantages of using rubrics in assessment are that they:

- Allow assessment to be more objective and consistent,
- Focus the teacher to clarify his/her criteria in specific terms,
- Clearly show the student how their work will be evaluated and what is expected,
- Promote student awareness of the criteria to use in assessing peer performance,
- Provide useful feedback regarding the effectiveness of the instruction, and
- Provide benchmarks against which to measure and document progress.

(Anon).

3.5.2.4 Observation sheet

An observation sheet is suitable for day-to-day observation of learners by the educator (GDE,1999(d)).

3.5.3 Techniques of assessment

A technique is a special way in which the methods and tools of assessment are integrated in order to provide the learners with suitable opportunities to demonstrate the evidence of the SKVA's which they have gained during the assessment activity. The various methods, tools and techniques, indicated in Table 5, are not rigidly prescribed but can be used as guidelines and are also interchangeable.

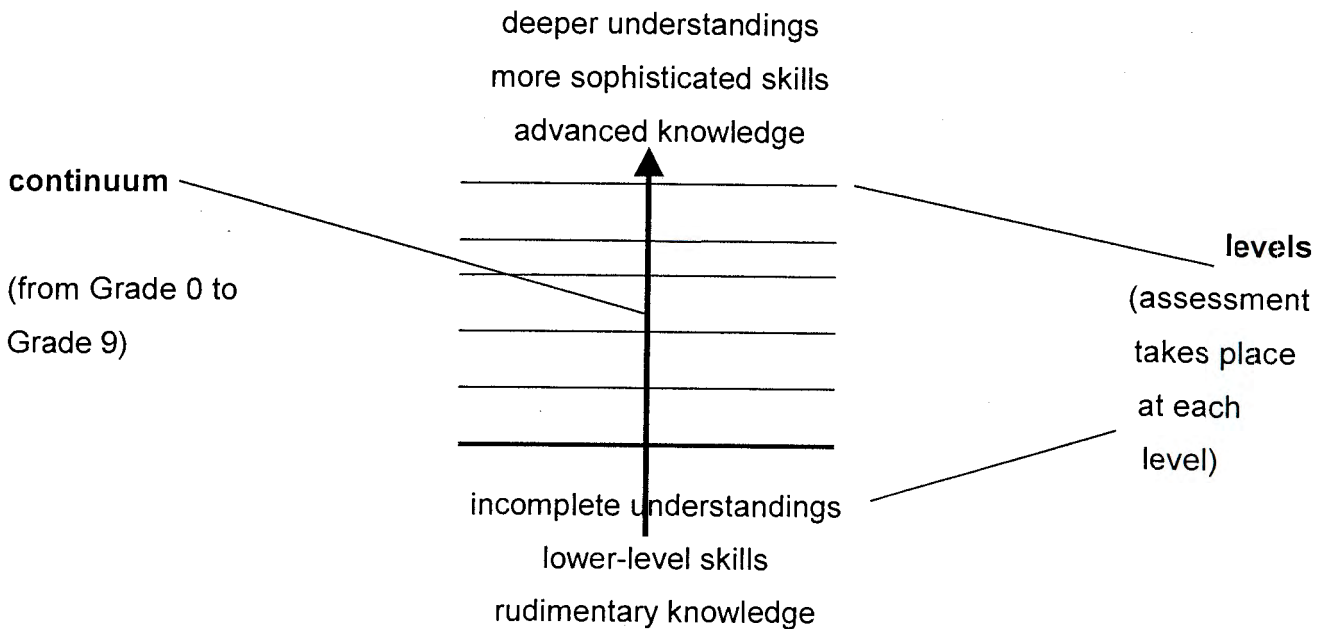
3.6 Progress maps and expected levels of performance

Progress maps and expected levels of performance (ELP's) are both additional policy instruments for the determination of the progression of the learner. Learners achieve outcomes at different rates according to their needs and abilities and, therefore, educators must design differentiated tasks to meet the various requirements of the learners. In order to do this the educator needs to know at what level of achievement the learner is performing. Progress maps and ELP's have been designed to facilitate this process.

3.6.1 Progress maps

3.6.1.1 Introduction

A progress map describes the stages of developing competence and expected levels of achievement in the sequence in which they would typically occur for each age group or phase in an area of learning. It provides a frame of reference for monitoring and assessing individual progress. The teacher is, therefore, able to ascertain the position of the learner along this continuum. An essential feature of a progress map is that it describes and illustrates developing competence (cf. Diagram 2).

Diagram 3: Developing competence in an area of learning

(Gauteng Department of Education, 1998:4).

Progress maps can also be used for self-referencing (ipsative assessment). A learner can compare his performance in relation to the same outcome in the previous phase. In this way a learner will recognise the improvement and be motivated to achieve a higher level of performance.

3.6.1.2 Progress maps and National Policy

The key elements applicable to all learning areas as specified in the National Policy documents are encapsulated in the progress maps:

The specific outcomes for LLC are statements of what learners should learn as they progress through the GET band. The strands define a path to these outcomes in terms of the knowledge, understanding, skills, values and attitudes that will help

learners develop toward these outcomes. The level descriptors give a sense of what represents the attainment of the outcomes at different points along the way, and thus serve to monitor progress and facilitate planning. In so doing the strands and level descriptors embody the Assessment Criteria, Range Statements and Performance Indicators specified in the policy documents (Gauteng Department of Education, 1998:9).

3.6.1.3 Structure of a progress map

Progress maps are printed in tabular form in order to make them easy to understand and interpret (cf. Table 6).

