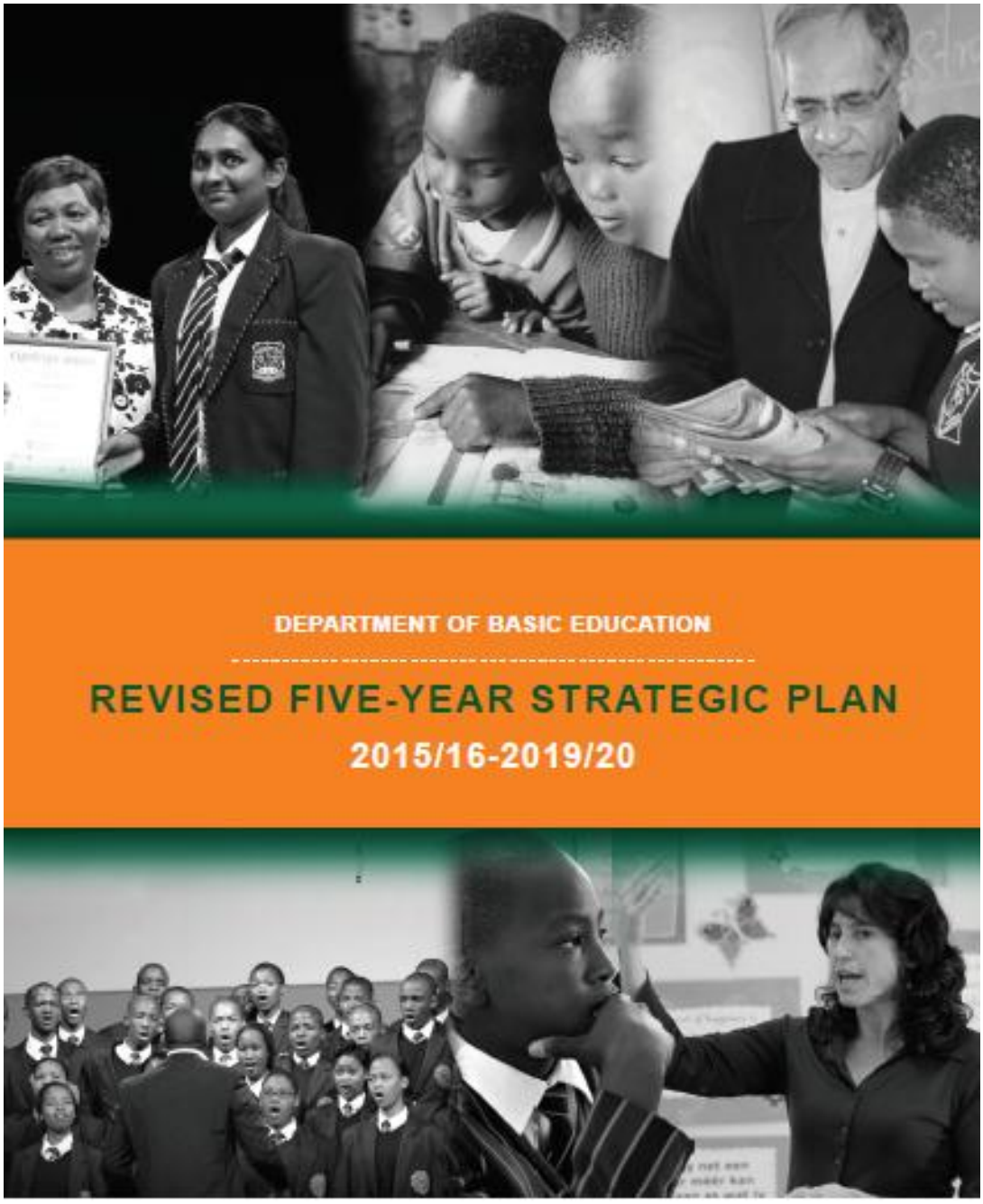
Appendix A

Revised five-year strategic plan 2015/16 – 2019/20





DEPARTMENT OF BASIC EDUCATION

REVISED FIVE-YEAR STRATEGIC PLAN

2015/16-2019/20



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

REVISED FIVE-YEAR STRATEGIC PLAN

2015/16-2019/20

MARCH 2016

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

FOREWORD BY THE MINISTER OF BASIC EDUCATION

Basic Education is a concurrent function in Government and as the sectoral departments whose functions are of delivery require realignment in order to strengthen and deepen functions after two decades of delivery. In our effort to re-organise and re-align our functions with the emerging realities of the delivery landscape, it has been necessary to review our planning framework. As a result, it has been necessary to realign our functional areas, institutional structures and our plans and programmes to more explicitly reflect those of the national sphere in the basic education sector, while leaving the provincial functions to be covered in the different detailed provincial programmes and plans, in alignment with national priorities. The 2015/16-2019/20 Strategic Plan has therefore been reviewed and this current plan replaces previous versions in an effort to distinguish between institutional mandate and functions of national and provincial levels of Government.

The bold steps introduced by the previous administration saw the split of the Department of Education into the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) to focus on these two sectors closely. Improved quality of basic education was made the apex priority of government, with the intention of building specific strategies that would transform the basic education sector. The Action Plan to 2014: Towards the Realisation of Schooling 2025 was adopted as a sectoral plan in 2010, and its milestones informed the development of our short to medium-term goals as it was aligned with national priorities. We then revised the Action Plan to take account of the 2030 timelines indicated in the National Development Plan: Our Vision 2030 (NDP) and to ensure synergy with the NDP and to guide the development of the Medium-Term Strategic Framework (MTSF) 2014-2019. *Action Plan to 2019*: Towards the Realisation of Schooling 2030 will guide the basic education sector in the development of our strategic plans and annual performance plans. Improved learner performance will continue to be the overriding goal in all our plans and strategies. The Revised Five year Strategic Plan affords the Department of Basic Education (DBE) the opportunity to reflect on the milestones achieved so far against Government's broader blueprint for development articulated in the NDP.

Further, in alignment with the post-2015 development agenda, articulated in the Sustainable Development Goals (SDG), especially SDG 4 (four), which has a specific focus on the provision of quality education, the Department will continue to ensure that it is inclusive, equitable and promotes life-long learning opportunities for all. The commitment to this international standard also forms the foundation of the DBE's role in building the human resource capacity of the South African nation and contributing to its economic potential. While significant gains have been achieved in terms of access, improved learner performance across all grades remains central to all our undertakings. To achieve this, we have to continuously ensure optimal performance by all at all levels of the system. A concerted effort directed at uprooting poor performance, especially where support has been provided with no improvement, will be part of our resolve to improve the basic education sector. The process of the review of the organisational structure and repositioning the Department and the sector is almost complete. This will enable the Department to adequately carry out its mandate.

While it is encouraging to see that the strategies we have employed are beginning to yield desired outcomes, more work still needs to be done to transform our education system. The period 2015/16 to 2019/20 will be marked by consolidation of work and on guiding and deepening the work done at classroom, school and district level through the monitoring and supportive action of Provincial Education Departments and actions of the national Department of Basic Education.

We have communicated our areas of focus over the coming five years and have termed them "non-negotiables", which we are convinced will have an impact at classroom level. These include ensuring that the provision of the Learning and Teaching Support Materials (LTSM) is improved and that we work towards one textbook per learner per subject in all schools. The provision of LTSM over the past five years has been the best in the history of this country. However, despite the large investment in the post-apartheid period, LTSM shortages have persisted. The development of the sector plan on LTSM has enabled the Department to ensure that textbooks are ordered and delivered on time by provinces. The provision of high-quality DBE workbooks was a major milestone. The workbooks assist with the correct pacing of the curriculum and promote effective teaching and learning. The Department will, over the 2014-2019 MTSF period, focus on monitoring the workbooks' use and evaluate their impact on learning and teaching. Measures aimed at highlighting the importance of book retrieval will be undertaken. Functional and well-resourced school libraries will have a positive impact on our efforts to improve reading. The Department will, over the next five years, accelerate planning and implementation of identified projects through Operation Phakisa. This is a methodology

adopted by the Cabinet of the Government of the Republic of South Africa to fast-track delivery on the priorities encompassed in the National Development Plan, Vision 2030: Our future – Make it work (NDP).

Basic education continues to be our number one priority in Government, as the quality of learning is related to development of our people and our country. Over the last two decades, we have made substantial improvements in expanding access and participation and equity in our system. In focusing on reversing the systemic impact of apartheid education, we have put in place a comprehensive and integrated basic education infrastructure. In the next five years, we will deepen the quality of systems in the basic education sector in terms of the processes, structures and mechanisms for improving accountability and delivery in our schools. Despite Government's considerable investments in schools, our pro-poor funding and targeting mechanisms, and the considerable amounts of investment in the sector, it is clear that low performance still characterises too many of our schools. Although, international assessment studies (such as the Trends in Mathematics and Science Study results from 2002 to 2011) show us that we are improving the educational achievement for learners from poor households, there are still too many learners from poor households whose learning outcomes are too low, who are not able to read for comprehension, or who do not get high quality remedial attention, classroom feedback and support, or desirable learning outcomes.

South Africa spends about 5% of its Gross Domestic Product (GDP) on basic education and about 1.4% on higher education. This has begun to show results. Pre-school education and Early Childhood Development (ECD) have expanded massively; there is gender parity in school enrolment; and retention and through-put ratios have improved substantially up to Grade 9. However, the schooling system needs to address the drop-out rates from Grades 9 to 12. The introduction of the Second Chance Programme for young people, youth development and energised social cohesion programmes, curriculum differentiation for more effective inclusive education and the introduction of the three stream curriculum model – academic, technical and vocational streams - are innovations designed to improve curriculum choices, the quality of schooling, and to reduce repetition and drop out rates and deepen quality of learning outcomes and achievement for learners in the sector.

Through the NDP, our priorities have been set. We have to improve the quality of teaching and learning through better teacher support, development, utilisation and supply, as well as better materials provisioning and infrastructure development, preservation and maintenance. We are realigning the departmental structures, partnerships and assessment systems in our system so that they better support learning, feedback and support in our classrooms, and systemic accountability for the resources our country invests in our schools. We are acutely aware that learner well-being affects schooling and learning – more so than in other contexts. Through our evaluations, we will deepen the reach of care and support programmes including nutrition, health promotion, school sports and safety projects, as well as inclusive education efforts such as expanding the use of South African Sign Language.

Together with partners, the investment in teacher development centres, and the use of Information and Communication Technology (ICT) in teacher development has enabled us to multiply and expand the reach of our efforts at supporting our teachers in subject content knowledge and teaching practice. Stability has been achieved in curriculum reform and, working with our provincial counterparts, efforts to ensure full curriculum coverage at classroom level will be the focus of all programmes through better accountability for learning and collaboration with all stakeholders. Our focus over the next five years will also be the improvement and progression of especially Mathematics, Science and Technology (MST). Our ultimate goal is to have MST and Reading offices in all provinces as part of strengthening support for improved curriculum delivery.

We will also strengthen the implementation of our African Language policies, in support of social cohesion. The NDP requires all South Africans to learn at least one indigenous language as part of nation building and social cohesion. In 2014 we began with the incremental introduction of African languages (IIAL) in eight provinces and 228 schools as an immediate response. The integration of Information and Communication Technology (ICT) in teaching and learning will also form part of our core strategies for developing learners and teachers who have relevant modern skills that match the needs of our changing world.

Over the next five years, the sector will have dedicated programmes to support rural and small schools. The Department is in the process of reviewing and strengthening policies and strategies for multi-grade and rural schools.

The introduction of the Annual National Assessments (ANAs) during this past term has helped identify the weaknesses in the teaching and learning processes. The lessons learnt since 2011 will continue to influence our teacher development programmes. In the 2014-2019 MTSF period, the emphasis is on improving verification and credibility of the ANA system. Participation in international assessments will be ongoing to measure our learner performance against the best in the world.

Spending of the infrastructure budgets by Provincial Education Departments (PEDs) has improved but challenges remain. The DBE will continue to monitor and ensure that all provinces spend their infrastructure budget accordingly. Through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) project, the Department will continue to eradicate all unsafe and mud school structures. Over this Medium Term Strategic Framework (MTSF), all targeted schools in the ASIDI will be completed. A conducive learning and teaching environment will not only enhance teaching and learning, but will also help restore the dignity of our learners. We further commit to overseeing basic school infrastructure projects including water, sanitation, maintenance, electrification and provisioning of furniture and desks in schools.

The Department will, over the next five years, utilise the strategy on the recruitment and deployment of educators to ensure stability in staffing at school level and to improve efficiency in the processes for the deployment of educators. The Department will work towards formalising Grade R and ensure that quality provisioning of both human resource and LTSM is prioritised. Over the past few years, we have seen an increase in the number of learners in Grade 1 who have attended Grade R. Our medium-term goals as a sector will be to ensure that there are sufficient readers and other learning materials for Grade R, and that the qualifications of Early Childhood Development (ECD) practitioners are upgraded.

Our pro-poor policies have helped bridge the inequalities in the system and have also enabled the retention of learners in the system. More than 9 million learners benefit from the National School Nutrition Programme (NSNP), while approximately 8,7 million learners benefit from the No-Fee Schools policy. The state will continue to intervene in trying to make education more equitable in view of the triple challenges that face the country, which are unemployment, poverty and inequality.

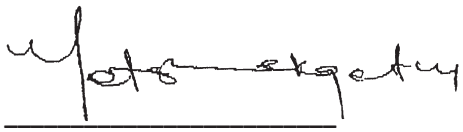
In support of the partnership advocated by the NDP, the National Education Collaboration Trust (NECT) launched by the former Deputy President, Kgalema Motlanthe, on 16 July 2013, will help the Department in its mission to transform the education system. The NECT was envisaged in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the NDP and which takes forward government's commitment to prioritising education. It is our intention to use this collaboration framework to strengthen the existing partnerships that we already have with other Departments on a number of programmes. It is also critical to see these inter-departmental collaborations serve education in the areas of improving whole-district performance, improving the health of our children in schools, and ensuring our schools are safe from drug abuse. Our teaching and learning strategies and plans need the involvement of other partners in civil society and the private sector to enhance what is already in place. The NECT needs to ensure that scaleable interventions are established in districts in need.

The Department will continue to work with all stakeholders in an effort to use schools as vehicles for promoting access to a range of public services among learners, such as sport and culture, safety and health. The Department will also strive to maintain labour peace in the sector so that teaching and learning can proceed without disruptions, while consulting with key partners, teacher unions and parent and community formations to ensure that quality teaching and learning remain uppermost in the psyche of our learners, educators, parents and partners.

We remain hopeful that stabilisation in administration and strengthening of institutional structures will yield fruit in the Eastern Cape PED, which is currently under section 100(1)(b) of the South African Constitution. The DBE will continue monitoring and supporting the province where necessary. In addition, the Department will intensify its role as articulated in the National Education Policy Act (NEPA) of monitoring programme implementation by provinces. Provincial Oversight visits will form part of the Department's activities at least twice a year, and better integration of activities and work with other spheres of Government will be undertaken or co-ordinated with other oversight bodies, such as Parliamentary Portfolio and Select Committess, the National Treasury and the Auditor-General, among others. We are also mindful that all monitoring and oversight over financial and governance activities in the sector need to be strengthened starting with more careful oversight of district level processes and outcomes, and much deeper support through our provincial and partner engagements.

We have established the READ TO LEAD Campaign is a four-year campaign to create a national focus to improve the reading abilities of all South African children. It seeks to provide energy, as well as direction and inspiration, across all levels of the education system as well as in homes and the public domain to ensure that by 2019, all learners are able to demonstrate age appropriate levels of reading. The campaign is a national response to national, regional and international studies that have shown over a number of years that South African children are not able to read at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy. Getting young people to read and write for school, for leisure, and even in the world of work, is a critical aspect of the development of the social fabric of our country. We need to ensure that South Africa becomes a reading nation. In order to encourage reading, the 1 000 School Libraries per year Project was launched in those schools that have existing spaces that may be converted into school libraries with conventional and technology-mediated reading platforms. Non-governmental organisations (NGOs), communities, and individuals have volunteered to establish or refurbish school libraries and classroom library corners and to provide alternatives to conventional books by making available reading material and resources which are available digitally.

I am confident that all our plans in the basic education sector are aligned to the NDP and through interventions in our *Action Plan: Towards the Realisation of Schooling 2030*, these plans will assist in enabling us to deliver on the transformation mandate for quality basic education in our country.