Table 6: Extract from a progress map

Additional Language: Writing		
Level 1	Level 2	Level 3
<p>Texts</p> <p>Learners at this level can produce simple written texts with support.</p> <p>This will be evident when, for example, they can:</p> <ul style="list-style-type: none"> ◆ Copy simple texts. ◆ Write words, phrases and simple sentences about themselves. 	<p>Texts</p> <p>Learners at this level can write simple texts about familiar topics.</p> <p>This will be evident when, for example, they can:</p> <ul style="list-style-type: none"> ◆ Write words, phrases and sentences about familiar topics. ◆ Formulate simple questions and responses. 	<p>Texts</p> <p>Learners at this level can write extended texts on familiar topics.</p> <p>This will be evident when, for example, they can:</p> <ul style="list-style-type: none"> ◆ Produce a short paragraph on an event which they have experienced. ◆ Write a poem based on a familiar model.

Mode

Strand

Level Descriptor

Examples of achievement of level descriptor

(GDE/GICD, 1999(b):6).

According to the draft progress map for additional language (GDE/GICD, 1999) progress maps have modes, strands and level statements.:

- ◆ There are three modes in a progress map: speaking and listening, reading and viewing and writing.
- ◆ The “texts” strand explains what a typical learner should be able to do at a given level and “texts” is broadly taken to mean any communication involving language such as all forms of literature, creative writing, transactional writing, everyday texts, mass media texts, films and advertisements.
- ◆ Level statements provide an exact description of the achievements of learners at a particular level. Level one, for example, would describe a learner who is being exposed to the language for the first time and level five learners would be able to use the language for communicative purposes.

3.6.1.4 Functions of progress maps

Progress maps can be used for:

(a) Assessment

- ◆ placing a new learner in the correct grade,
- ◆ enables each learner's progress to be monitored against clearly defined criteria,
- ◆ provides qualitative information for reporting purposes,
- ◆ for assessing the level of achievement of the learner, and
- ◆ for the diagnoses of learner strengths and weaknesses.

(GDE/GICD, 1999:iii).

When a new learner is admitted to a class, the teacher can use the level descriptors of the progress map to place the learner. The educator is then able to design learning programmes which will enable the learner to progress to a higher level. Appendix 26 is an extract from a progress map and can be used to place the learners who wrote the essays (cf. appendix 27 and appendix 28). The learner who wrote the essay in appendix 27 would be placed on level 3 on this extract of the progress map whilst the learner who wrote the essay in appendix 28 would be placed on level 1. The educator can study the level descriptors as a guide to see what skills the learners will need in order to progress to the next level.

(b) Planning

- ◆ Once a learner's level has been decided, appropriate activities can be planned to facilitate further learning. Particular needs can be addressed in the form of extension or remedial work.
- ◆ Decisions about how best to group learners can be based on the level that they have reached. Sometimes it will be best to group learners at the same level together, sometimes mixed groups are best.

Separate progress maps are printed for primary and additional languages. The levels in the progress maps do not correspond to grades (GDE, 1999(f):10).

3.6.2 Expected levels of performance

Progress maps and expected levels of performance serve similar purposes. ELP's have been developed by the National Education Department and are used for National benchmarking whilst progress maps are used for Provincial benchmarking. The National Department of

Education has written ELP's for each grade in each learning area. According to the National Department of Education, the purpose of the ELP's is to ensure that the ongoing design and refinement of Curriculum 2005 is more rigorous and credible in the area of macro and micro planning of learning programmes and quality assurance. The ELP's were designed to meet the most basic quality assurance standards and learning achievement signposts of technical credibility, intellectual defensibility, coherence within Curriculum 2005 and equity for learners with special education needs and mainstream learners (RSA, 2000(e):1-5/LLC-1-2).

Expected Levels of Performance for Language, Literacy and Communication include:

Phase Statement 1:

The learner is expected to create meaning independently as well as through interaction with others using appropriate process skills, language structures and communication strategies and skills.

Phase Statement 2:

The learner is expected to identify and analyse the use of language for power and manipulation, and respond appropriately to differences in language and culture.

Phase Statement 3:

The learner is expected to evaluate a wide range of texts critically showing evidence of responding to the aesthetic, cultural and social values in them.

Phase Statement 4:

The learner is expected to access, organise, analyse and constructively apply information from a variety of sources.

Phase Statement 5:

The learner is expected to employ language knowledge, tools and strategies across all Learning Areas.

(RSA,2000(e):LLC3).

An example of an expected level of performance is presented in Table 7.

Table 7: Example of an expected level of performance

Grade 7	Grade 8	Grade 9
<p>It is expected that learners: Engage with language for power and manipulation by:</p> <ul style="list-style-type: none"> • Identifying bias in a variety of situations. • Creating manipulative texts. • Identifying language for power. • Exploring the value of using emotive language positively. 	<p>It is expected that learners: Engage with language for power and manipulation by:</p> <ul style="list-style-type: none"> • Identifying bias in various texts and media. • Identifying and using language for power in different situations. • Identifying stereotypes and generalisation in various texts. 	<p>It is expected that learners: Engage with language for power and manipulation by:</p> <ul style="list-style-type: none"> • Using emotive language, and the techniques of manipulation in original texts. • Analysing and applying language of power, using a variety of texts. • Identifying and responding to generalisations in various texts. • Demonstrating sensitivity towards the culture of others, in choosing what to say, and when and how to say it. • Commenting on the influence of one language on another.

(RSA,2000(e):LLC8).