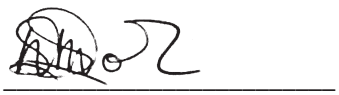
Mrs AM Motshekga, MP

Minister

OFFICIAL SIGN-OFF

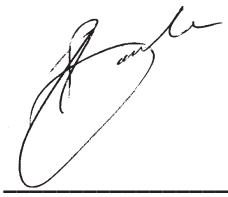
It is hereby certified that this strategic plan:

- was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible; and
- accurately reflects the strategic outcome-oriented goals and objectives which the Department of Basic Education will endeavour to achieve over the period 2015/16 to 2019/20.



Ms N Molalekoa

Chief Financial Officer



Ms VC Carelse

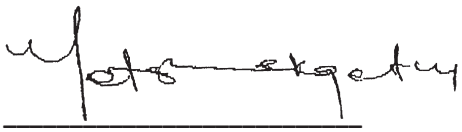
Deputy Director-General: Office of the Director-General



Mr HM Mweli

Director-General

Approved by:



Mrs AM Motshekga, MP

Minister

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PART A: STRATEGIC OVERVIEW

The Department of Basic Education (DBE) has embarked on a process of reviewing its strategic plan for 2015/16-2019/20 and the subsequent Annual Performance Plan for 2016/17 based on a policy shift or focus. This exercise is informed by the challenge of not separating the sector functions from the National Department's functions. This manifested itself in the type of indicators that have been in the DBE plans from 2010/11 to date. The emphasis of the Department is now to focus on its role as expressed in the National Education Policy Act (NEPA), (Act No. 27 of 1996). The revised DBE's plan is based on its role of policy development, monitoring the implementation of policy and the oversight role expected in provinces as a result of the NEPA, mandate.

This revised strategic plan therefore identifies important strategic outcome-oriented goals and objectives against which the Department of Basic Education's medium-term results can be measured and evaluated by Parliament. It should be read in conjunction with other government plans and education sector plans, particularly the NDP, *Action Plan to 2019: Towards the Realisation of Schooling 2030* and the Medium Term Strategic Framework (MTSF) 2014 to 2019. This Strategic Plan will inform the development of the Annual Performance Plans (APPs) of the Department over the remaining four years of the five-year electoral term.

1. VISION

Our vision is of a South Africa in which all our people will have access to lifelong learning, education and training opportunities which will, in turn, contribute towards improving the quality of life and the building of a peaceful, prosperous and democratic South Africa.

2. MISSION

Working together with provinces, our mission is to provide relevant and cutting-edge quality education for the 21st century.

3. VALUES

Placing the interest of our children first, the Department adheres to the following values:

People: Upholding the Constitution, being accountable to the Government and the people of South Africa.

Excellence: Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork: Cooperating with one another and with our partners in education in an open and supportive way to achieve our shared goals.

Learning: Creating a learning organisation in which staff members seek and share knowledge and information, while committing them to personal growth.

Innovation: Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

4. LEGISLATIVE AND OTHER MANDATES

4.1 Constitutional Mandate

Constitutional Mandate	Responsibilities
The Constitution of South Africa, 1996 (Act 108 of 1996)	The policy requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

4.2 Legislative Mandate

Act	Brief Description
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	The NEPA inscribes into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It lays the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. The NEPA therefore provides for the formulation of a national policy in both the general and Further Education and Training (FET) bands policies for, *inter alia,* curriculum, assessment, language, and quality assurance. The NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, (SASA), 1996 (Act 84 of 1996), as amended	To provide for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999)	To regulate financial management in the national and provincial governments and to ensure that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013)	To provide for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	To provide for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Employment of Educators Act and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.
Public Service Act, 1994, as amended Act 103 of 1994)	To provide for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that will harness the potential of adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in *Government Gazette No. 928*, 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

4.3 Policy Mandate

In addition to the national education legislative mandates, the following education white papers and policies guide South African institutions in the delivery of quality education.

Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first white paper, *Education and Training in a Democratic South Africa: First Steps to Develop a New System* (February 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
Education White Paper 5	The *Education White Paper on Early Childhood Development* (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0- to 4-year-olds and 6- to 9-year-olds.
Education White Paper 6	*Education White Paper 6 on Inclusive Education* (2001) described the intention of the Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
Education White Paper 7	*Education White Paper 7* is about e-education and revolves around the use of ICT to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services, and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.
The National Curriculum Statement Grades R to 12	The National Curriculum Statement Grades R to 12, a policy statement for learning and teaching in schools, replaced the policy document, A Resume of industrial Programmes in Schools, Report 550 (89/03). It embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred, outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.

4.4 Relevant Court Rulings

- *BASIC EDUCATION FOR ALL AND OTHERS VERSUS MINISTER OF BASIC EDUCATION AND OTHERS*

The judgment in this matter was delivered on 2 December 2015. In this matter, the court had to determine whether or not the right to basic education includes the right of every learner at public schools to be provided with a textbook for each subject in time for the commencement of the teaching of the curriculum at the beginning of the school academic year. The court answered this question in the affirmative and declared that section 29(1)(a) of the Constitution entitles every learner at public schools to be provided with every textbook prescribed for his or her grade before commencement of the teaching of the course for which the textbook is prescribed.

In terms of this court ruling, PEDs will have to ensure that textbooks are ordered in time and delivered to public schools prior to the opening of such schools for the new academic year in January. This case will also have budgetary implications for PEDs in that they will have to ensure that their budgets are sufficient to provide for the needs of all learners.

4.5 Planned Policy Initiatives

The educational landscape, in terms of the policy directives, is deeply rooted in the NDP. The entire government machinery is driven by this plan, and the basic education sector is aligning its long-term *Action Plan to 2019* to the NDP in order to drive the mandate in a comprehensive way. The sector plan, *Action Plan to 2019: Towards the Realisation of Schooling 2030,* details the direction which the basic education sector will take to achieve the goals set out in the NDP and in the MTSF for Outcome 1. Finally, the 2014-2019 MTSF forms the basis of why the sector needs to rethink policy imperatives that will support the implementation and realisation of the mandates that must be achieved in the current five year term and the future, if necessary.

Based on the mandates of the Sustainable Development Goals (SDGs), Managung Resolutions, the NDP, the *Action Plan to 2019,* the MTSF priorities and the internal non-negotiables, the following critical policy initiatives need to be considered:

- A need to have a policy on the expansion of the Early Childhood Development (ECD) programme to cover two years before Grade 1 because of the involvement of the Department of Social Development in the 0 to 4-year-old ECD programme;
- The sector is introducing an African language in schools, and to support this, the policy on the incremental implementation of African languages must be finalised urgently;
- On Inclusive Education, there is an urgent need to have the screening, identification, assessment and support framework approved as policy to strengthen the implementation of *White Paper 6 on Inclusive Education*;
- The emerging priority to offer History as a compulsory subject at all grades necessitates the development of norms and standards for uniform implementation in all provinces;
- On partnerships established to share the education burden with communities and other parties, the consultation process on the national school safety framework has to be completed to support future implementation; and
- A host of other policies developed and implemented in the previous term will continue to be implemented to support and promote quality delivery of education.

The Department will be processing three pieces of legislation, namely:

i. Basic Education Laws Amendment Bill, 2014;

ii. Safety Regulations; and

iii. Personnel Administration Measures.

The Department has started working on the following policy instruments:

- Admission Policy;
- SGB Guidelines;
- Pregnancy Policy;
- Norms and Standards on Focus Schools;
- Policy on the Roles and Responsibilities of Education Districts;
- Policy on School Calendars;
- Policy on Whole-School Evaluation; and
- Circular on Admission of Foreign Learners to Public Schools.

4.6 Strategic Focus Areas Emerging from Various Mandates

The basic education sector's planning will be based on political mandates that emanated from the 53rd Mangaung Conference Resolutions, the 2014 Election Manifesto of the Ruling Party, the NDP, the Sustainable Development Goals, the Sector Plan; *Action Plan to 2019* and the MTSF.

4.6.1 Political Mandates Emanating from Mangaung Resolutions

The following areas have been identified by the Ruling party as areas of focus for the sector in the current five years:

On Children

This is about accelerating the implementation of a comprehensive Early Childhood Development (ECD) programme by developing the right legislation, ensuring universal access to ECD and employing qualified ECD practitioners.

On Youth

The focus is on strengthening and implementing policies and programmes to eradicate drug abuse and alcohol-related harms and improving access to Sexual and Reproductive Health Services and family planning for the youth, including the implementation of a Schools' Health programme.

On Disabilities

The Department is expected to implement policies and programmes that are geared towards the protection and promotion of the rights of people with disabilities, continuing to mainstream learners with disabilities in schools, establishing full service schools but also prioritising the establishment of special needs schools for specific disabilities.

On Sports and Recreation

School sport must be used as the bedrock for national sport development and excellence; hence the Department must ensure that sport becomes compulsory in schools. Schools must also ensure that there is access to sporting facilities by children with disabilities.

On Arts and Culture

This is about the development of an indigenous language policy which seeks to promote indigenous languages. The sector must ensure that one African Language is compulsory in schools depending on the region.

On Economic Transformation

In order to invest in priority skills, it is necessary to improve the performance of South African learners in Mathematics and Science at Grades 3, 6 and 9 through ANAs. It is also critical to improve the quality of NSC results by increasing the number of Grade 12 University entrance passes.

On Information and Communications Technologies

In order to maximise the value of the development of ICT, a detailed sectoral plan is necessary to accelerate the uptake and usage of the ICT tools by schools. Promoting an e-literate society is possible by making e-skills a compulsory subject in all public schools. Young people must be encouraged to pursue careers in the ICT sector.

On Stability in Schools and Protecting Education from Disruptions

To stabilise schools, there is an urgent need to review the remuneration and conditions of employment of education professionals and to make recommendations on salary adjustments and wage increases in a manner that protects education as a national priority.

On Post Provisioning Norms

To improve teacher utilisation, the sector needs to develop Post Provisioning Norms that would address curricula needs; profile all educators on the basis of their qualifications and teaching experience; and to match their teaching skills and competencies during appointments, making sure that teachers are placed where they are needed most.

On Resourcing Education: Procurement

In order to provide all learners across the system with uniform and standardised textbooks, the sector needs to adopt a centralised approach in the procurement of Learning and Teaching Support Materials (LTSM), and expand the capacity of the sector to print text books and workbooks and own their intellectual property.

On School Infrastructure

A comprehensive school building programme is needed to deal with school infrastructure urgently in an integrated manner especially to eradicate inappropriate school infrastructure.

On Monitoring and Evaluation of Performance

In this term, rigorous monitoring and evaluation of the system through refining the Integrated Quality Management System (IQMS) for assessment of teachers, deputy principals and principals is critical. These assessments are intended to identify development gaps on content, leadership and management to improve accountability at school level.

On Review of Funding Model

The funding model must have a bias towards poor communities in order to achieve parity and equality. A review of the funding model process is therefore necessary, within the sector.

On Appointment of School Principals

Relevant legislation must be amended to allow for a different method of appointment of school principals. School principals must be appropriately qualified and must also be appointed on merit.

On Capacity of Government

Training and development programmes for government officials to improve capacity for efficient service delivery need to be instituted constantly.

On Mismanagement, Incompetence and Ill-Discipline

There are many cases of conflict of interest that relate to procurement involving public representatives and civil servants. This is about government and unions co-operating to stamp out ill-discipline in the sector.

On Language and Cultural Education

The sector needs to prepare resources, curriculum, teachers and other support measures to ensure an efficient introduction and implementation of the indigenous languages programme. Teachers must also be developed with regard to the use of sign language.

On Curriculum

To improve the teaching of Mathematics, Science and Technology subjects, the Minister has appointed a Ministerial Team to investigate, among others, the academic value and benefit of Mathematical Literacy; whether it is desirable in Matric to have a pass rate of above 50% in five subjects and 30% in two subjects; and to examine a three curriculum stream model in schools.

On School Governing Bodies

Reviewing School Governing Bodies' (SGBs) policies and legislation is critical to prevent unfair discrimination and exclusion and to promote integration. SGBs need to be guided on their roles, responsibilities and functions.

On Section 100 (1) (b)

The national Department must link interventions in the affected provinces with efforts to develop capacity in areas of interventions.

On Multi-Grade Schools

Until Multi-grade schools are phased out, focused dedicated service and support must be provided to Multi-grade schools with elaboration at all levels in the system starting from national to provincial, district and up to school level.

On Retention and Drop-Out Rates and Learner Safety

All measures must be taken to strengthen the basic education sector to provide more opportunities for young people as well as increasing retention, progression, and completion rates in the basic education sector. This means there must be focused programmes to address drop-out rates especially in high schools and the negative effects of teenage pregnancy, gangsterism, bullying and vulnerability. The DBE and DHET must collaborate in expanding the effectiveness of credible post school education and training options.

4.6.2 The National Development Plan

The NDP has put forward a number of priorities that will drive all development initiatives from both government and the private sector. The plan gives a 2030 horizon, and emphasises what is critical to the development of human capital starting with the ECD sector, which lays the foundation for all development in the country. Alignment of all initiatives and strategies by various sectors will thus be critical in each five-year period towards 2030. Listed below are some of the NDP's critical areas of focus for the Education sector.

Area of Focus	NDP Mandate
ECD	• Expanded access to Early Childhood Development (covered in Outcome 13) and improvement of the quality of Grade R; • Standardise the guidelines, norms and standards for early childhood development; • Universal access to two years of early childhood development; • Improve state funding for early childhood development; and • Invest in training early childhood development practitioners.
Inclusive Education	• Ensuring that all children with disabilities have access to quality education; and • Provide inclusive education that enables everyone to participate effectively in a free society.
Sports	• Encourage sports and physical education; Sports is an integral part of the holistic development of a learner; and • The Department of Arts and Culture and the Department of Basic Education are developing plans to revitalise arts and culture in schools.
Language	• Learner's home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.
MST	• Increase the number of enrolments in Mathematics and Science; • Improve the school system, including increasing the number of students achieving above 50% in Literacy and Mathematics; and • 90% of learners in Grades 3, 6 and 9 must achieve 50% or more in the Annual National Assessment in Literacy, Numeracy/ Mathematics and Science.
ANA	• Externally administer and mark the ANA in one primary school grade.
International Tests	• Improve our position in international education rankings: 2022 Target 600 in SACMEQ while the 2030 Target is 500 points in TIMSS.
NSC	• A target of 450 000 learners being eligible for a Bachelor's programme with Mathematics and Science must be reached.
ICT	• Expose teachers to the use of technology in their own training and train them to use it in their teaching; and • The Departments of Basic Education, Telecommunications and Postal Services and Public Enterprises and INFRANCO must draw a joint plan to roll out broadband ICT infrastructure.
Teachers	• Change the pay structure of teachers. Teachers' salaries need to be competitive in comparison to other areas of the public sector; and • Teacher development should build teacher subject knowledge and provide training in effective teaching methods.
Teacher Recruitment and Deployment	• Addressing policy blockages that prevent the deployment of teachers to teach where they are most needed; • Produce more and better qualified teachers; and • Expand the Funza Lushaka Bursary Scheme and ensure that Funza Lushaka graduates are immediately absorbed into schools.

Area of Focus	NDP Mandate
Principals	• Replace incompetent principals who repeatedly fail to meet performance targets; • Introduce performance contracts for principals in line with the Department of Basic Education policy; and • Appointment of principals will be based on competency assessments as in other senior management positions.
School Management and Accountability	• Introduce an education accountability chain, with lines of responsibility from state to the classroom; and • Reinforce school management for instructional leadership.
Infrastructure	• Eradicate inappropriate infrastructures and provide basic services; and • All schools should meet the minimum infrastructure standards by 2016.
Funding of learners	• Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families.
Curriculum	• Keeping curriculum changes to a minimum will enable teachers to develop the core skills and competence to deliver the curriculum.
SGBs	• Give additional support to School Governing Bodies.

4.6.3 The Medium-Term Strategic Framework

As part of the preparations for the new five-year term, the development of a new MTSF was initiated in 2013; and was finally approved by Cabinet in August 2014. It is an instrument through which deliverables of the sector have been set for the current electoral term. The MTSF outputs have been aligned to the NDP priorities for the sector, and it is the milestones in this document that will be used to track performance of the Minister and the sector.

The implementation of the MTSF began immediately after the 2014 elections, and to date five reports against this plan have been tabled at Cabinet. The new developments in this area during 2015 include development of annual targets for the entire five-year period and the refinement process that was initiated by the Department of Planning, Monitoring and Evaluation (DPME). The refined MTSF will be approved by Cabinet for implementation in 2016/17. The MTSF sub-outcomes are reflected below:

1. Improved quality teaching and learning through development, supply and effective utilisation of teachers;
2. Improved quality teaching and learning, through provision of adequate, quality infrastructure and LTSM;
3. Improving assessment for learning to ensure quality and efficiency in academic achievement;
4. Expanded access to ECD and improvement of the quality of Grade R, with support for pre-Grade R provision;
5. Strengthening accountability and improving management at school, community and district level; and
6. Partnerships for educational reform and improved quality.

The detailed actions for each sub-outcome are as captured below:

Output 1: Improved Quality of Teaching and Learning Through Development, Supply and Effective Utilisation of Teachers	
Sub-output	**Activities**
Teacher development and competency	Implement and monitor implementation of an appropriate framework for teacher development (INSET) Teacher knowledge testing system for feedback into training and support operational and utilised by teachers Strengthening inclusive education
Teacher supply	Absorbing Funza Lushaka bursary holders Implement a strategy for attracting sufficient qualified, young teachers including for Grade R
Teacher availability and utilisation	Ensure availability and utilisation of teachers so that large classes are avoided
Output 2: Improved Quality of Teaching and Learning Through Provision of Adequate Quality Infrastructure and LTSM	
Sub-output	**Activities**
Physical infrastructure and environment of every school meet the required norms and standards and inspire learners to come to school and learn and teachers to teach	Eradicate inappropriate school structures, construct new structures and provide infrastructure facilities Provide schools with infrastructure and facilities in line with agreed norms and standards Provide learners with access to information via broadband
Every leaner access to the required minimum set of textbooks and workbooks	Provide learners with access to required textbooks Provide learners with access to required workbooks

Output 3: : Regular Annual National Assessments to Track Improvements in The Quality of Teaching and Learning (ANA)	
Sub-output	**Activities**
A world class system of standardised annual national assessments (ANA) for grades 1 to 9	Implement a strategy to strengthen and improve the quality of annual national assessments for grades 1 to 9
Teacher availability and utilisation	Ensure availability and utilisation of teachers so that large classes are avoided
Output 4: Improved Grade R and Planning for Extension of ECD	
Sub-output	**Activities**
Access to Grade R	Universal Grade R coverage
Learner support material	Distribute resource packs to grade R learners
Personnel	Implement strategy for supply and quality of Grade R practitioners
Quality	Implement assessment system for Grade R quality and impact on school readiness
Planning	Option analysis, policy development and planning for a second year of ECD prior to Grade R
Output 5: A Credible, Outcomes-Focused Planning and Accountability System (Building The Capacity of The State Capacity of The State to Intervene and Support Quality Education)	
Sub-output	**Activities**
Strengthen school management and promote functional schools	Appropriate school leadership (principals) Instructional leadership Implement a strategy to strengthen school management Improve school management and information system
Strengthen the capacity of district offices	Provincial district strategy and monitoring implemented
Revise regulatory and implementation frameworks as required	All components of post-provisioning policy and regulations revised
Output 6: Partnerships for a Strong Education System	
Sub-output	**Activities**
Strengthened partnerships between government, business, voluntary organisations and communities to improve basic education	Ensure support , monitoring and learning from collaborations and partnerships with the independent and voluntary sector

4.6.4 The Sector Plan

In 2011, the DBE, as part of finding its mandate after the split of education into two Ministries, put together a sector plan, *Action Plan to 2014: Towards Realisation of Schooling 2025,* for the first time, with the aim of drawing all education efforts into synchrony with one another. Historically, emphasis of this plan was on the processing of resources and inputs into quality learning outcomes. In line with the NDP, the sector has also extended the *Action Plan to 2019* to stretch to 2030, while keeping its original goals of quality improvement and adding emerging areas that need attention. The implementation of the *Action Plan to 2019* and the achievement of the targets therein, will continue to find expression in schools, districts, PEDs and DBE plans.

The following goals are representative of the *Action Plan to 2019* since 2012 to date:

Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum Language and numeracy competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 9.

Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.

Goal 5: Increase the number of Grade 12 learners who pass Mathematics.

Goal 6: Increase the number of Grade 12 learners who pass Physical Science

Goal 7: Improve the average performance of Grade 6 learners in languages.

Goal 8: Improve the average performance of Grade 6 learners in Mathematics.

Goal 9: Improve the average performance of Grade 9 learners in Mathematics.

Goal 10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

Goal 11: Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

Goal 12: Improve the grade promotion of learners through Grades 1 to 9.

Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.

Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education.

Goal 21: Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.

Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture

Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.

Goal 27: Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

4.6.5 Issues from the Budget Speech for 2015/16 MTEF

The Minister's Budget Speech highlighted the following areas of focus for the 2015/16 MTEF:

- The sector needs to align its work with the Freedom Charter, NDP, Mangaung Resolutions, the 2014 Election Manifesto, the *Action Plan to 2019* and the 2015 State of the Nation Address;
- Improvement of governance and management throughout the sector;
- Improving the quality of the Annual National Assessments and National Senior Certificate examinations;
- Heightened district and school support;
- Appropriate and timely teacher placement through the Post Provision Norms;
- LURITS and usage of school data management to inform planning at all levels
- Addressing school safety issues e.g. bullying and violence;
- Paying more attention to learner health issues e.g. drug abuse and screening of learners;
- Entrenching Social Cohesion in schools through various means e.g. school sports and Moot Courts;
- Implementation of African Languages and History;
- Improving learner access to LTSM - textbooks and workbooks;
- Curriculum coverage in all grades;
- Accelerated teacher development and teacher awards to incentivise the profession;
- Delivery of school infrastructure through the ASIDI project;
- An in-depth focus on Early Childhood Development and Grade R in primary schools;
- Strengthening rural schooling and multi-grade teaching;
- Improvement in the teaching of Mathematics, Science and Technology subjects;
- Improving reading and literacy;
- Leveraging partnerships through the National Education Collaboration Trust; and
- Establishment of Norms and Standards for managing concurrent functions.

4.6.6 How the Department is Responding to the Integrated Mandates

After a thorough analysis and reflection on the political and government mandates detailed in the entire sub-section 4.6, the following broad themes have been identified as cutting across all the mandates, and the table below is a reflection of how the Department will comprehensively respond to these mandates:

Cross-Cutting Themes	DBE Response	Branch
Early Childhood Development	• The focus is on improving the quality of the current Grade R by strengthening the provisioning of Grade R workbooks in all schools, and making sure that Grade R incorporation in public schools reaches 100%; • Mediation and support for implementation of Grade R resource toolkit and workbook; • Conduct an audit to identify curriculum needs of Grade R practitioners; • Foundation Phase and Grade R subject advisors will be capacitated to implement the NCS by using the resources effectively; • Development of a 3-year costed *Action Plan to 2019* for the provision of an additional year before Grade R; • Development of the guidelines for implementation of the National Curriculum Framework (NCF) for Children from Birth to 4; • Development of integrated monitoring, support and research to support the implementation of the NCF; • Development of advocacy and communication materials for parents, practitioners and civil society; • Strengthen inter-sectoral, inter-departmental and inter-provincial collaboration in improving the quality of ECD provisioning related to training and curriculum implementation; • Development of training guidelines to support the capacity of provinces to improve the provision of accredited training of practitioners in registered ECD centres; and • Ensuring that Grade R practitioners are enrolled in either the B.Ed-Foundation Phase or Diploma in Grade R teaching.	C
Universal Access to schooling and successful completion of schooling at grade 12	• Strengthening interventions to support progressed and retained (repeaters) learners in Grade 9 (Subject profiles and subject improvement plans); • Monitor and ensure that provinces mediate diagnostic reports and incorporate findings in the improvement plans; • Monitor curriculum coverage through analysing NSLA reports; and • Ensure that provinces avail and mediate DBE study guides to learners.	C
Learner Wellness, Safety and Social Cohesion in Schools	• Develop a strategy for institutionalising Psychosocial Support Services (PSS) in the basic education sector; • Sensitisation of educators and School Management Teams (SMTs) on how to identify and address PSS barriers to learning; and • Improve referral networks at circuit level.	C
Inclusive Education	• SIAS Policy: Implement an efficient system for early identification and intervention in addressing barriers to learning; • Curriculum Differentiation: Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learner needs in the classroom; • SASL CAPS: There is an urgent need to put programmes in place that will improve retention and completion rates of deaf learners; • Skills and Vocational Programmes: The existing National Curriculum Statement Grades R-12 is academic and therefore limits options for career paths informed by interest and aptitude. During this term, specific programmes will be developed for learners with disabilities to empower them with skills; and • Home Education Policy: This policy is to be implemented to promote access to education for all children including those who may not thrive in a schooling system.	C
Sports	• Physical Education: Develop guidelines on how to effectively implement Physical Education in line with the CAPS; and • The hosting of the SA school League Championship will receive the full support of the Department of Basic Education.	C

Cross-Cutting Themes	DBE Response	Branch
Arts and Culture/ Languages	• Implementation of IIAL in Grade 1 in 3558 schools in 2016, which demands for sufficient language teachers; • Develop IIAL strategy and effect changes to policy regulations; • Development of IIAL strategy to promote the offering of African languages in schools that do not offer African languages in 2016; • Develop the Second Additional Language (SAL) curriculum for Grades 1-3 in all 11 official languages; • Develop SAL Toolkit for Grade 1 implementation; • Develop Language Framework to strengthen the offering of African Languages as the Language of Learning and Teaching (LoLT); • Policy changes gazetted to support the implementation of three languages in Grades 1 to 12; and • Capacity building on how to conduct an Oral History project.	C
Mathematics and Science	• Participation in these gateway subjects has been the main focus in some schools in the last few years; • The thrust will be in making sure that all schools offer Mathematics as a subject, and that the number of learners doing Mathematics Literacy is reduced significantly, while the number of learners doing Mathematics increases, in order to offer learners a chance in their future careers; • Progression has to be improved from grade to grade, and performance be strengthened from lower levels to ensure a better success rate in the NSC; and • Technical subjects are to be supported through the recapitalised technical secondary schools.	C
Assessments (ANA, NSC and TIMSS)	• Improving ANAs for learning to ensure quality and efficiency in academic achievement: The focus for these five years is on using ANAs to drive classroom performance and learner attainment at all levels, not just in Grades 3, 6 and 9. This standardised testing should assist classroom accountability at school level, but it must also drive districts monitoring and evaluation processes; • ANA testing needs to be improved in terms of the quality of questions – to make sure the examination system is rigorous and scientific in order to ensure that system performance can be effectively tracked; • Strengthening interventions to support progressed and retained (repeaters) learners in Grade 9 (Subject profiles and subject improvement plans); • Monitor and ensure that provinces mediate diagnostic reports and incorporate findings in the improvement plans; • Monitor learner performance through analysing Evidence Based Reports; • Collate and analyse assessment item banks for all content subjects in Grades 1-9; • Provincial quarterly audits on School Based Assessment (SBA) and analysis of assessment exemplars and interventions for Grades R to 9 will be reported through the NSLA; • ANA Framework for improvement of Grades 1-9 in Languages; • Mediation of ANA diagnostic report and Framework with key stakeholders; • Report on interventions to strengthen ANA results in collaboration with key stakeholders; and • Diagnostic analysis of learner performance in Languages compiled annually.	C
SACMEQ	• Interventions are in place to support the achievement of improved language outcomes in Grade 6.	C

Cross-Cutting Themes	DBE Response	Branch
Teacher Recruitment and Placement and utilisation	• Attracting young educators into the system has become a necessity in due to the aging teacher profile; • Manage the Funza Lushaka bursary programme; • Monitoring the filling of posts including the placement of young qualified educators; • Amend the PPM to accommodate curriculum changes; • Monitor annual implementation of the post provisioning norms; and • The IIAL implementation in 2016 demands for sufficiently trained language teachers.	T
Teacher Development and professionalism	**Teacher Development** • Implementation of a teacher development framework includes making sure that content-related training is offered to teachers on an ongoing basis. This could be partly based on ANA diagnostic reports; • Grade R expansion in schools necessitates a fast-tracked development of Grade R educators/practitioners to meet the requirements of the Foundation Phase teaching. Currently, provinces are training at different levels in terms of the NQF; • Increased remuneration of ECD teachers (if implemented by all provinces) will soon put a strain on provincial personnel budgets; therefore better planning is critical; • Development of ICT integration programmes for teachers - Provide Training of Trainers on the programme and support provinces in cascading the programme; and • Programmes such as Funza Lushaka need to be strengthened at provincial level by ensuring that all Funza Lushaka bursary holders are absorbed so after completion of their studies. **Improving Teacher Professionalism** • Incremental introduction of self-assessments; • Development of testing tools and uploading of tools into all Teacher Centres; • Pre-tests should be administered to teachers before training; and post tests administered after training (this to be built into every training programme); • Incremental introduction of other subjects tests will be done through pilot processes; • Development of instruments to evaluate the impact of Teacher Development programmes; and • Impact analysis of is programme will be conducted.	T
Competency of Principals	• Development of the Advanced Diploma in Leadership and Management; • Conducting of annual surveys to determine the availability of basic management documents in sampled schools; • Development of competency assessments for the appointment of principals; • Strengthening the appointment of principals and possible signing of performance contracts or work plans by School Management Teams; and • Management and leadership training to enhance skills that will enable all managers to be competent in performing their core duties.	T
Functionality of Districts and Schools	• Making sure that norms and standards for interaction between the provincial offices and districts, and between districts and schools, are set. These norms will guide the operations of all 81 districts; • Improving districts' operations in terms of staff capacity, planning, monitoring and evaluation, curriculum oversight and HR management operations in order to bring about the desired change in schools; • Implementation of performance management systems and whole-school evaluation policies; and • Improving schools' capacity in terms of curriculum monitoring, oversight roles of principals and school management teams, and making sure that all principals are competent in their management functions.	D

Cross-Cutting Themes	DBE Response	Branch
School Governance: SGBs	• Establish national and provincial consultative forum for School Governing Body Associations; • The DBE provides guidelines on elements that SGBs have to be trained on and monitor the training therefore; • Monitor the implementation of the Guidelines on the Capacity Building Programmes for SGBs; and • Heightened participation of the community through School Governing Bodies (SGBs) and parents.	T
LTSM	• Conduct research, develop and monitor the provisioning of textbooks for selected subjects and selected grades; • Gradual development of textbooks for selected subjects and selected grades; • To ensure that the sector provides core textbooks per learner, per subject and per grade; • The need to centralise procurement of LTSM in order to gain from economies of scale for provinces; • The development and strengthening of Norms and Standards for retrieval of textbooks at school level; and • Limiting titles and price caps to improve value for money and efficiency.	C
Infrastructure	• Reducing inappropriate school structures by constructing new ones and maintaining existing ones; • Prioritising the provisioning of basic services to schools (water, sanitation and electricity), within the ASIDI project; • Implementation and adherence to the infrastructure Norms and Standards in all new projects (which makes some projects a little more expensive than before); • Progressive maintenance and provisioning of school furniture for each learner; and • Finding alternative funding methods for other school infrastructure projects.	I
ICT	• Co-ordinate, monitor and support the development of the plan to roll-out broadband ICT infrastructure; • Develop Open Source educational software and content; • Ensuring that teacher resource centres in all provinces have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom; • Expediting the implementation of the Operation Phakisa 3-foot plan where: o schools will be provided with connectivity in collaboration with DTPS; o Teachers will be provided with ICT hardware and trained accordingly for proper utilization; o Curriculum content will be digitized and provided on various platforms for accessibility to teachers and learners; and o Learners will be provided with IT equipment for use in the classroom.	C
Multigrade Schooling	• Multi-grade teaching needs to continue; and must be supported through specific and appropriate training of teachers to improve their technical skills; • Small and farm high schools, where possible, need to be merged and provided with facilities such as hostels. In the absence of hostels, learner transport must be provided, working in collaboration with the provincial Departments of Transport; and • Rural and non-viable schools are still existent in the education sector, and a number of programmes must be closely monitored by the DBE to make sure that learners affected by this set-up are not disadvantaged in terms of access to quality education.	C
Kha Ri Gude	• Kha Ri Gude will continue with its mandate of reaching South African illiterate adults by offering basic literacy and numeracy; • In its final year (2016/17), this programme will be also utilised to offer a Second Chance Matric programme for the youth who dropped out of school for various reasons; and • This programme can also be utilised to focus on youth employment at a local level, contributing positively to economic empowerment of the youth.	C

Cross-Cutting Themes	DBE Response	Branch
Partnerships	• Heightened participation of the community through school governing bodies (SGBs) and parents; • Strengthening partnerships with other stakeholders to improve the delivery of education through collaborations; • Utilisation of inter-departmental collaborations to deliver support programmes on social cohesion, learner wellbeing and safety; • Programmes such as de-worming are being introduced in partnership with the Department of Health to consolidate the nutrition programme; and • Promotion of active citizenry on educational matters.	P
Job Creation	• The Kha Ri Gude programme is also utilised to focus on youth employment at a local level; • The ASIDI programme will continue to employ large numbers of unemployed citizens to work through the contracted service providers and implementing agents of all infrastructure programmes planned; and • Through internships and learnerships, short-term jobs are created for the youth.	All

5. SITUATIONAL ANALYSIS: KEY EXTERNAL ISSUES IN THE DELIVERY ENVIRONMENT

5.1 Access to Education

The SASA, 1996 requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first. In 2014, the Stats SA General Household Survey findings show that 99% of 7- to 15-year-old children were attending educational institutions. In 2014, approximately 530 589 children aged 7 to 18 were not attending any education institution, of which the majority (4 in 5) were in the 16 to 18 age group; and 1 in 5 were disabled. While there has been improvement in access, there is a small gap (1,2%) that still needs to be bridged to ensure that all children have access to compulsory basic education. The greatest current challenge is to ensure that the approximately 15% of South African children who do not complete Grade 9 do so, and improving retention rates for learners, especially in the FET band (Grades 10 to 12).