3.7 Conclusion

Assessment structure in the Learning Area: Language, Literacy and Communication, with specific reference to English, has been transformed from predominantly norm-referenced evaluation which was predominantly summative to criterion-referenced assessment which is formative. Assessment in OBE is continuous and includes tests and examinations but will rely on new methods, tools and techniques to measure the process of learner performance towards the achievement of outcomes. Critical and specific outcomes have been identified to ensure that learners gain the necessary skills, knowledge, values and attitudes which will contribute to holistic development.

CHAPTER 4

PLANNING OF ASSESSMENT IN ENGLISH SECOND LANGUAGE WITHIN THE LEARNING AREA: LANGUAGE, LITERACY AND COMMUNICATION

4.1 Introduction

Outcomes-based assessment forms an integral part of the teaching and learning experience : "Learning, teaching and assessment are inextricably linked. Assessment has a developmental and monitoring function to fulfil. It is through assessment that the efficacy of the teaching and learning process can be evaluated; feedback from assessment informs teaching and learning, and allows for the critique of outcomes, methodology and materials; assessment practices can have a profound impact on the processes of teaching and learning in that they set standards which guide these activities" (RSA, 1996:24). As the approach to assessment which is outlined in the curriculum framework requires that the results of education be of a high standard, it is essential that assessment be included in all the steps of curriculum planning and implementation. The purpose of this chapter is to discuss the importance of including assessment in all the stages of the planning of a learning programme.

4.2 Planning assessment

According to the authorities (cf. GDE,2000:7; RSA, 2000(d)), there are four basic principles which underlie the planning of assessment:

- Design down,
- Clarity of focus,
- High expectations, and
- Expanded opportunities.

These principles are briefly discussed in this section.

4.2.1 Design down

Design down refers to planning backwards. When planning starts at macro level, the outcomes which must be achieved by the learners and which will be assessed must be selected. At micro level the assessment tasks are designed and the various methods, tools and techniques which will be used are identified.

The following guide in terms of planning assessment is provided by the Gauteng Department of Education (cf. Table 8).

Table 8: Planning of assessment

PROCESS OF PLANNING ASSESSMENT	
DESIGN DOWN, DELIVER UP	
<i>MACRO</i>	<i>Cluster SO's under phase organisers</i>
<i>MACRO/MESO</i>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Contextualise curriculum within the broader community</i> <input type="checkbox"/> <i>Identify programme organisers</i> <input type="checkbox"/> <i>Plot phase organisers and programme organisers</i> <input type="checkbox"/> <i>Summary</i>
<i>MICRO CLASS</i>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Formulate broad activity (learning) outcomes</i> <input type="checkbox"/> <i>Select appropriate AC's, PI's, SKVA's for the specific activity outcomes</i> <input type="checkbox"/> <i>Design assessment tasks for the activity outcomes</i> <input type="checkbox"/> <i>Design levels of performance</i> <input type="checkbox"/> <i>Select appropriate methods and tools</i>

	<ul style="list-style-type: none"> □ <i>Select appropriate assessment techniques -accommodate learning diversity and learning styles.</i> □ <i>Design daily class activities</i>
<i>MICRO RECORD</i>	<ul style="list-style-type: none"> □ <i>Design recording tools (sheets) for daily assessment tasks (peer, self, group, etc)</i> □ <i>Design teacher recording tools for transfer of information from daily recording tools</i>
<i>MICRO REPORT</i>	<ul style="list-style-type: none"> □ <i>Daily feedback to learners</i> □ <i>Informal feedback to parents</i> □ <i>Formal reports to parents</i>
<i>MESO REPORT</i>	<ul style="list-style-type: none"> □ <i>Educators report at phase meetings</i> □ <i>Phase co-ordinator compile a report for SAT</i>
<i>MACRO REPORT</i>	<ul style="list-style-type: none"> □ <i>Direct – SAT, Community</i> □ <i>Indirect – DAT, Provincial</i>

(Adapted from GDE,2000(e):2).

4.2.2 Clarity of focus

Clarity of focus means everyone involved must have a clear picture of what is wanted at the end. Killen (2000(b):23) states that clarity of focus means that “everything teachers do must be clearly focused on what they want learners to ultimately be able to do successfully. Thus when teachers plan and teach they should focus on helping learners to develop the knowledge, skills and dispositions that will enable them, ultimately, to achieve significant outcomes that have been clearly articulated”.

4.2.3 High expectations

OBE requires that teachers have high expectations of their learners. Educators must, therefore, guide learners to reach their full potential (cf. Killen, 2000(b):24; RSA, 2000(d):18; GDE, 2000(b):7).

4.2.4 Expanded opportunities

Educators must find various ways of exposing learners to learning opportunities. Killen (2000(b):23) states that “most students can achieve high standards if they are given appropriate opportunities – what really matters is that students learn the things that are important, not that they learn them in a particular way or by some arbitrary point in time”. Learners must be able to achieve the skills, knowledge, values and attitudes necessary for holistic development to their full potential.

4.3 Programme organisers

Programme organisers focus on the work to be done by the learner's and, therefore, must be selected after having done a SWOT analysis at the school. Teachers may select any programme organiser which they feel is suitable for the class. Time allocated per programme organiser is not prescribed and depends on the amount and kind of work required for the pupil to achieve the outcomes. It may be possible that a “practical” subject will require more time than a “theoretical” subject, for example, if a programme organiser such as “farming” were selected, the educator for the Learning Area: Language, Literacy and Communication could decide that three weeks would be sufficient to cover the programme organiser, whereas an educator involved in a practical subject would require more time for the learners to plant crops etc.

Phase educators use the school's broad curriculum goals to determine programme organisers for the phase. Programme organisers are localised to the school context and needs, and reflect the broader needs of the community. They are not National policy, but only curriculum organising tools (cf. RSA, 2000(j):50).

4.4 Phase organisers

All work which is planned in the Programme Organiser must be related to a Phase Organiser.

The Phase organisers are prescribed in the policy documents and are:

- Communication
- Culture and Society
- Environment
- Economy and Development
- Personal Development and Empowerment.

All five Phase Organisers should be included in the learning programmes for the phase and integration across all Learning Areas is also suggested. Educators must note that they cannot invent their own CO's, SO's, AC's, RS and Phase Organisers but must work within the National OBE policy framework (cf. RSA, 2000(j):49; RSA, 1997:25).

4.5 Macro planning

Assessment planning starts at the macro level and involves the whole staff of the school. In macro planning, specific outcomes from the eight learning areas are organised around phase and programme organisers in order to ensure integration at all the different levels. In Macro Planning all the educators cluster the outcomes under the Phase Organisers, therefore, all 66

specific outcomes will be addressed (cf. RSA, 2000(d):19; RSA, 2000(j):50). Table 9 gives an example of macro planning.

Table 9: Example of Macro Planning

<i>Learning Area</i>	<i>PHASE ORGANISERS</i>				
	<i>Communication</i>	<i>Environment</i>	<i>Culture & Society</i>	<i>Economy & Development</i>	<i>Personal Development & Empowerment</i>
<i>LLC</i>	1, 2, 3, 5, 6, 7	1, 2, 4, 6	1, 2, 3, 4, 5, 7	1, 2, 4, 6, 7	1, 2, 6
<i>MLMMS</i>	3, 4, 5, 7, 9	1,2,3,4,7,10	3, 4, 8, 10	1,2,3,4,6,9,10	2, 6, 7, 10
<i>NS</i>	1, 6, 8	1,2,3,4,5,6, 7	1, 2, 6, 7, 8	1, 2, 3, 4, 5, 7	1, 3, 8
<i>TECH</i>	4, 5, 6, 7	4, 5, 6, 7	2, 4, 5, 6, 7	4, 5, 6	4, 5, 6, 7
<i>AC</i>	2,3,4,5,7,8	1,2,4,5,7,8	1,2,3,4,5,8	1, 6	1, 6
<i>HSS</i>	2, 7, 9	4, 5, 6, 7	2,5,6,7,8,9	6, 7, 9	2, 9
<i>LO</i>	1,2,3,4,5,6	2, 3, 5	1,2,3,4,5,6,8	6,7	1,2,3,4,5,8
<i>EMS</i>	2, 4, 8	1, 2, 3, 4, 5, 6	1, 3, 6, 7, 8	1,3,4,5,6,7,8	1,2,3,4,5,6

Key:

- LLC: Language, Literacy and Communication,
- MLMMS: Mathematical Literacy, Mathematics and Mathematical Science.
- NS: Natural Sciences,
- TECH: Technology,
- AC: Arts and Culture,
- HSS: Human and Social Sciences,
- LO: Life Orientation, and
- EMS: Economics and Management Sciences.

(RSA, 1997(g):10).

4.6 Meso planning

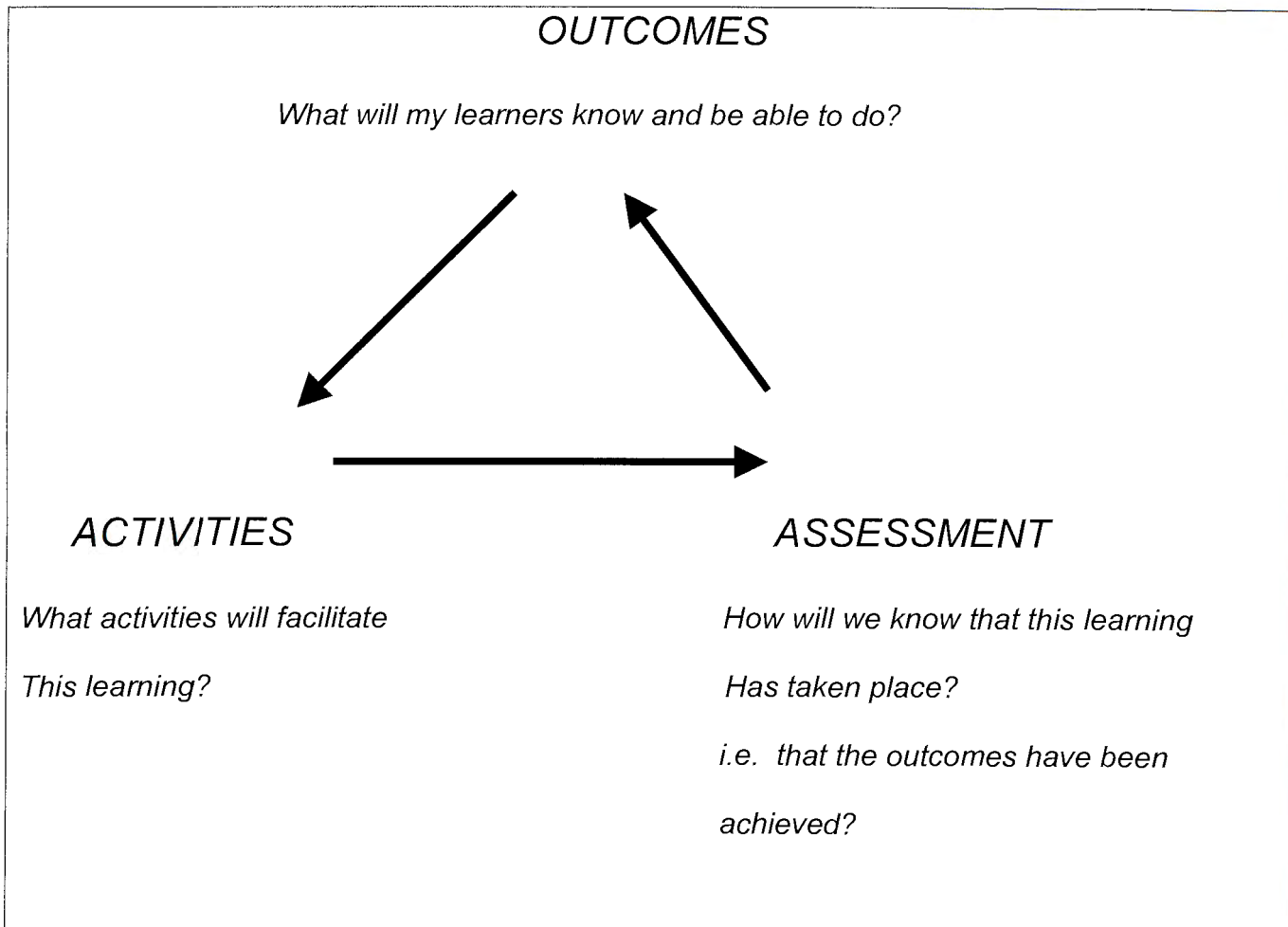
Meso Planning involves the phase educators who identify Programme organisers which can be used in all the learning areas and then produce a grid with the final clusters of SO's, AC's, PI's and RS (RSA, 2000(j):50).