5.2 Contribution to the South African Economy

The South African economy relies heavily on the availability of human capital; and the education sector is looked upon as the centre from which skills should be attained in key subjects that drive the development of a healthy economy. There is a need for the sector to improve the learning outcomes; especially because the sector still has a high portion of government spending. In nominal terms, education spending more than tripled from 2000/01 to 2013/14. The current situation is that the quality of education for black children is still largely poor, meaning employment, earning potential and career mobility is reduced for these learners. StatsSA also revealed that between 35-65% of the 20-60 year-olds have no income, and these are South Africans who have no schooling at all, or at least have a Grade 12 certificate; while between 20-25% of the same age-groups, who have no income either have Diplomas of Bachelors' degrees. This in itself limits the growth of the South African economy; hence there is pressure on the sector to turn around this status quo by improving its learning outcomes in scarce skills subjects such as Mathematics, Science and Technology.

Deriving from the Minister of Finance's budget policy statement in 2016, the context of delivery is one characterised by fiscal and other constraints. The global economic crisis that began five years ago has been more severe and persistent than anyone could have foreseen. The economy has continued to grow at a moderate pace, reflecting global and domestic factors, but it will still be necessary to enable growth and structural reforms over the medium term.

5.2.1 Partnerships in Education Delivery

The sector can only implement the transformational reforms with a clear plan and a determination to act with urgency. The NDP provides a platform for building new national partnerships that involve government, the private sector, labour and civil society. In response, the NECT has been established, which is a joint partnership of business, government and civil society to work on a whole-district developmental approach to the schooling system.

5.2.2 Building an Efficient State

Initiatives are already underway to strengthen infrastructure planning and implementation, to attack inefficiency, waste and fraud, and to strengthen public procurement. Cost containment measures are continuously being implemented to limit elements of the recurring spending in the public sector. Government has maintained a strong commitment to support the economy, enhance the social wage, and protect the poorest and most vulnerable in general and in the schooling system in particular.

5.2.3 Benchmarking Learner Performance: Participation in International Assessments

Since 1994, the basic education sector has been committed to participating in international testing programmes such as Trends in Mathematics and Science Studies (TIMSS), Progress in Reading and Literacy Study (PIRLS) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). In fact, it is a commitment by the Department which lies behind the realisation among policy makers around 2005 that the sector needed to change its strategies fundamentally if quality schooling for all is to be achieved.

South Africa participates in international assessments in order to benchmark learner performance. South Africa's country report on the results of PIRLS and TIMSS was released in December 2012. The PIRLS reported on the performance of Grade 4 and 5 learners in literacy, while the TIMSS study reported performance in Mathematics and Science in Grade 9. The TIMSS showed that South Africa improved by 50% more than the average expected improvement over a four-year period. The PIRLS showed that the baseline performance at Grade 4 level was fairly low and lower than the performance of other countries in the same category, particularly in indigenous languages.

5.2.4 Presidential Initiatives on School Infrastructure Development

School infrastructure should provide a safe environment for effective teaching and learning. While funding has been made available to deal with school infrastructure backlogs, PEDs have not been able to drive school infrastructure projects with the anticipated momentum. Capacity, market and provider constraints have been cited as the main challenges in the provisioning of infrastructure. The Presidential Infrastructure Co-ordinating Commission, announced by the President in his 2012 State of the Nation Address, as well as the appointment of implementing agencies in different provinces, will improve delivery and provision of school infrastructure. The Department will continue to eradicate mud and unsafe school structures through the ASIDI project to bring about dignity in education. Recruitment of qualified personnel with Built-environment expertise in the provinces is expected to add impetus to the planning and delivery of infrastructure.

6. ORGANISATIONAL ENVIRONMENT

6.1 Structure of the Institution

The DBE has a fluid structure, which evolves and changes as the needs dictate. In the last few years, due to pressure emanating from poorly managed provinces and the lack of accountability systems in certain pockets of the system, certain critical adjustments were made to ensure that there is accountability and monitoring of provinces, schools and districts. The scenario of managing concurrent functions with PEDs does not make the oversight role of the national Department any easier; hence a Branch: District Co-ordination, Monitoring and Support function was set up to be responsible for this oversight role so that provincial and district performance matters are kept on the radar.

During 2015/16, the DBE made significant progress in the process of reconfiguring the organisational structure to meet the needs of the sector especially to take full responsibility of monitoring and overseeing the implementation of programmes by provinces. During this year, a substantive Director-General was appointed to take the responsibilities of the Accounting Officer and to give impetus to the delivery of education in this current five-year term. The Department is in the process of internal reconfiguration stemming from the mandate of the Minister after the 2014 elections. The Department is in the process of finalising the organisational structure and following through all due processes in terms of tabling the structure at a workplace forum once the proposal has been finalised.

Capacity building of employees is continuously done through the Workplace Skills Plan and the personal development plans of officials in the DBE. Training interventions for employees are informed by the Department's performance management outcomes, as well as the demands of the *Action Plan to 2019*. Furthermore, in response to natural attrition at middle and senior management (SMS) team levels, the Department has put in place a development plan to address the issues related to career-pathing and succession planning. To this end, the DBE sends over 250 officials a year to attend courses for professional and personal development.

The departmental administrative systems, i.e. Human Resource Management, Financial management, Internal Audit and Risk Management and Strategy development, have not performed very well as reflected in the Management Performance Assessment Tool (MPAT 1.4) results of the 2014/15 financial year. The Department is moving towards including the MPAT indicators in the Performance Agreements of senior managers.

6.2 The DBE's Oversight Role and Responsibility to Provinces

The past five-year term has seen the DBE having to implement section 100(1)(b) in two provinces due to concurrent functions that were not clearly managed. For this term, introspection has been done to avoid a repeat of this. The year 2013 provided an opportunity to focus on the service delivery oversight role of the Department in respect of key functions such as LTSM provisioning, gradient helpdesk functions and district reporting processes. The Department improved accountability in the system through current engagement structures with the provinces and districts. The Department has finalised areas for reporting in order to guide the sector towards the reporting requirements expected by government oversight bodies and Departments. Working closely with provinces has enabled the DBE to assess management at classroom, school, district and provincial levels. This engagement will continue in the 2015 to 2020 period to heighten accountability at all levels of the system. A more deliberate effort will be made to strengthen the DBE's capacity to monitor and support provincial Departments.

6.3 Alleviation of Provincial Budget Pressures

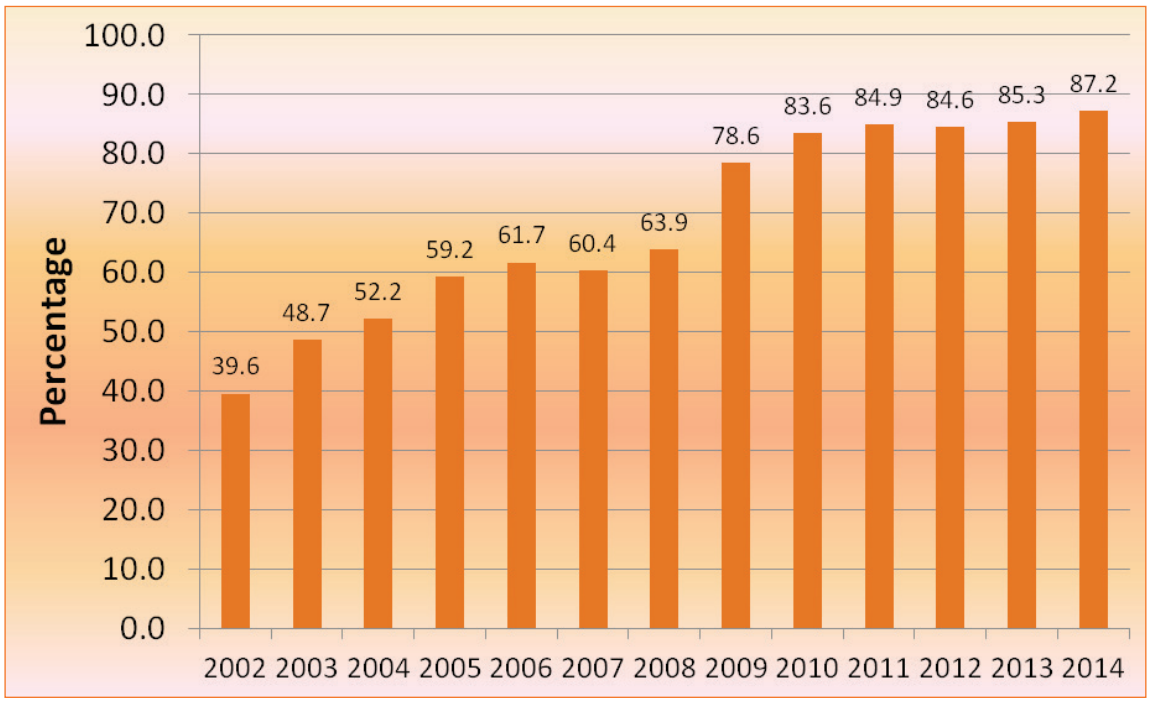
The main challenge with most provincial budgets is the considerable size of the budget for the Compensation of Employees. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of post-provisioning norms to ensure that budget and system controls are in place, which give early warning signs of over-expenditure and under-expenditure. A diagnostic assessment will be carried out in a sample of districts to formalise solutions to some longstanding challenges regarding teacher provisioning. Support will be offered through the conditional grant system outside of the provinces' allocations to ensure that sector priorities are implemented.

6.4 Overall Performance of the Department in the Last Five-Year Term

The National Department of Basic Education, being responsible for a concurrent function, has made strides in monitoring specific areas of performance: The figures below reflect an overview of that performance as expressed in the 2014 GHS.

Access to Educational Institutions:

Percentage of 5 year old children attending educational institution, 2002 – 2014

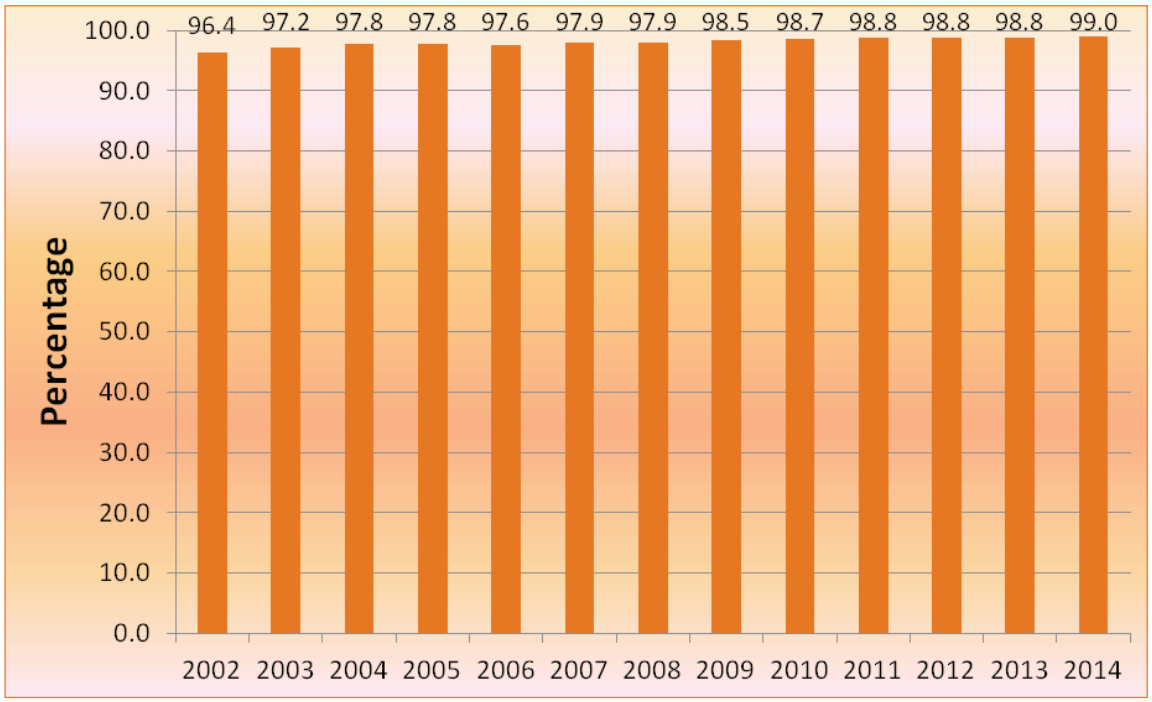


Source: General Household Survey (GHS) 2014, DBE Calculations

Grade R participation: There is an increase in the percentage of 5 year old children attending educational institutions in 2014 to 87%

Access to Educational Institutions:

Fig 3: Percentage of 7 to 15 year old children attending educational institution, 2002-2014



Source: GHS 2014, DBE Calculations

Compulsory education: There is an increase in the percentage of 7 to 15 year old children attending educational institutions in 2014 to 99%

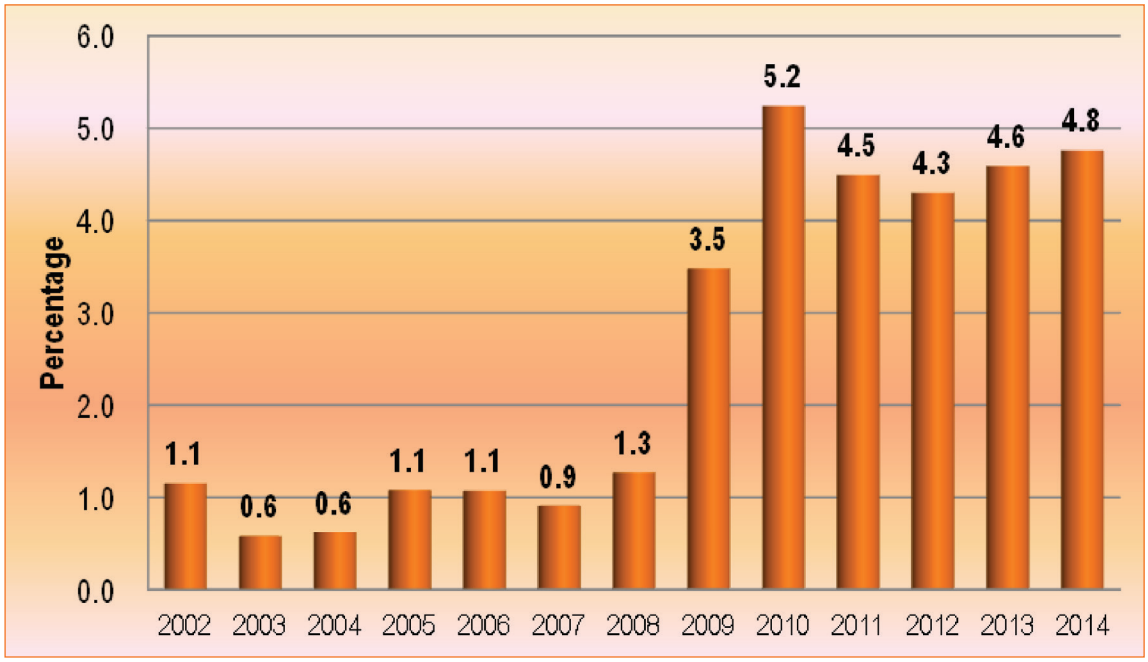
Table 1: Percentage of 16 to 18-year-old learners attending educational institutions by province, 2002 to 2014

Province	2002	2003	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EC	83.0	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3	85.1	84.4	82.6
FS	85.4	86.0	88.7	83.3	90.7	85.8	83.8	83.9	86.3	87.2	86.4	91.4
GDE	87.7	86.5	84.2	80.6	82.2	85.6	87.2	85.1	81.7	85.7	85.0	87.5
KZN	79.3	81.9	81.4	83.3	83.7	84.6	80.7	80.5	85.7	85.3	87.7	86.5
LMP	88.2	89.3	87.4	89.3	92.1	90.0	91.5	92.0	93.1	94.2	94.5	93.2
MP	86.2	57.7	86.7	85.5	93.2	87.1	84.5	85.2	86.7	85.4	84.4	86.3
NW	81.2	80.8	83.9	84.1	81.6	79.1	81.4	79.2	84.9	81.9	84.5	79.9
NC	71.0	67.7	75.4	71.9	77.8	76.0	73.4	79.6	79.2	80.6	82.7	76.3
WC	72.6	73.2	69.7	66.0	73.7	71.6	73.7	73.6	76.4	80.4	78.6	81.1
National	**82.9**	**79.3**	**82.4**	**82.5**	**85.0**	**83.9**	**82.9**	**82.9**	**84.9**	**85.9**	**86.1**	**86.1**

Source: GHS 2014, DBE Calculations

Secondary education: There is an increase in the percentage of 16 to 18 year old children attending educational institutions in 2014 to approximately 86.1%.