4.7 Micro planning

4.7.1 Planning a learning programme

Educators must plan a learning programme in order to help all learners in the class toward the achievement of outcomes. It is, therefore, important that educators assess the prior knowledge of learners, plan activities and assessment tasks that will enable all learners to progress and then plan assessment methods, tools and techniques in order to assess whether the learners have in fact improved their skills or gained the knowledge required by the outcomes selected for the learning programme. There is a strong link between the three most important aspects of the curriculum; the outcomes, learner activities and assessment (cf. Diagram 3).

Diagram 4: The link between outcomes, assessment and activities



(GDE/GICD 1999:9).

The Gauteng Department of Education suggests that the following steps (step 1 – step7) be followed when working out a learning programme (cf. GDE?GICD, 1999(b):19-25):

STEP 1: Become familiar with the key aspects of the Learning Area that the Learning Programme focuses on

The teacher must become familiar with the key aspects of the Learning Area such as the knowledge, skills, values and attitudes which are identified in the learning area. The policy documents, which provide the broad framework for the curriculum, and the Progress Maps must be consulted in order to ascertain the level of instruction for the Learning Area in the specific grade.

STEP 2: Think about your learners in the context of their progression

Teachers will not only have to guide the learners from the old curriculum to the new OBE curriculum but must take into consideration the fact that learners have progressed through previous years of education and training. In order to ascertain the standard of achievement acquired by learners it will be necessary to do diagnostic assessment and consult the Progress Maps and ELP's. It is anticipated that Grade 7 learners should be well established at levels 3 and 4 on the progress map. Once the level of achievement has been ascertained, the teacher can plan accordingly.

STEP 3: Create a phase plan

The phase plan contains the Programme Organizers for each Grade in the Phase. This phase plan will be a combination of the macro planning done by the staff in the various grades. An enlarged integrated square of the Senior Phase plan depicting one phase organiser and one programme organiser is shown in Table 10.

Table 10: An extract of a phase plan for the senior phase

Phase Organiser	Program Organiser	Grade	SO's, AC's, RS & PI's most suitable for the grade								
			LLC	MLMMS	NS	TECH	AC	HSS	LO	EMS	
CULTURE & SOCIETY	MUSIC	SO									
		7	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	
		8	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	
		9	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	RS PI AC	

STEP 4: Create a more detailed grade plan

In this step the educator must arrange the programme organizers in priority sequence and decide on the amount of contact time which will be required for each programme organiser. It is necessary that teachers ensure that there is integration within the learning areas.

STEP 5: Plan the first Programme Organiser, and prepare learner material

According to the GDE/GICD (1999(a):15), the following questions need to be asked when planning the programme organizer:

- What should my learners know and be able to do (i.e what are the outcomes?)
- What activities will help them achieve this learning/these outcomes?
- How will I/they know that the outcomes have been achieved? (i.e. how will learning be assessed?).

The planning of assessment is an integral part of this step and it is necessary to take the following aspects into consideration:

- Will assessment focus on all the outcomes, or only on a few?
- Will all the learners be assessed during the activity, or only a few?
- What evidence of achievement will be used?
- What will be the criteria for assessing learners' performances?
- Will the criteria be drawn up by the educator, the learners or both?
- Who will do the assessing?

How will the assessment be recorded?

- Will there be enough information to make a judgement about the learner's level on the progress map?
- How will feedback be provided to the learners?
- Will learners get an opportunity to improve their work and will it be reassessed?
- How will assessment be reported to parents?
- Will the learning activity be sufficient as an assessment task or will other activities need to be included?
- Have all learning styles been taken into consideration?

(Adapted from GDE/GICD, 1999(a):15).

STEP 6: Implement your plans

Steps 1 – 5 are a guideline for the planning of a learning programme. Table 11 is an example of an integrated learning programme

Table 11: Learning Programme**Table 11:1 Integrated Learning Programme****LEARNING PROGRAMME**

CRITICAL OUTCOMES: #2 *Work effectively with others as members of a team, group, organisation, community.*
 #4 *Collect, analyse, organise and critically evaluate information.*
 #7 *Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.*

PHASE ORGANISER: *Culture and Society*

PROGRAMME ORGANISER: *Music:*

INTEGRATION WITH OTHER LEARNING AREAS:

Arts and Culture SO5 – Experience and analyse the use of multiple forms of communication and expression.