Fig 4: Percentage of disabled children attending school (irrespective of age), 2002 to 2014



Source: GHS 2014, DBE Calculations

Of the total population of learners attending schools, approximately 5% were learners with disabilities. There is a slight decrease in the percentage of 5 year old children with disabilities attending educational institutions in 2014 to almost 84% in 2014. The percentage of 16 to 18 year old children with disabilities is 54% in 2014.

Adult Literacy

Table 2: Adult Literacy coverage from 2008 to 2014

Learners per Province	2008	2009	2010	2011	2012	2013	2014
Eastern Cape	109 633	148 084	135 141	136 799	129 999	114 647	34 827
Free State	15 406	52 323	52 409	54 781	49 834	45 601	35 100
Gauteng	31 827	81 152	87 043	85 543	86 402	87 497	85 679
KwaZulu Natal	72 032	135 443	131 359	145 475	129 357	119 886	145 613
Mpumalanga	28 792	58 624	51 786	55 577	50 894	47 761	106 516
Northern Cape	31 928	8 141	8275	12 839	8 785	14 098	31 777
Limpopo	45 928	106 463	100 965	97 217	97 164	90 283	143 788
North West	34 317	30 607	31 532	35 803	32 685	32 157	80 000
Western Cape	11 999	13 166	12 771	15 415	15 044	14 434	20 700
Total	**381 862**	**634 003**	**611 281**	**639 449**	**600 164**	**566 364**	**684 000**
Total graduates (2008-2013)				**3 433 123**			

Source: DBE Kha Ri Gude 2008-2014

The sector is on its way to achieving its target of reaching 4.7 million adults through Kha Ri Gude mass Literacy Programme.

Redress

Table 3: Number and percentage of learners and schools benefiting from the No-fee School Policy by province, 2014

Province	Learner numbers in 2014*	Total no fee learners	Percentage no fee learners	Schools in 2014*	Total no fee schools	Percentage no fee schools
EC	1 728 456	1 612 873	93.3%	5 554	5 336	96.1%
FS	621 488	500 591	80.5%	1 306	1 146	87.7%
GP	1 836 220	1 163 008	63.3%	2 070	1 338	64.6%
KZN	2 636 562	1 925 783	73.0%	5 915	4 981	84.2%
LP	1 665 516	1 600 609	96.1%	3 929	3 831	97.5%
MP	973 385	888 940	91.3%	1 762	1 632	92.6%
NC	265 993	180 302	67.8%	551	412	74.8%
NW	784 184	685 095	87.4%	1 515	1 372	90.6%
WC	962 724	554 523	57.6%	1 458	887	60.8%
TOTAL	**11 474 528**	**9 111 724**	**79.41%**	**24 060**	**20 935**	**87.0%**

DBE: 2014 Financial Planning

66% of learners attending schools were not paying school fees. The percentage of earners who are paying between R1 to R100 is almost 5%, which could include voluntary payments. Therefore overall, 71% of learners could be benefiting from No Fee School policy.

National School Nutrition Programme Reach, 2014

Table 4: Percentage of learners with access to the School Nutrition Programme

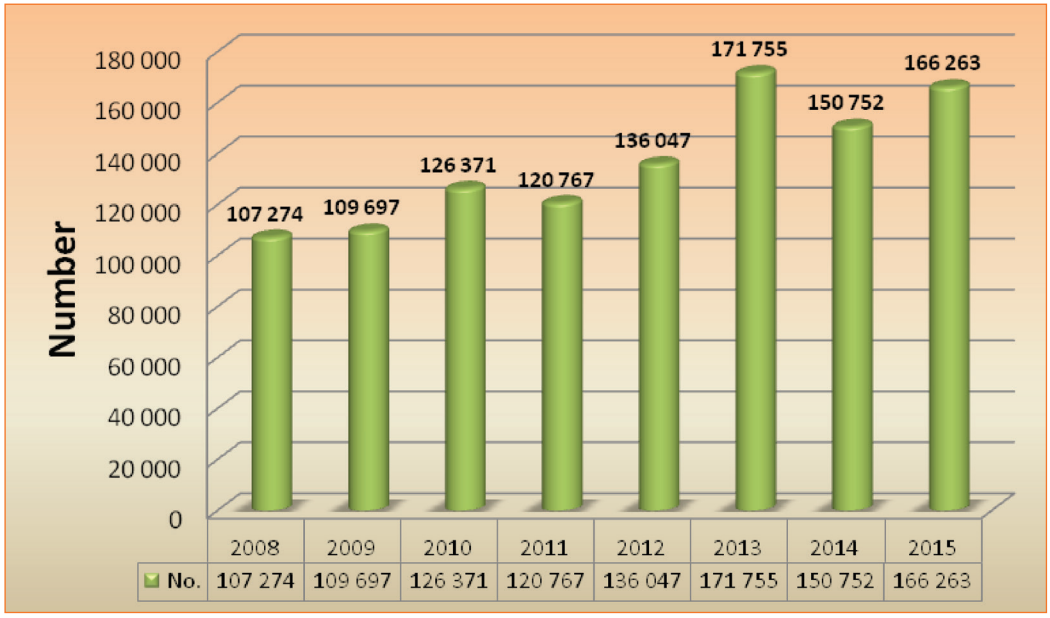
Province	2010	2011	2012	2013	2014
Eastern Cape	75.3	82.9	85.3	86.7	88.3
Free State	65.8	75.3	77.0	78.7	78.0
Gauteng	53.8	55.3	55.3	59.8	63.4
KwaZulu-Natal	67.5	76.0	79.2	80.5	79.4
Limpopo	84.7	94.4	94.7	93.5	94.3
Mpumalanga	75.5	84.2	85.9	85.7	88.8
North West	69.6	80.7	83.4	82.8	85.3
Northern Cape	89.3	89.7	88.0	84.7	84.0
Western Cape	66.7	64.0	63.4	66.0	65.0
National	**69.9**	**76.2**	**77.4**	**78.7**	**79.7**

DBE: National School Nutrition Programme 2010-2014

Overall, approximately 79% of learners were benefitting from National School Nutrition Programme (NSNP) in 2014. Limpopo has the highest percent of learners benefitting from NSNP at 94% while Gauteng has the lowest percentage of learners partaking in the NSNP at 63%.

Quality

Fig 6: Number of NSC Bachelor passes, 2008 – 2015

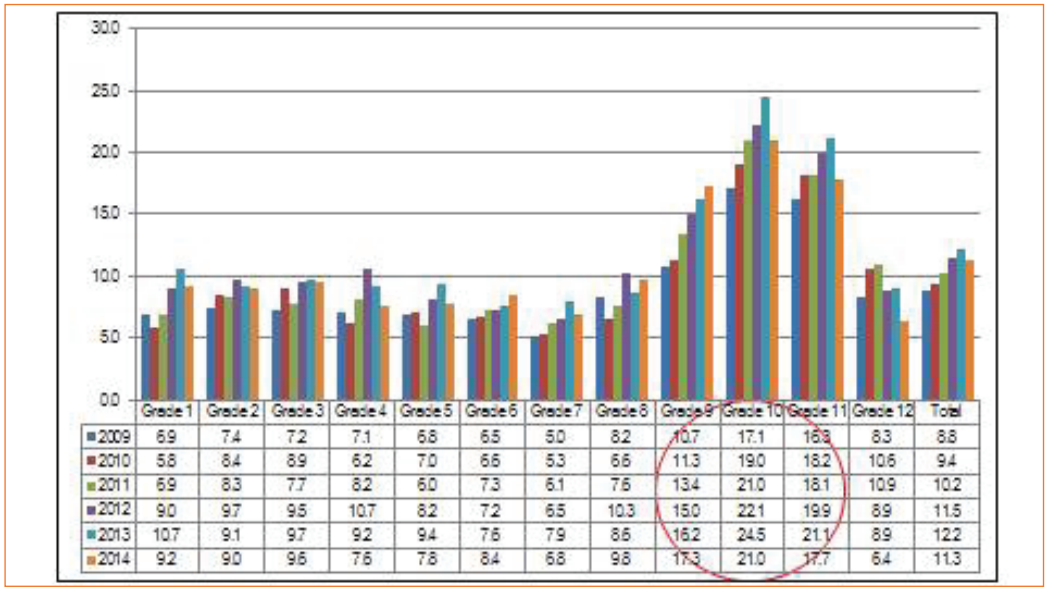


DBE: Assessments and Examinations 2008-2015

The quality of the National Senior Certificate results have been improving with greater number of Bachelor passes expressed in 2013

Efficiency

Fig 7: Percentage of Repeaters by Grade 2009 to 2014



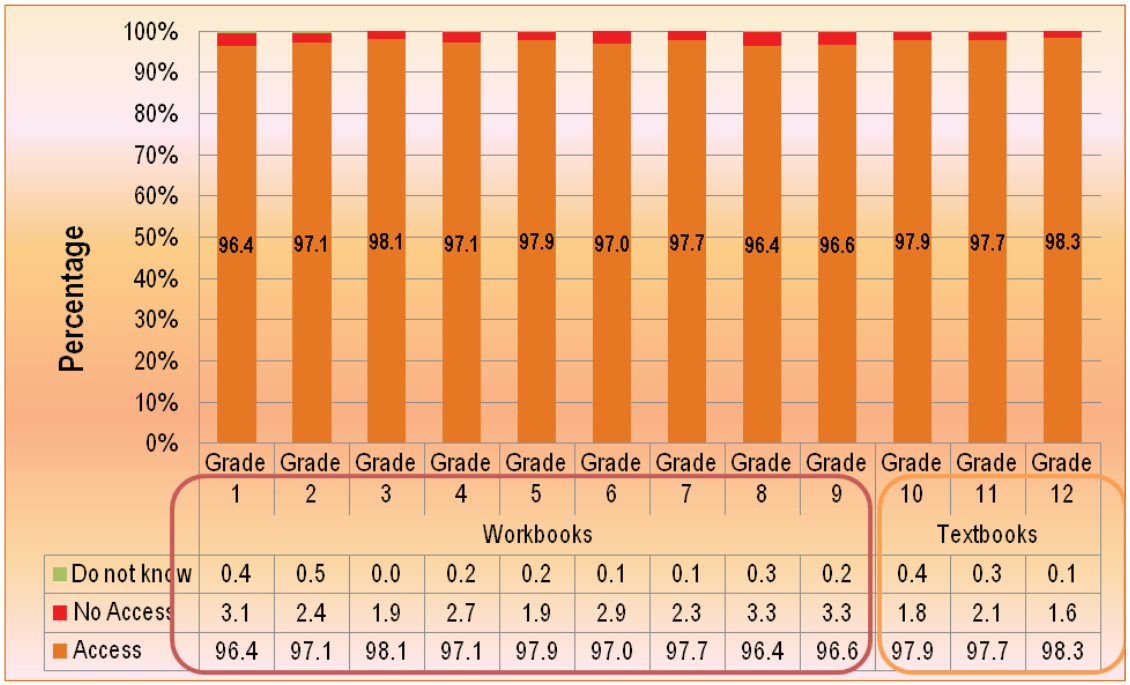
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2009	6.9	7.4	7.2	7.1	6.8	6.5	5.0	8.2	10.7	17.1	16.3	8.3	8.8
2010	5.8	8.4	8.9	6.2	7.0	6.6	5.3	6.6	11.3	19.0	18.2	10.6	9.4
2011	6.9	8.3	7.7	8.2	6.0	7.3	6.1	7.6	13.4	21.0	18.1	10.9	10.2
2012	9.0	9.7	9.5	10.7	8.2	7.2	6.5	10.3	15.0	22.1	19.9	8.9	11.5
2013	10.7	9.1	9.7	9.2	9.4	7.6	7.9	8.6	15.2	24.5	21.1	8.9	12.2
2014	9.2	9.0	9.6	7.6	7.8	8.4	6.8	9.8	17.3	21.0	17.7	6.4	11.3

GHS: 2009-2014, DBE Calculations

Overall, the percentage of learners repeating a class has decreased to 11% in 2014. Repetition of class in Grades 9 to 11 remains high. The average primary class repetition is 8% in 2014, while the average secondary class repetition is 15% in 2014.

Textbooks and Workbooks

Fig 7: Percentage distribution of workbooks by Grade



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Workbooks									Textbooks		
Do not know	0.4	0.5	0.0	0.2	0.2	0.1	0.1	0.3	0.2	0.4	0.3	0.1
No Access	3.1	2.4	1.9	2.7	1.9	2.9	2.3	3.3	3.3	1.8	2.1	1.6
Access	96.4	97.1	98.1	97.1	97.9	97.0	97.7	96.4	96.6	97.9	97.7	98.3

GHS: DBE Calculations

Access to Language Workbooks was 96% in 2014 while for Mathematics Workbooks it was approximately 97% in 2014. Access to Textbooks in all subjects was almost 78% in 2014. The overall percentage of learners who indicated they had experienced lack of books at school decreased to approximately 4% in 2014.

6.5 Challenges in the Education System

Human Resource Management

Poor Human Resource Development Strategies (Teacher Development Programmes in particular): Numerous strategies for the development of officials in the system are in place; and training has always been prioritised and budgeted for, but the return on investment is not commensurate with the benefit derived from the trained employees.

Inappropriate appointments of personnel at different levels: This is largely prevalent in schools, hence the call by the NDP to make sure that principals are appointed on merit, based on competency tests.

Poor retention strategy of personnel: The education system is not able to retain a good number of its employees, especially at school level, which is the core education delivery point. Officials continue to empower themselves in other areas, and leave the system soon after qualifying for other professions. In critical areas of teaching such as Mathematics and Science, such officials leave the sector to work and specialise in science-related professions outside education. Retention strategies and incentives are either not attractive enough or not in place to retain the skills set in the system.

Leadership and Management

Poor teaching, leadership and lack of accountability: At school level, pockets of poor teaching in schools, which leads' to poor results, is still persistent. Part of the problem resides with management capacity at school level to deal decisively with monitoring and management of curriculum delivery. Some principals are not equipped with skills relating to accountability at that level, and this leads to poor administration and management, hence the need for leadership and management training.

No consequences for poor performance and wrong doing**:** Accountability is the core function of all managers in the system at the various levels existent in the sector. Wrong doing, failure to comply with Legislation, under-performance and poor financial management are just some of the areas that need tight accountability by those in charge, and this is lacking in a number of institutions, districts and schools.

Systems for managing concurrent functions

The Department has concurrent functions with provinces, and to enable the entire system to be managed efficiently, the National Department must put in place Norms and Standards for all programmes and services for the sector. These norms are not yet developed in some areas of the system, and this makes it difficult to hold provinces accountable for poor delivery or lack thereof. Norms and Standards would also ensure a uniform implementation of laws and policies. Secondly, for the various functions of the Department, there is a lack of clearly delineated business processes at some levels of the system. This creates unnecessary blockages for service delivery.

Poor audit outcomes: Pre determined Objectives

In the last three to four years, audit outcomes of the sector have not been reflective of a system that is improving in the area of pre-determined objectives. Three provinces have been consistent with good performance but the National Department and the rest of the provinces need to improve their performance information management systems and strategies during this five-year term.

6.6 Opportunities for the System

Partnerships: the establishment of the National Education Collaboration Trust (NECT) affords the Department within an opportunity to join hands with the private sector in delivering education, especially for these partnerships to venture into areas that are not easily penetrated by the education system.

The NDP, as a broad government plan, ensures that education deliverables are understood by the public to attract the interest of the broader public not only to partner with the sector for education delivery, but also to create a sense of urgency in the sector to deliver quality services within the existing budget constraints.

Operation Phakisa as a government strategy to unlock service delivery in the public sector, enables the education sector to work collaboratively with other Departments and the private sector to unlock blockages in the system and to give impetus to finding creative strategies of delivering quality education to all learners.

Through Operation Phakisa, a key service delivery area is identified and officials from the sector, private sector and NGOs all come together for about 4-8 weeks to unpack the challenges within the system. Through consultation with the political leadership of other government Departments that are also affected by this challenge, a three-feet detailed plan is drawn up. In the sector, "*ICT in Education"* is the area that has been identified. A six-week laboratory was held on 6 September – 2 October 2015 and the draft plan is in place.

6.7 Threats to the System

Resignation of personnel (teachers in particular) to cash their pensions**:** In the last year, the sector has been experiencing resignation of teachers in pursuit of pension funds due some misunderstanding of the review of Pension Fund administration. For some teachers, this has marked the end of their careers, leaving the system with teacher shortages which were unplanned for.

Small schools that are not educationally and economically viable: The sector continues to have small schools across provinces, especially in rural areas, which are not viable for teaching and learning. This affects the distribution of resources in the sector, and such resources are not always optimally utilised. In terms of teacher provisioning, the allocation models do not respond to adequately the needs of such schools, and the quality of teaching and learning is compromised. Continued provision of resources to these schools is counter-productive because it is expensive.

Poor involvement of civil society in education: Education is a societal issue, and participation of all stakeholders is critical. The continued absence or inadequate participation of the citizenry robs the sector of creative ideas and solutions that would be of benefit to the delivery of education.

7. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

A five-year strategic plan for 2015/16-2019/20 was developed and tabled in Parliament in March 2015. This plan was tabled alongside the first Annual Performance Plan for the current five-year term. The 2015/16 APP is being monitored through quarterly performance reports, and it is also subject to scrutiny by the Internal and External auditors.

Consultation with PEDs was done throughout the year using the HEDCOM Subcommittee on Planning, Monitoring and Evaluation. The first draft was submitted in August 2015 to the National Treasury and the Department of Planning, Monitoring and Evaluation for comments and to check alignment to the NDP and the MTSF.

After the 2014/15 Annual Report audit, it became apparent through the interaction of the Department with the Auditor-General that the Department of Basic Education in developing its Strategic Objectives and Indicators, has been focusing on sector issues, and not on the National Department's mandate and purpose. The outcome of this interaction was that the Department needed to review its current plans, and focus on the DBE mandate of policy development, monitoring and oversight, and craft its plan according to that mandate, which is expressed in the National Education Policy Act (NEPA).

The review of this strategic plan started with the unpacking of the NDP imperatives, the MTSF 2014-2019 and the *Action Plan to 2019*, wherein priorities were contextualised for the sector. The process was handled by conducting chief directorate sessions, analysing all the critical mandates for the sector and identifying how those mandates will be addressed by all programme managers in the current five-year term. The same exercise led to reviewing of strategic goals and objectives. Almost all strategic goals have been replaced to focus on the DBE mandate of policy development, monitoring and oversight. Subsequently strategic objectives and indicators were developed in alignment to the strategic goals.

The new strategic objectives were distributed to all Branches for further examination by the Specialist Programme Managers. The two plans were tabled at the Senior Management meeting for discussion and ratification, and submitted to Department of Planning, Monitoring and Evaluation and National Treasury for analysis.

The plan has also been subjected to the Auditor-General's scrutiny, and all inputs received from the oversight Departments have been implemented in the final draft.

PART B: STRATEGIC OBJECTIVES

8. STRATEGIC OUTCOME-ORIENTED GOALS OF THE INSTITUTION

These goals are based on the NDP and on the MTSF sub-outputs, except for goal 1, which is for Programme 1 (Administration).

1. Effective and efficient governance and management;

2. Effective development, monitoring of curriculum implementation and support;

3. Improved teacher supply, development and utilisation;

4. Effective systems for planning, co-ordination, information management, assessment and district support; and

5. Improved social cohesion in schools and wellbeing of learners.

Strategic Outcome-oriented Goal 1	Effective and efficient governance and management
Goal Statement	Effectiveness of administration, governance and management systems to support institutional performance in all areas for efficiency
Justification:	The support offered by the units in this programme enables the Department to perform all other activities optimally and efficiently
Links	EEA, PFMA, LRA, PSA, etc. In compliance to all these Acts, this strategic goal positively contributes to improved administration, governance and management systems of the Department.

Strategic Outcome-oriented Goal 2	Effective development, monitoring of curriculum implementation and support
Goal Statement	The implementation of an inclusive curriculum will be supported through: • development and supply of Learning and Teaching Support Materials; • providing requisite skills to teachers; and • implementation of ICT in schools.
Justification:	This goal represents the core function/mandate of the Department of Basic Education, which is teaching and learning of school-going children
Links	Effective curriculum implementation contributes to the quality of education offered to learners. This is directly linked to Outcome 1, which is about improving the quality of basic education. Goals 1-9 of the *Action Plan to 2019* are directly linked to this strategic outcome-oriented goal.

Strategic Outcome-oriented Goal 3	Improved teacher supply, development and utilisation
Goal Statement	Improved teacher human resource management through active recruitment, deployment and development in support of curriculum provisioning and coverage
Justification:	To ensure that there is a qualified teacher, teaching the relevant subject in all classes at all times
Links	Outcome 1 "Improved quality of basic education" can only be attained if the system has adequately trained teachers deployed in classrooms. Goal 14 and 15 of the *Action Plan to 2019* are relevant.

Strategic Goal 4	Effective systems for planning, information management, assessment and district support
Goal Statement	Sector systems will be improved in the following areas: • Administration and use of ANA results in identifying schools needing support; • Credible administration of the national examinations and assessments; • Utilisation and maintenance of information systems in the sector; • Targeted provision of basic infrastructure to schools; • Improvement of district systems with respect to school support; • Effective monitoring of provincial education budgets and spending; and • Ensuring the education funding Norms and Standards are developed and monitored.
Justification:	The national Department needs to have systems in place that guide provinces on: ➢ Infrastructure planning: to make sure that minimum infrastructure norms are implemented; ➢ Financial planning and budget monitoring: to ensure equitable budget allocation to provinces; and monitoring of expenditures and efficient utilisation of resources; ➢ Standardised assessments: to ensure credibility of results; ➢ Information management: to maintain a national learner database used for planning; and ➢ School support provided by districts.
Links	The NDP advocates for improved learner results in the different subjects and grades, and the quality of such results is very critical. The MTSF 2014-2019 focuses on strengthening accountability and improving management at school level, and this depends on the quality of service provided by districts. School monitoring needs to be supported by a credible data and information management system. The NDP directs that the sector must deal decisively with eradication of schools with inappropriate infrastructures, hence the implementation of ASIDI projects.

Strategic Outcome-oriented Goal 5	Improved social cohesion in schools and wellbeing of learners
Goal Statement	Utilisation of intra-and inter-departmental collaborations and other partnerships to deliver support programmes on social cohesion and learner wellbeing.
Justification:	The implementation of prgrammes under this goal supports the physical, physiological, psychological and social wellbeing of the learner. Programmes offered through this goal create a conducive environment for teaching and learning.
Links	Goal 25 promotes that learners be provides with psycho-social support and Sport and Culture activities as part of building them to be better citizens.

8.1 Programme 1: Administration

Programme purpose: To manage the Department and provide strategic and administrative support services

Sub-programmes: Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Office Accommodation.

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. As part of the work of the Department, vacancy management, HR development and performance management intervention have been prioritised to increase the efficiency and capacity of the Department to deliver on its mandate. The indicators in this programme are fundamentally directed towards performance improvement and development, compliance, accountability and sound financial management systems. These indicators are linked to the Department's strategic objective of **improved capacity of the Department of Basic Education**, both in terms of delivery of service to the public and professional development of the staff. The activities of the programme support the *Action Plan to 2019* and cut across all the goals.

8.1.1 Strategic Objectives

- Improve the administrative services of the DBE

Strategic Goal 1: Effective and efficient governance and management

Strategic Objective	Improve the Administrative Services of the DBE
Objective Statement	To improve the administrative and governance systems through compliance to the key legislation governing administration in order to support the delivery of education and to strengthen accountability
Baseline	54% for levels 3 and 4
Justification	The administration functions drive the optimal operations of the Department. Compliance to basic administrative legislation by these units leads to an efficient organisation. The smooth functioning of the Department depends on the administrative and governance services provided through HR function, Financial management, Internal Audit and Risk management, IT, Legal and Communications services.
Links	The key administrative Acts: PSA, LRA, EEA and PFMA, PAIA, PAJA and other related Acts, justify this existence of this strategic objective.
Five year Target	64% for levels 3 and 4

8.1.2 Resource Considerations

The bulk of spending in this programme over the medium term is in the Office Accommodation sub-programme, from where the public private partnership unitary fee is paid for the office building that the Department occupied in February 2010.

The Department has a funded establishment of 797 posts. In order to enable the Department to fulfil the enhanced mandates of the education sector, it has embarked on a process of reconfiguring the organisational structure with the intention to provide for the expansion of the priorities, such as infrastructure development, curriculum enhancement (MST and literacy), teacher development and LTSM. The Department will attempt to use its current personnel budget to cover the cost of the expansion.

8.1.3 Risk Management

No.	Strategic Risk	Description of Risk	Mitigating Measures
1.	Under-/ overspending of the DBE budget	- Poor financial management; - Setting of unrealistic targets; - Poor planning; - Non delivery of services; - Weak organisational culture	In-year monitoring of the budget is conducted and consistent follow-ups are made with business units to obtain reasons for under/ overspending and the remedial measures thereof.
2.	Financial statements issued with material misstatements	Inaccurate information provided to the compiler of the financial statements	Information to be provided to the compiler in a standard template supplemented by adequate source documents.
4	Key vacant posts not filled.	Key senior posts are not filled, and this compromises service delivery	Prioritise the appointment of all senior management posts within a short space of time
5	Fraud and corruption Red flags	- Conflict of interest; - Non-Declaration of interest by officials of the BSC, BEC and BAC.	• Train officials in the Department; • Taking decisive action against officials involved; and • Pay attention to the red flags

8.2 Programme 2: Curriculum Policy, Support and Monitoring

Programme purpose: To develop curriculum and assessment policies and monitor and support their implementation

Subprogrammes: Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Kha Ri Gude Mass Literacy Campaign; and Curriculum and Quality Enhancement Programme

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are intended towards improving learner performance as captured in the *Action Plan to 2019*. The programme contributes to the following sector goals on learner performance:

Action plan goals on learner performance

Goal 1: ▸ Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3;

Goal 2: ▸ Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6;

Goal 3: ▸ Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9;

Goal 4: ▸ Increase the number of Grade 12 learners who become eligible for a Bachelors' programme at a university;

Goal 5: ▸ Increase the number of Grade 12 learners who pass Mathematics;

Goal 6: ▸ Increase the number of Grade 12 learners who pass Physical Science;

Goal 7: ▸ Improve the average performance of Grade 6 learners in languages;

Goal 8: ▸ Improve the average performance of Grade 6 learners in Mathematics;

Goal 9: ▸ Improve the average performance of Grade 8 learners in Mathematics;

Goal 12: ▸ Improve the grade promotion of learners through Grades 1 to 9; and

Goal 26: ▸ Increase the number of schools that effectively implement an inclusive education policy and have access to centres that offer specialist services.

8.2.1 Strategic Objectives

2.1 Improve schools' access to ICT resources;

2.2 Improve the supply of workbooks to schools;

2.3 Monitor the NCS in Grades R-9 on Reading;

2.4 Improve learner performance in Mathematics, Science and Technology (MST) subjects; and

2.5 Reduce the adult illiteracy rate.

Strategic Goal 2: Effective development, monitoring of curriculum implementation and support

Strategic Objective 2.1	To improve schools' access to ICT resources
Objective Statement	Develop and distribute digital content annually to promote e-learning in schools
Baseline 2014	10 digital content packs
Justification	To provide provinces with offline digital content resources that can be distributed to schools for supporting the teaching and learning process.
Links	In the *Action Plan to 2019*, Goal 16 promotes content knowledge of teachers and Goal 20 promotes access of learners to a wide range of media including computers are directly linked to this objectives.
Five Year Target	100%

Strategic Objective 2.2	Improve the supply of workbooks to schools
Objective Statement	Develop, print and distribute workbooks to schools annually for Grades R-9 in order to support teaching and learning
Baseline 2014/15	The DBE has developed, printed and distributed 100% Grades R – 9 Workbook as follows: • Grade R workbooks in 11 languages; • Grades 1-6 Home Languages in all languages; • Grades 1-3 Mathematics in Language of Learning and Teaching (LoLT); • Grades 4-9 Mathematics in English and Afrikaans; • Grades 1-6 First Additional Languages in English; and • Grades 1-3 Life Skills in LoLT.
Justification	It is envisaged that increased access to high quality learning and teaching materials will improve the overall learner performance.
Links	This objective is linked to Goal 19 of the *Action Plan to 2019* which is about ensuring that every learner has access to the minimum set of required workbooks.
Five year Targets	100%

Strategic Objective	2.3 Monitor the implementation of Early Grade Reading Assessment (EGRA) in grades R-9
Objective statement	Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning
Baseline	No baseline
Justification	Action Plan Goals 1, 2, 3 which are about mastering of numeracy and languages in Grades 3, 6 and 9. Goal 7 is about improving performance of learners in Languages, and through the international examination, SACMEQ, improving reading has become a priority of the sector.
Links	The curriculum support programmes and interventions implemented in schools will improve teaching and learning and contribute to improved performance of learners in the key subjects like Language, Mathematics and Science, as required by the NDP.
Five Year Target	EGRA: 80 Schools Reading Norms: 80 Schools IIAL: 80 Schools

Strategic Objective	2.4 Improve learner performance in Mathematics, Science and Technology (MST) subjects
Objective statement	Develop and review MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects
Baseline	Lesson Plans for Grades 8 and 9 Mathematics, English version and Afrikaans: 2015 Teacher Guides: All subjects Grades 4-12 (Generics)
Justification	To improve the quality of passes (to move from lower pass levels), to improve the content knowledge of teachers, and to introduce new teaching methodologies)
Links	The NDP has given specific targets on Mathematics and Science. The *Action Plan to 2019* has also has targets of 75% for these subjects in 2019.
Five Year Target	Lesson Plans for specific topics developed based on the NSC diagnostic report Teacher guides for specific topics developed based on the NSC diagnostic report

Strategic Objective	2.5 Reduce the adult illiteracy rate
Objective Statement	Deliver the Kha Ri Gude Mass literacy programme to reduce the number of illiterate adults by 4,7 million by end of 2016/17
Baseline	3.8 million (accumulative output from 2008 to 2014)
Justification	The objective process on reducing illiteracy in the adult population and improving the quality of life of ordinary South Africans
Links	Basic literacy of adults will contribute positively towards the learning of children at home where they can be supported by parents who have a basic understanding of what their children are doing. On the larger scale of things, literacy will lead to employability of parents, which may lead to poverty reduction.
Five Year Target	4.7 million adults would have been reached by 2016/17

8.2.2 Resource Considerations

The spending focus over the MTSF period will be on improving curriculum delivery, particularly through ensuring access to high-quality learner and teacher support materials. Workbooks will be printed and distributed in volumes 1 and 2 to public schools. The key focus subjects will be Numeracy/Mathematics, Literacy/Language, English First Additional Language and Life Skills. Over this period, the Department will continue providing Braille workbooks for learners with visual impairment in 22 special schools.

The spending on the Kha Ri Gude Literacy Project sub-programme increased between 2010/11 and 2014/15, mainly due to additional allocations for the project through the introduction of the Expanded Public Works incentive grant in 2011/12. As additional funds could be accessed through this grant if specified job opportunity targets for volunteer facilitators are met, expenditure on goods and services over this period was increased and is expected to have the same effect in 2016/17. With an allocation of R1,4 billion over the medium term, this project has, at the end of 2014/15, helped 3,8 million adults to become numerate and literate in one of the 11 official languages. As the project expects to reach the initial target of 4,7 million over the medium term (2017), it will begin to wind down.

The Department reconfigured the Dinaledi schools and Technical schools recapitalisation conditional grants into one grant that will be known as the MST conditional grant. During this term, the grant will focus on strengthening the implementation of the NDP and the *Action Plan to 2019* by increasing the number of learners taking MST as subjects and improving the pass rate, with an emphasis on technical subjects.

This grant will focus on providing resources in the form of Information and Communications Technology (ICT) equipment, tools, workshop and laboratory equipment, machinery improving teacher capabilities and providing training.