Assessment Criteria no 5- An understanding of the impact of globalisation on Arts and Culture expression.

ACTIVITY ONE: (Time allocation: 2 hours)

SPECIFIC OUTCOME	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	RANGE STATEMENT	S K V A'S	ACTIVITY AND RESOURCES	ASSESSMENT
SO 3: <i>Learners respond to the aesthetic, affective, cultural and social values in texts.</i>	AC 1: <i>Responses to the artistic effects of texts are demonstrated.</i> AC 9: <i>The results of the information search and processing are presented.</i>	<i>Will be demonstrated when learners are able to identify and talk about a wide range of written, visual and auditory genres.</i> <i>Will be evident when learners can present the information obtained in a variety of</i>	<i>Learners engage in a wide range of texts in a variety of contexts. Emphasis of content: the expression of stylistic devices.</i> <i>Emphasis of process is on the enriching</i>	<ul style="list-style-type: none"> <i>Working to achieve a group task, through co-operative learning</i> <i>Research and reading skills</i> <i>Summarising information</i> <i>Creating lyrics (writing skills)</i> 	<i>Activity: Discuss current music preferences and Top Ten list.</i> <i>Teacher gives information on music.</i> <i>Learners research a music genre/style in</i>	<i>Assessment of Process.</i> <i>Observation</i> <i>Peer-to-peer using gnd and giving comments.</i> <i>Assessment of product:</i>

SPECIFIC OUTCOME	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	RANGE STATEMENT	SKVA'S	ACTIVITY AND RESOURCS	ASSESSMENT
<p><i>use information from a variety of sources and situations.</i></p>		<p><i>Appropriate formats.</i></p>	<p><i>effect of texts in relation to aesthetics, e.g. appreciation of the artistic elements.</i></p> <p><i>Learners use various aids in sources (e.g. table of contents, indexes, glossaries, in presentation of completed assignment, learners should conform to the identified criteria:</i></p>	<ul style="list-style-type: none"> • <i>Reflecting values and attitudes</i> • <i>within text.</i> • <i>Singing lyrics to the class</i> • <i>Evaluative listening</i> • <i>Respect for group members' opinion</i> • <i>Respect for other cultures</i> • <i>Respect for other people's preference in choice of music.</i> 	<p><i>media books provided (as indicated to each group (e.g classical/ opera, rock/ pop, African, jazz.</i></p> <p><i>Learners analyse style of music and make summarised notes/points.</i></p> <p><i>The group compiles lyrics to a song of that style.</i></p>	<p><i>Observation and group discussion.</i></p> <p><i>Group-to-group using a graph</i></p>

SPECIFIC OUTCOME	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	RANGE STATEMENT	SKVA'S	ACTIVITY AND RESOURCES	ASSESSMENT
			<ul style="list-style-type: none"> - <i>Sense of target audience</i> - <i>Nature of information needed</i> - <i>Clarity</i> - <i>Coherence</i> - <i>Cohesion</i> 		<p><i>The lyrics must reflect characteristics of that music style. E.g. musical instruments used, dress style, famous musical artists in that style, etc.</i></p> <p><i>The group presents the song to the class; singing the lyrics in the relevant music style, etc.</i></p> <p><i>Resources: Library books and posters.</i></p>	

Table 11.2: Learner's Instructions:

Use the library books provided to research music style _____

- *Look through the index and bibliography to find information about your music style. Place a paper marker in the book.*
- *Read through your music notes in the library books. Make short notes.*
- *In the group, discuss the aspects of the music e.g. typical clothing, singing style, musical instruments used, cultural connections, famous music artists.*
- *The scribe must make notes during the group discussion.*
- *Write lyrics for a song. These lyrics must have the information, which was noted by the scribe. When the audience hears the lyrics, they must learn about the music style.*
- *Remember to observe your friend; how s/he takes part in the group, etc. Fill in the peer-to-peer assessment grid.*
- *Presentation: The group now sings the song to the class, in the given style e.g. if your group is doing rap, then the group should sing the lyrics like a rap singer.*
- *Discuss each groups presentation and fill in the group-to-group assessment graph.*

Table 11.3: Process Assessment*Peer-to-peer assessment*

Name: _____ Grade 8 Date _____

Programme Organiser: Music

Activity : One

(Tick the appropriate block)

<i>What must I look for:</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Needs attention</i>
<i>1. My friend carried out his/her role as _____ (e.g. scribe)</i>				
<i>2. My friend took an active part in the general group discussion</i>				
<i>3. S/he was committed to working together with the group to complete the activity (co-operation)</i>				
<i>4. My friend showed respect for other learners' suggestions, comments, opinions, etc.</i>				

State two good things about your friend's participation during the group work activity;

Table 11.4: Product Assessment*Group-to-group assessment*

Group number: _____		Date: _____		
Group leader's name: _____		Grade _____		
Names of all group members:				
Programme organiser: Music		Activity: One		
<i>(Place a dot in the box and join the lines)</i>				
What to look for:	Very good	Good	Fair	Needs attention
1. I heard many facts about the music style, when the group sang the lyrics				
The group presented the song lyrics using the music style e.g. rap				
3. The group worked well together when singing their song (co-operation)				
4. The presentation was interesting and creative.				
Provide the group with one constructive criticism, comment to help them improve:				
Assessment done by group number _____				

(Learning Programme compiled by: Denise Bothma (District N2), Mojalefa Thulare (District N6)).