8.2.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1	Poor/ ineffective implementation of CAPS by Educators.	Compromises effective teaching and learning	• Clarify the Curriculum mandate; • The National Strategy for Learner Assessment to be revised and updated; and • Effective management and co-ordination of the NSLA by the DBE Team (PEDs to appoint Co-ordinators).
2	Kha Ri Gude's campaign mandate not effectively implemented	Implementation of the Kha Ri Gude programme has a number of challenges	• Recruit vigorously to reach prospective learners; • Finalise recruitment for the 2016 campaign; • Confirm learners' IDs with the Department of Home Affairs (DHA); • Confirm Volunteer IDs with DHA; and • Timely SAQA moderation.
3	Poor delivery of workbooks and textbooks to leaners	Poor delivery or incomplete delivery compromises teaching and learning in the affected schools. This affects learner performance.	Development of a National electronic monitoring system and a development of a national catalogue for textbooks and LTSM and implementation of central procurement of textbooks.
4	Inability to increase the number of MST learners.	The inability to enroll high numbers of learners in the key subjects limits the stream options for learners and possible careers	Advocacy in schools to increase enrolment of learners in Mathematics and Science subjects

8.3 Programme 3: Teachers, Education Human Resources and Institutional Development

Programme Purpose: To promote accountability, quality teaching and institutional performance through the effective supply, development and utilisation of human resources.

Subprogrammes: Programme Management: Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development Unit.

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the programme is strongly aligned with the imperatives of the basic education sector as captured in the *Action Plan to 2019*. The programme contributes to the following sector goals regarding teacher supply, development and utilisation:

Action plan goals on Teacher Supply, Development and Utilisation

Goal 14: ▸ Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year;

Goal 15: ▸ Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided;

Goal 16: ▸ Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers;

Goal 17: ▸ Strive for a teacher work force that is healthy and enjoys a sense of job satisfaction; and

Goal 18: ▸ Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

8.3.1 Strategic Objectives

3.1 Strengthen school management and governance to promote functional schools;

3.2 Improve teacher supply through the Funza Lushaka bursary programme;

3.3 Administer Diagnostic Self-Assessments for teachers;

3.4 Monitor educator and school evaluation systems in PEDs; and

3.5 Monitor the implementation of post provisioning processes in provinces to ensure equitable distribution of posts.

Strategic Goal 3: Improved teacher supply, development and utilisation

Strategic Objective	3.1 Strengthen school management and governance to promote functional schools
Objective Statement	Monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability
Baseline	2000 sampled schools for management documents 2000 sampled schools for SGBs **Total: 4000**
Justification	Effective and functional schools provide a conducive learning environment that contribute to improved educational outcomes
Links	The objective is linked to the *Action Plan to 2019* Goal 21 which ensures that schools have basic administrative systems in place and Goal 22 on participation of the community in the governance of schools.
Five Year Target	4000 schools sampled each year

Strategic Objective	3.2 Improve teacher supply through the Funza Lushaka bursary programme.
Objective Statement	Identify and recruit the youth from all provinces for the Funza Lushaka Bursary annually in order to increase the supply of young teachers in the education system
Baseline	13 972 students funded during 2014/15. Since 2007, the Funza Lushaka bursary programme has made 76 776 awards**.**
Justification	Provide a steady supply of new teachers to meet the demand for teachers in public schools.
Links	The NDP emphasises teacher recruitment and placement in schools, while Goal 14 in the *Action Plan to 2019* promotes the recruitment of appropriately trained young teachers into the education system.
Five Year Target	66 000 Funza Lushaka bursary awards to students (2015/16-2019/20).

Strategic Objective	3.3 Administer Diagnostic Self-Assessments to teachers.
Objective Statement	Administer Diagnostic Self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs
Baseline	10 000 Mathematics and 10 000 EFAL teachers tested in 2015/16
Justification	To ensure that teachers' content needs are identified so that focused training can be provided to improve the teachers' competency and classroom practice.
Links	The Medium Term Strategic Framework (MTSF) sub-outcome 1 and the Integrated Strategic Planning Framework for Teacher Education and Development advocate for the self-assessments of teachers. This will assist in training them on their real needs.
Five Year Targets	200 000 teachers

Strategic Objective	3.4 Monitor the implementation of Performance Management Systems in PEDs
Objective Statement	To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators.
Baseline	New indicator
Justification	Strengthening accountability in order to improve basic functionality of schools and learner performance.
Links	*Action Plan to 2019* Goal 21 – Promote that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment. The NDP and MTSF sub-outcome 5– strengthening accountability in order to improve basic functionality of schools and learner performance
Five Year Targets	IQMS and PMDS implementation monitored in 6 provinces annually.

Strategic Objective 3.6	3.5 Monitor the implementation of post provisioning processes in provinces
Objective Statement	Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.
Baseline	N/A
Justification	To ensure that there is effective utilisation of resources i.e. human and financial
Links	Learning in schools is highly dependent on teachers, and the adequate provisioning of teachers to every school is critical. The NDP highlights that the Department must ensure that the teacher provision models are able to satisfy teacher needs based on the schools' needs.
Five Year Targets	The process of post provisioning in each province evaluated at least once every year.

8.3.2 Resource considerations

To ensure that adequate supply of qualified recruits to the education system continues, the Department offers Funza Lushaka bursaries to prospective teachers. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS). The scheme aims to address the shortage of teachers in specific areas, such as MST. The number of bursaries awarded in 2014 has dropped slightly from 14 512 in 2013 to 14 349.

The MTEF indicates that the available funds for disbursement to the NSFAS for Funza Lushaka bursaries in the 2015/16 financial year will be R991 million. The current estimates are that a cumulative total of 66 000 bursaries will have been awarded by 2019. The Funza Lushaka bursary scheme has been allocated a budget amounting to R3,1 billion over the MTEF period.

A key initiative that is in place to strengthen accountability and performance management systems, and, in particular, the quality of education, is the IQMS. The IQMS provides for the evaluation of school-based educators including SMT members (in terms of Collective Agreement 8 of 2003). The IQMS makes provision for the evaluation of principals by circuit managers, thereby entrenching accountability. It also allows for the identification of the developmental needs of teachers, thereby preparing the grounds for professional development.

The IQMS has gradually expanded and strengthened since its inception in 2003. Its implementation has been closely monitored since the deployment of external IQMS moderators in 2008. In recent years, at least 8 000 schools per year are monitored on the implementation of the performance management system and support is provided to schools where necessary.

8.3.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Quality and data required for HR planning might not be available	Under-supply of human resources (teachers) and funding not sufficient	Improving the use of PERSAL data including PERSAL clean-up projects and making certain fields on PERSAL mandatory.
2.	Delay in reaching/signing of collective agreements on matters pertaining to conditions of service for educators	This compromises quality of teaching and learning in public schools	Funds should be available before signing collective agreements.
3.	Reports on monitoring the implementation of teacher performance management processes might not be available	This compromises accountability and support provided to teachers	External IQMS moderators to support the process
4.	PEDs' inability to implement the Post Distribution Model.	This compromises the teaching processes in schools that have a shortage of teachers	Development of user manuals for training relevant Provincial Officials; Revision of the Post Provisioning Norms (policy) to accommodate the new curriculum needs
5.	Inability to redeploy Educators who are in addition to the post establishments (Excess Educators)	Unequal distribution of teachers in schools leads to unattended classes.	Tight management of the Declaration of Excess Educators (PEDs' Management Plan with control measures inclusive of time frames to ensure the redeployment of Educators); and Revision of the Incentive Policy to attract teachers to teach in rural areas.
6.	Strike (School based Employees)	Strikes compromise optimum teaching and learning	Regular briefing to the Mandating Committee on the bargaining Agenda.

8.4 Programme 4: Planning, Information and Assessment

Programme purpose: To promote quality and effective service delivery in the basic education system through planning, implementation and assessment

Subprogrammes: Programme Management: Planning, Information and Assessment; Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the Action Plan to 2014. The programme contributes to the following sector goals:

Action plan goals on physical planning, financial planning and District Support

Goal 23: ▸ Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively;

Goal 24: ▸ Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach; and

Goal 27: ▸ Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-education.

8.4.1 Strategic Objectives

4.1 Administer, monitor, analyse and report on all standardised national assessments and examinations;

4.2 Eradicate infrastructure backlogs in public ordinary schools;

4.3 Strengthen the utilisation of information systems available in schools for management purpose; and

4.4 Strengthen the capacity of district offices to support schools.

Strategic Goal 4: Effective systems for planning, co-ordination, information management, assessment and district support.

Strategic Objective	4.1 Administer, monitor, analyse and report on all standardised national assessments and examinations
Objective statement	Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically
Baseline	National ANA Report; ANA Diagnostic report; ANA Technical Report; NSC Detailed Schools' statistics Report; NSC Diagnostic report in selected subjects; and NSC Report on schools statistics indicating 3-year performance.
Justification	To provide reliable learner performance data to monitor the performance of the system
Links	The NDP and the *Action Plan to 2019* Goals 1-13 on improving learner performance on selected subjects but this objective covers all subjects.
Five year Target	National ANA Report; ANA Diagnostic report on selected subjects; NSC Examination Report; NSC Schools' Statistics Report; NSC Diagnostic report in selected subjects; NSC Schools Subject report; and Senior Certificate report.

Strategic Objective	4.2 Eradicate infrastructure backlogs in public ordinary schools
Objective Statement	Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught
Baseline	Sanitation: 410 out of 741 Water: 571 out of 1120 Electricity: 294 out of 916 Inappropriate schools: 134 out of 510
Justification	The education system still has backlogs on basic infrastructure, some learners are accommodated in inappropriate infrastructure, and there is an urgent need to improve the environment for teaching and learning.
Links	The NDP requires the Department to address school infrastructure needs urgently. In line with the MTSF 2014-2019, the Department is making an effort to eradicate inappropriate schools and providing basic services to schools that never had the services before.
Five Year Target	**Total: 1912** for all projects combined (these figures start from 2015/16) Schools: 178 Sanitation: 370 Water: 739 Electricity: 625

Strategic Objective	4.3 Strengthen the utilisation of information systems in schools for management purposes
Objective statement	To promote the functionality of schools through the utilisation of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis.
Justification	Valid, credible and quality assured data is collected from schools into (provincial and) national database to assist with reporting and planning in the whole education sector.
Baseline	**96%:** SA-SAMS is currently implemented in 96% of schools in all provinces, and used for provincial reporting in 8 provinces. NB: WC uses CEMIS to report to LURITS. **11 million:** Currently more than 11 million active learners are uploaded on the national system.
Links	The NDP requires the Department to ensure that EMIS in schools is functional for data management and utilisation. Goal 21 of the *Action Plan to 2019:* Implement a strategy to strengthen school management and improve school management and information system. These systems could form part of Operation Phakisa – e-administration programme.
5-year target	**100%.** • SA-SAMS will be implemented in **all** public schools to assist schools with reporting on school, learner and educator data at least quarterly. • **All** registered schools and learners from public schools must be uploaded onto the national education information system, LURITS.

Strategic Objective	4.4 Strengthen the capacity of district offices to support schools
Objective Statement	Mentor and assess the performance of districts and district officials on an annual basis in order to strengthen the capacity of districts to support schools
Baseline	All targeted districts supported in 2014/15
Justification	Support to schools needs district officials to be competent on their roles and responsibilities. The national Department has an important role to play in making sure that districts officials whose districts are not performing well are capacitated and mentored to perform their monitoring roles.
Links	Districts are the cornerstone of school support. Continual monitoring and support of schools add impetus to improved classroom practice. It also directly engages school principals to heighten their vigilance on monitoring of teaching and learning. Goal 27 of the *Action Plan to 2019* expects schools to be visited at least twice a year by district officials.
Five Year Target	All targeted districts supported on the mentoring programme All District managers assessed against the set criteria 75% school principals satisfied with district support

8.4.2 Resource Considerations

The spending focus over the medium term will be on the delivery of school infrastructure to meet the minimum basic school infrastructure norms and standards, as laid out by government. The bulk of expenditure in this programme is therefore on the education infrastructure grant and school infrastructure backlogs grant in the School Infrastructure sub-programme. A significant amount is also spent in the National Assessments and Public Examinations sub-programme. The spending in the rest of the programme is mainly on developing systems and procedures to support and maintain the integrated education management systems over the MTEF period through the Financial Planning, Information and Management Systems sub-programme.

The increased spending on travel and subsistence over the medium term is for the monitoring and oversight of the delivery of school infrastructure in the School Infrastructure sub-programme. Spending on this item also grew due to increased activity in the National Education Evaluation Unit sub-programme.

With regard to infrastructure funding, R29,3 billion is allocated to Education Infrastructure Grant (EIG) over the 2015/16 MTEF through the EIG and the Accelerated School Infrastructure Delivery Initiative (ASIDI) backlogs grant. These grants account for the bulk of spending increases over the medium term, particularly spending on Programme 4: Planning, Information and Assessment to further accelerate the delivery and improvement of school infrastructure.

The EIG is used to supplement the infrastructure programme in provinces in order to accelerate construction, maintenance, upgrading and rehabilitation of new and existing school infrastructure. The grant is also used to enhance capacity to deliver infrastructure projects in education.

The ASIDI grant, which was introduced in 2011/12, aims to eradicate and replace schools built with inappropriate material such as mud schools and other unsafe structures. It also ensures that all schools have access to basic services such as water, sanitation and electricity. Through the School Infrastructure Backlogs Indirect Grant, of the 150 schools targeted, 92 schools were rolled out. To date, 82 schools have been completed, 270 schools received water, 275 schools received electricity and 289 schools received basic sanitation services for the first time at the end of the 2014/15 cycle.

The National Assessment and Public Examinations sub-programme promotes and administers national school assessments in Grades 1 to 9, and public examinations in Grade 12, by setting and moderating all examination papers, moderating the Grade 12 Life Orientation school-based assessment at provincial and national levels, monitoring the examination writing processes in all provinces, and overseeing the ANAs.

The spending focus of this sub-programme is to set, print and moderate question papers for the NSC, Senior Certificate examinations and the ANAs, which accounts for the high proportion of expenditure on travel and subsistence for examiners and moderators, as well as on stationery and printing. The increase in the transfer to the Umalusi Council for Quality Assurance in General and Further Education and Training, reflected under transfers and subsidies to departmental agencies and accounts, is to ensure that the entity is fully funded to deliver its mandate.

8.4.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating Measures
1.	The set ASIDI targets may not be met	Projected targets not met in time, resulting in low expenditure.	Joint Building Contracts Committee provisions to enforce performance. Agreements include provisions to enforce compliance.
2.	Examinations involve confidential material (certificates, question papers, etc.), which warrants high-level of security (access security for the examination personnel not in line with international standards)	Fraudulent material (certificates); leakage of question papers, etc.	Greater/improved control measures to be instituted.
3	Inability to provide water, sanitation, electricity and school infrastructure throughout provinces.	Procurement delays in the provision of basic services to schools compromises learning	Development of a Procurement framework including: -Database development; -BAC, BEC Enhancement
4	Poor Data quality (school)	When data collected from schools is not thoroughly checked and approved, its credibility for utilisation becomes a problem for planning purposes	Consolidation of Quality Assurance Tools used by PEDs All learners to be loaded on Learner Unit Record Information and Tracking System (LURITS) Revise and obtain approval for the Business Process Mapping
5	Ineffective monitoring of policy implementation and Poor Funding Norms and standards for policy development	Inadequate monitoring of provinces on the implementation of the Norms for funding can compromise education delivery	Development of a detailed Framework and TOR for the development of funding policy and PEDs budget monitoring

8.5 Programme 5: Educational Enrichment Services

Programme purpose: to develop policies and programmes to improve the quality of learning in schools

Sub-programmes: Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation, Monitoring and Reporting.

This programme is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall wellbeing of learners because they contribute to better learning and also because physical and psychological health are important in the holistic development of learners. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per the Action Plan to 2014. The programme contributes to the following sector goal:

Action plan goals on learner wellbeing
Goal 25: ▸ Use schools as vehicles for promoting access to a range of public services among learners in areas such as poverty alleviation, sport and culture.