STEP 7: Reflect honestly on how things are going.

4.7.2 Learning Styles

The Gauteng Department of Education proposes that learning styles be taken into consideration when planning a learning programme and when selecting assessment methods, tools and techniques. Learning styles which are recognised by the department for OBE are left-right brain dominance, visual-auditory-kinesthetic learners and multiple intelligences.

4.7.2.1 Left-right brain dominance

The characteristics of left-right brain dominance are shown in Table 12.

Table 12: Left-right brain dominance

Left brain	Right brain
Detail to whole picture.	Whole picture to detail.
Facts, step-by-step thinking.	Images, holistic thinking.
Planned and organised.	No planning, improvisation.
Logical reasoning.	'Gut feeling'.
Need structure and security	Like to be spontaneous.
Routine orientated.	Impulsive.
Structure orientated.	People orientated.
Verbal communication.	Non-verbal communication.
Process with Language.	Reaction on tone and sound.
Verbal thinking & memory.	Images & spatial-orientation.
Language detail (semantics).	Comprehension (emotion).

Prefer speech & writing.	Prefer drawing & manipulation
Life is serious.	Life is fun.
Time conscious.	No time sense.
Language.	Images, colour, line.
Realistic.	Daydreaming.
Remember names	Remember faces.
Numbers, formulas, lists	Faces, posture, voice.
Use a single method.	Change, alter methods.
Work in linear steps.	Work back from estimated answer.

(GDE, 2000(e):8).

4.7.2.2 Visual, auditory and kinesthetic learning styles

Table 13 gives an outline of visual, auditory and kinesthetic learning styles and their characteristics.

Table 13: Characteristics of learning styles.

CHARACTERISTICS OF LEARNING STYLES

Three of your five senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic learning styles and to be able to identify them to others.

VISUAL	AUDITORY	KINESTHETIC
<ul style="list-style-type: none"> <input type="checkbox"/> Mind sometimes strays during verbal activities. <input type="checkbox"/> Observes rather than talks or acts. <input type="checkbox"/> Organized in approach to tasks. <input type="checkbox"/> Likes to read. <input type="checkbox"/> Usually a good speller. <input type="checkbox"/> Memorized by seeing graphics & pictures. <input type="checkbox"/> Not too distractible. <input type="checkbox"/> Finds verbal instructions difficult. <input type="checkbox"/> Has good handwriting. <input type="checkbox"/> Remembers faces. <input type="checkbox"/> Uses advanced planning doodles. <input type="checkbox"/> Quiet by nature. <input type="checkbox"/> Meticulous. <input type="checkbox"/> Neat in appearance. <input type="checkbox"/> Notice details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Talks to self aloud. <input type="checkbox"/> Enjoys talking. <input type="checkbox"/> Easily distracted. <input type="checkbox"/> Has more difficulty with written directions. <input type="checkbox"/> Likes to be read to. <input type="checkbox"/> Memorizes by steps in a sequence. <input type="checkbox"/> Enjoys music. <input type="checkbox"/> Whispers to self while reading. <input type="checkbox"/> Remembers faces. <input type="checkbox"/> Easily distracted by noises. <input type="checkbox"/> Hums or sings. <input type="checkbox"/> Outgoing by nature. <input type="checkbox"/> Enjoys listening activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Likes physical rewards. <input type="checkbox"/> In motion most of the time. <input type="checkbox"/> Likes to touch people when talking to them. <input type="checkbox"/> Taps pencil or foot while studying. <input type="checkbox"/> Enjoys doing activities. <input type="checkbox"/> Reading is not a priority. <input type="checkbox"/> Poor speller. <input type="checkbox"/> Likes to solve problems .by physically working through them. <input type="checkbox"/> Will try new things. <input type="checkbox"/> Outgoing by nature. <input type="checkbox"/> Expresses emotions through physical means. <input type="checkbox"/> Dresses for comfort. <input type="checkbox"/> Enjoys handling objects.

4.7.2.3. Multiple intelligences

The seven multiple intelligences identified by Howard Gardner are described in Table 14.

Table 14: Multiple intelligences

How to recognise and nurture our multiple intelligence		
Intelligence	Recognize by	Ways to reach
Logical-Mathematical	<ul style="list-style-type: none"> <input type="checkbox"/> Strong at Math and problem-solving skills. <input type="checkbox"/> Ability to discern logical or numerical patterns. <input type="checkbox"/> Ability to pursue extended lines of logic and reasoning. <input type="checkbox"/> Asks 'why' & 'how' questions, wants to reason things out, wants to know 'what's coming up next' – sequential thinking. 	Computer time, programmes, objects to sort, classifying, writing applications, gadgets to take apart or fix, magnets, maths, science, reading, discussion, exploring, solving mysteries, word problems, breaking codes, museum trips, riddles, analyzing information, outlining, grouping and calculation activities.
Spatial	<ul style="list-style-type: none"> <input type="checkbox"/> Strong imagination. <input type="checkbox"/> Likes to design, draw, read graphics, posters. <input type="checkbox"/> Needs pictures to understand, likes puzzles, mazes, organizing space, objects and areas. <input type="checkbox"/> Has ability to mentally manipulate forms, objects or people in space or transfer them to other locations or into other elements. <input type="checkbox"/> it's the capacity to recognize forms, shapes and how they relate and interact with another. 	Art, changing locations, stacking objects, putting pieces together, sports, large pieces of paper, trying things from a different angle, movement, likes mind-mapping, video, films, map making, charts, theater, wind-surfing, sculpture, roller blading, drawing and painting.

	<ul style="list-style-type: none"> <input type="checkbox"/> It is also sensitivity to the balance and composition of shapes. 	
Inter-personal	<ul style="list-style-type: none"> <input type="checkbox"/> Strong people skills . <input type="checkbox"/> Ability to make distinctions among others in their moods, feelings, biases, thoughts and values. <input type="checkbox"/> It's the ability to act appropriately using knowledge of others. <input type="checkbox"/> Loves to talk & influence, usually a group leader, an organizer. <input type="checkbox"/> Communicates well. <input type="checkbox"/> Good at conflict resolution, listening negotiating & persuasion. 	Friendships, win-win competition, interactive games, teams, pair up with partner, one-on-one discussion, peer teaching, group work, collaboration & empathy.
Bodily-kinesthetic	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to handle objects skillfully, either fine or gross motor movements. <input type="checkbox"/> Also the ability to control your own movements for function or expression. <input type="checkbox"/> Desire to move. <input type="checkbox"/> Constant movement or commitment to comfort. <input type="checkbox"/> Wants to get up, move around, tap, touch, fiddle with things & do things. 	Stretching, role play, SimonSez games, new games, building models, demonstrations, changing seating, drama, exercise, body sculpture, crafts & hobbies, dancing, games & sporting events.
Verbal-linguistic	<ul style="list-style-type: none"> <input type="checkbox"/> Use of core operations of language. <input type="checkbox"/> Sensitivity to the meaning, sound, inflection and order of words. <input type="checkbox"/> Loves language- reads and loves to talk. <input type="checkbox"/> Constant talking, a good memory for dates & names. <input type="checkbox"/> Likes to tell and listen to stories. <input type="checkbox"/> Likes a variety of voices and remembers jokes. 	Presentations, speeches, role-play, dialogue, interactive games, writing, group work, doing reports, discussion, listening to tapes and reading -especially books with dialogue.

	<input type="checkbox"/> Enjoys reading.	
Intra-personal	<input type="checkbox"/> Enjoys solitude. <input type="checkbox"/> Likes thinking, happy to work alone. <input type="checkbox"/> Has a good understanding of strengths and weaknesses. <input type="checkbox"/> Good at goal-setting & is comfortable being alone. <input type="checkbox"/> The ability to develop successful working models of oneself. <input type="checkbox"/> A way to learn and develop new behaviours based on self-knowledge.	Thinking strategies, imagery, journal writing, relaxation, learning about one's self, focusing and concentration exercises, self-assessment, metacognition practice, reflection and time to be alone.
Musical-Rhythmic	<input type="checkbox"/> Appreciation of sounds. <input type="checkbox"/> Sensitivity to rhythm, pitch, timbre. <input type="checkbox"/> Making music or rhythm. <input type="checkbox"/> Constant humming, tapping & singing.	Allow for rhythm, give them a musical instrument or let them make one, making fun sounds, learning with music, a Kazoo, use background or environmental music, singing, piano, musical performances.

(RSA,2000(e):10).

4.8. The educator in assessment

The role of the educator in education is still a very important one especially with regard to assessment. The norms and standards document specifies that the educator has to fulfil seven roles in the education process. The role of assessor remains one of the most important functions of the assessor:

- The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process,

- The educator will have an understanding of the purpose, methods and effects of assessment and be able to provide helpful feedback to learner,
- The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies,
- The educator will keep detailed and diagnostic records of assessment, and
- The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

(RSA,2000(g):14).

There are three competencies which are relevant to the educator in his role as assessor:

- Practical competence where the learner must be able to make decisions on which actions to follow and then perform them in authentic situations,
- Foundation competence demonstrates the SKVA's which are required to perform the action, and
- Reflexive competence is the ability to make decisions and adapt to changed circumstances and give adequate reasons for such a change.

(RSA, 2000(g):14).

These competencies are described in Table 15.

Table 15: Assessment competencies of the educator

PRACTICAL COMPETENCE
<ul style="list-style-type: none"> • Making appropriate use of different assessment practices , with a particular emphasis on competence-based assessment and the formative use of assessment, in particular continuous and diagnostic forms of assessment. • Assessing in a manner appropriate to the phase/subject/learning area. • Providing feedback to learners in sensitive and educationally helpful ways. • Judging learners' competence and performance in ways that are fair, valid and reliable. • Maintaining efficient recording and reporting of academic progress.
FOUNDATION COMPETENCE
<ul style="list-style-type: none"> • Understanding the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed. • Understanding the different learning principles underpinning the structuring of different assessments tasks. • Understanding a range of assessment approaches and methods appropriate to the learning area/subject/discipline/phase. • Understanding language, terminology and content to be used in the assessment task and the degree to which this is gender and culturally sensitive. • Understanding descriptive and diagnostic reporting within a context of high illiteracy rates among parents.
REFLEXIVE COMPETENCE
<ul style="list-style-type: none"> • Justifying assessment design decisions and choices about assessment tasks and approaches. • Reflecting on appropriateness of assessment decisions made in particular learning situations and adjusting the assessment tasks and approaches where necessary. • Interpreting and using assessment results to feed into process for the improvement of learning programmes.

(cf. RSA, 2000(g):21).

4.8 Conclusion

The planning of assessment forms an integral part of a learning programme. Learning programmes, through their design down structure, will include assessment from the macro level down to the micro level. According to the inclusion policy of the Department of Education, the learning programme should accommodate the needs of all learners as well as the various learning styles. The educator, as facilitator, must ensure that the learners are actively involved in the assessment process so that they can work productively toward the achievement of outcomes.