8.5.1 Strategic Objectives

5.1 To monitor the provision of the nutrition programme in public schools;

5.2 Promote and monitor the participation of learners in extra-mural activities;

5.3 Promote gender equity programmes in schools;

5.4 Promote the implementation of social cohesion programmes in schools; and

5.5 Promote safe and violence-free schools.

Strategic Goal: Improved social cohesion in schools and wellbeing of learners

Strategic Objective	5.1 Monitor the provision of the nutrition programme in public schools
Objective Statement	To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners
Baseline	33 Districts
Justification	The programme addresses short term hunger and malnutrition which could be a barrier to learning and development
Links	Goal 25 of *Action Plan 2019* advocates a healthy learning environment, hence the sector provides nutritious meals for learners to make sure they are healthy and attentive during teaching and learning processes.
Five Year Target	81 Districts

Strategic Objective	5.2 Promote and monitor the participation of learners in Social Cohesion and co-curricular activities
Objective Statement	Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning
Baseline	➢ SASCE activities implemented ➢ School Sport Events implemented ➢ Spelling Bee implemented ➢ Reading Clubs implemented ➢ Jamborees implemented ➢ iNkosi Albert Luthuli Oral History conducted ➢ Moot Courts conducted
Justification	To ensure holistic development of learners through participation in these enrichment programmes, thereby ensuring effective learning. Social Cohesion is a strategic goal of the NDP and is part of Outcome 1 and 14. It supports goals 10, 24 and 25 in Action Plan 2014-2019.
Links	*Action Plan to 2019* Goal 10 promotes that all learners must remain enrolled in schools until they turn 15, hence they need to be provided with services and programmes that will keep them in schools for longer. Goal 25 promotes that learners be provided with Psycho-Social support, and Sport and Culture activities in order to develop civic and social responsibilities among the learner cohort.
Five Year Target	➢ SASCE ➢ School Sport Events ➢ Spelling Bee ➢ Reading Clubs ➢ Jamborees ➢ iNkosi Albert Luthuli Oral History ➢ Moot Court

Strategic Objective	5.3 Promote safe and violence-free schools
Objective Statement	Monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments
Baseline	No baseline
Justification	To ensure that schools are safe, caring and violence free in support of effective teaching and learning
Links	The NDP advocates for safe schools while the *action Plan to 2019* Goal 25 promotes that the sector must ensure that learners have access to schools with a healthy environment.
Five Year Target	185 hotspots school monitored

8.5.2 Resource Considerations

The bulk of the Department's contribution here is through conditional grant transfers to provinces, with the NSNP in the Care and Support in Schools sub-programme being the key initiative aimed at improving access and learning.

The NSNP has three focus areas, namely school feeding, promotion of nutrition education, and school food gardens. The Department is in the process of conducting an impact evaluation, in collaboration with the Department of Planning, Monitoring and Evaluation (DPME). A total of 170 workshops will be conducted on meal planning and hygiene, financial management and school food gardens. The annual NSNP Best School Awards will be hosted to recognise best schools nationwide. The awards promote best practice among schools and districts while also providing advocacy on the programme. The Department's new mandate will focus on the National Schools Deworming Programme, as well as the continuation of the Integrated School Health Programme. This will increase the pressure for additional funding to successfully fund programmes in these areas. R18 billion has been allocated over the MTEF period for this activity.

8.5.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Suspension of feeding of learners in provinces	Non-feeding of learners.	• Monitoring and evaluation of provinces and districts; • Training on financial management; and • Support the progressive implementation of a decentralised procurement model for the NSNP.
2.	Food risk (contamination food handling)	Food poisoning can be fatal for learners	1. Strengthen partnership with the Department of Health; 2. Initiate Food safety management; 3. Food laboratory Initiative; 4. Monitor each school daily; and 5. Verify and follow up on quarterly reports.
3.	Non-implementation of learner wellbeing and social cohesion programmes	The focus on implementation of the HPV vaccination programme in provinces may lead to a decrease in the reach of the Integrated School Health Programme thus, learners with health barriers that impact on their education may not be addressed.	1. Developed partnerships with the Department of Health at Ministerial level to mitigate the risk and with non-governmental healthcare organisations to supplement programme; 2. Strengthen partnerships with civil society and business; and 3. The DBE has purchased equipment for schools in the screening programme as well as school health screening mobiles.
4.	Inadequate safety measures in schools	Learning is highly compromised in schools that are deemed not safe	1. LURITS programme must be tailor-made to include safety information; 2. Guidelines on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) programme to schools; and 3. Nationalise the strategy on prevention and management of alcohol and illegal substances.
5.	Non implementation of School Enrichment Programmes	School environments need co-curricular activities to support learner on other areas of their development	1. Sign MOU with the Department of Arts and Culture to include Sport and SASCE; 2. Finalise National database of all students that are participating in sport programme; and 3. Assist Provinces financially with Accommodation and Transport during Sport and SASCE events.

PART C: LINKS TO OTHER PLANS

9. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

9.1 Accelerated Schools Infrastructure Delivery Initiative

A critical initiative that adds significant focus and momentum to the Department's Action Plan is the ASIDI. To achieve quality education, we need to ensure sound infrastructure.

To this end, the Norms and Standards for Basic School Functionality were approved for implementation, in line with the ASIDI. The main goal is to eradicate mud and unsafe structures and to provide improved infrastructure such as laboratories, libraries and administration blocks to existing schools.

A four-pronged strategy has been established for rolling out ASIDI. The first two elements involve an engagement with PEDs to explore how they might reprioritise the targets of their provincial allocations in order to more effectively:

- address the schools needing to be brought to basic safety functionality levels;
- replace all inappropriate schools structures;
- replace all mud schools that are mainly situated in the Eastern Cape; and
- upgrade schools to optimum functionality.

9.2 Conditional Grants

9.2.1 National School Nutrition Programme Conditional Grant

Purpose	To provide nutritious meals to targeted learners.
Performance indicator	Numbers of schools provided with nutritious meals on all school days.
Continuation	The NSNP is a government programme for poverty alleviation, specifically initiated to uphold the rights of children to basic food and education. T he Conditional Grant Framework enables the DBE to play an oversight role in the implementation of all the NSNP activities in schools.
Motivation	To enhance learning capacity and improve access to education by ensuring that the programme continues in all quintile 1 to 3 primary and secondary schools, as well as targeted special schools, on all school days.

9.2.2 HIV and AIDS (Life Skills education) Conditional Grant

Purpose	• To support South Africa's HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision-making among learners and educators. • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. • To ensure the provision of a safe, rights-based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse. • To reduce the vulnerability of children to HIV, TB and sexually transmitted infections, with a particular focus on orphaned and vulnerable children.
Performance indicator	• Educators trained to implement sexual and reproductive health (SRH) programmes for learners. • Number of LTSM on SRH distributed to schools.
Continuation	The grant will be reviewed on an ongoing basis in response to the nature of the pandemic.
Motivation	To strengthen HIV/AIDS and TB programmes in schools by reviewing current interventions and developing a new integrated and comprehensive programme over the MTEF period.

9.2.3 Maths, Science and Technology Conditional Grant

Purpose	To promote Mathematics and Physical Science teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	Improving learner numbers and performance in Mathematics and Physical Science.
Continuation	The grant will be reviewed on an ongoing basis.
Motivation	Over the 2015 MTEF, the grant will focus on strengthening the implementation of the NDP and the *Action Plan to 2019* by increasing the number of learners taking MST subjects and improving the pass rate.

9.2.4 Education Infrastructure Conditional Grant to Provinces

Purpose	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disaster and enhance capacity to deliver infrastructure in education.
Performance indicator	Timely delivery of all planned infrastructure.
Continuation	Ongoing.
Motivation	This grant has been awarded to supplement the ongoing infrastructure programme in provinces.

9.2.5 School Infrastructure Backlogs Grant

Purpose	To eradicate the basic safety norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools, to contribute towards levels of optimum learning and teaching.
Performance indicator	Eradication and replacement of 206 mud schools, 843 schools provided with water, sanitation provided to 421 schools and 618 schools electrified.
Continuation	ASIDI is implemented through this grant. The projects on ASIDI are implemented over multiple years. The projections of the projects on the ASIDI above are for the 2015/16 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools so as to ensure that schools reach basic functionality levels.

10. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R'000)	Date of next evaluation
SACE	To regulate, protect and promote the teaching profession.	Registering professionally qualified educators; development of the profession and promoting standards of professional ethics.	R 68 245	
Umalusi	The Council is the quality council for general and further education and training as contemplated in the NQF Act and has the functions contemplated in section 28 of that Act.	Promotes quality and internationally comparative standards in FET; maintains and improves educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment; continually develops in-depth knowledge and expertise in mandated areas through rigorous research; issues appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the FET Framework of Qualifications; and provides reliable and credible leadership and guidance in standard setting and quality assurance.	R 118 678	

11. PUBLIC-PRIVATE PARTNERSHIPS

The Department is currently part of a public-private partnership (PPP) agreement for the finance, design, construction, operation and maintenance of the head office accommodation. The finance, design and construction phases were completed and we are currently in the fourth year of the operations and maintenance phase of the contract. The contract includes machinery and equipment and stipulates that the head office accommodation will be maintained and operated by the private party for 25 years.

Name of PPP	Purpose	Outputs	Current value of agreement (R'000)	Date when agreement expires
New head office building	To finance, design, construct, operate and maintain new, serviced head office accommodation for the DBE	New, serviced head office accommodation for the DBE	Only an unitary fee is applicable	1 March 2035

LIST OF ABBREVIATIONS

ANA	Annual National Assessment
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
DTPS	Department of Telecommunications and Postal Services
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
FET	Further Education and Training
HEDCOM	Heads of Education Departments Committee
IIAL	Incremental Introduction of African Languages
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
LTSM	Learning and Teaching Support Materials
MST	Mathematics, Science and Technology
MTSF	Medium-Term Strategic Framework
NECT	National Education Collaboration Trust
NEIMS	National Education Infrastructure Management System
NDP	National Development Plan
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NSSF	National Schools Safety Framework
PED	Provincial Education Departments
PIRLS	Progress in Reading and Literacy Study
PPP	Public-Private Partnership
SGB	School Governing Body
SMS	Senior Management
SMT	School Management Team
SRH	Sexual And Reproductive Health
TIMSS	Trends in Mathematics and Science Studies

Technical Indicator Descriptions for Strategic Objectives:

Programme 1

Strategic Objective details	1.1 To improve administrative and governance systems through efficient corporate services in order to support the delivery of education and to strengthen compliance and accountability
Short definition	MPAT is a performance evaluation system that assesses management systems of all government Departments. Self-assessments must be done and scores submitted to the DPME within stipulated times. The DPME then conducts external moderations and awards scores between 1 and 4 for each Department. A score of 3 and 4 shows that the Department is fully compliant with legal/regulatory requirements
Purpose/Importance	To evaluate and assess management systems of the Department of Basic Education, and foster improvement in all areas
Source/Collection of data	An approved MPAT reporting tool with scores from the DPME
Method of calculation	Number of scores at level 3 and 4 divided by the total number of MPAT standards multiplied by 100.
Data limitations	None (finalisation of the MPAT process might overlap into another financial year)
Type of strategic objective	Output
Calculation type	Non-cumulative : Final moderated scores are issued once a year
Reporting cycle	Annually
New strategic objective	Yes
Desired performance	The Department to improve MPAT scores annually at level 1 and 2 and increase scores at level 3 and 4.
Strategic Objective responsibility	Branch A/ODG

Programme 2

Strategic Objective details	2.1 Develop and distribute digital content annually to promote e-learning in schools
Short definition	Digital content resources development and sourcing is a core responsibility of the Department of Basic Education. The content is then packaged into content packs and distributed to provinces. The content packs are packaged in electronic storage devices such CD/DVDs, USB, and external hard drives.
Purpose/Importance	To create a repository of digital content for core subjects. Schools have access to curriculum aligned core electronic textbooks to support teaching and learning.
Source/Collection of data	Copies of digital content packs developed
Method of calculation	N/A
Data limitations	None
Type of strategic objective	Output
Calculation type	Qualitative
Reporting cycle	Annually
New strategic objective	Yes
Desired performance	Availability of quality curriculum aligned electronic textbooks to support teaching and learning.
Strategic Objective responsibility	Branch C

Strategic Objective details	2.2 Improve teaching and learning through the development, printing and distribution of workbooks for Grades R to 9 to all provinces annually.
Short description	Total number of public schools that received workbooks for: • Grades 1 to 6 Home Language Subject; • Grades 1 to 9 Numeracy/Mathematics Subject; • Grades 1 to 6 English First Additional Subject; • Grades 1 to 3 Life skills workbooks; and • Grade R workbooks.
Purpose/Importance	This measure shows access to learning and teaching support materials at public ordinary schools
Source/collection of data	List of public schools received from provinces, signed proof of deliveries, copies of workbooks
Method of calculation	Total number of schools issued with workbooks divided by the number of schools that made a workbook order multiplied by 100
Data limitations	None
Type of strategic objective	Output
Calculation type	Non-cumulative: Delivery of each volume is calculated independently.
Reporting cycle	Annual
New strategic objective	No
Desired Performance	All public schools across the country have access to Grades R to 9 workbooks that are printed by the Department of Basic Education.
Strategic Objective responsibility	Branch C

Strategic Objective details	2.3 Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R-9 each year in order to improve learning
Short definition	The EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. Reading norms are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9 . The IIAL is aimed at strengthening social cohesion through the offering of the marginalised African languages in all public schools.
Purpose/Importance	The EGRA and reading norms are aimed at improving reading and literacy outcomes in Grades R to 9 while the IIAL seeks to promote the utilisation of previously marginalised African languages.
Source/Collection of data	Provincial reports, NSLA reports, School records (Learner EGRA scores),
Method of calculation	Utilise the ANA as a baseline to measure impact of interventions and Education Management Information Systems (EMIS) data on the language offerings in public schools
Data limitations	Inaccurate information from provinces and schools
Type of strategic objective	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New strategic objective	Yes
Desired performance	To achieve the targets in the Action plan towards 2019
Strategic objective responsibility	Branch C

Strategic Objective details	2.4 Develop and review the Framework to support provinces in improving performance in Mathematics, Science and Technology subjects.
Short definition	The Department supports provinces, districts, teachers and learners by developing frameworks that will provide details of different plans and strategies to improve performance in Mathematics, Science and Technology
Purpose/Importance	To ensure that there is a standardised framework to support provinces on areas requiring priority in Mathematics, Science and Technology.
Source/Collection of data	Teachers' guides, lesson plans
Method of calculation	Actual documents produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Improvement of learners' performance in MST subjects
Indicator responsibility	Branch C

Strategic Objective details	2.5 Deliver the Kha Ri Gude mass literacy programme to reduce the number of illiterate adults by 4.7million by end of 2016/17
Short definition	The Kha Ri Gude programme was designed for adults who have never gone to school, to give them basic literacy and numeracy skills. The aim of the campaign was to reduce the number of adults who are illiterate by 4.7 million by 2016/17 financial year.
Purpose/Importance	To measure the contribution of the Kha Ri Gude mass literacy programme in improving literacy in the country
Source/Collection of data	Database of registered learners for the programme
Method of calculation	Count of learners registered
Data limitations	None
Type of strategic objective	Output
Calculation type	Cumulative: The total number of learners trained through Kha Ri Gude is counted from 2008 when the programme started.
Reporting cycle	Annually
New Strategic Objective	Yes
Desired performance	High number of learners enrolling for the KRG classes
Strategic Objective responsibility	Branch C

Programme 3

Strategic Objective details	3.1 Monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability
Short definition	The DBE monitors whether schools have basic documents that will assist in the administration of schools. In terms of governance, it is crucial to have a School Governing Body that is fully functional to support the principal in the governance of the school.
Purpose/Importance	The purpose is to monitor schools to assess both the effectiveness of school management and governance.
Source/Collection of data	4000 schools will be monitored for the determination of both management and governance effectiveness.
Method of calculation	There will be no calculations as each category will be calculated separately.
Data limitations	No data limitation
Type of strategic objective	Non-cumulative
Calculation type	N/A
Reporting cycle	Annual
New strategic objective	It is a new indicator
Desired performance	All schools should have both functional school management and governance.
Strategic Objective responsibility	Branch T

Strategic Objective details	3.2 Identify and recruit the youth from all provinces for the Funza Lushaka Bursary in order to increase the supply of young teachers in the education system
Short definition	Funza Lushaka bursaries are awarded to first, second, third and fourth-year students, as well as PGCE students enrolled for initial teacher education programmes and programmes that offer subjects in education but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (B.Ed. or a Bachelor's degree in BCom, BSc., BTech, Soc Sc followed by a PGCE)
Purpose/Importance	The beneficiaries of the Funza Lushaka Bursary programme are employed by the PEDs to contribute to a lower learner-to-educator ratio in schools
Source/Collection of data	Database of beneficiaries of Funza Lushaka Programme from Initial Teacher Education Directorate.
Method of calculation	Counting the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a Bachelor's degree in B Com, B Sc, B Tech, Soc Sc followed by a PGCE)
Data limitations	As a result of fees' changes in institutions, the number of students awarded the bursary may not be the same as the actual number enrolled.
Type of strategic objective	Output
Calculation type	Non-cumulative : registration happens once a year
Reporting cycle	Annually. Awarding of bursaries and registration happens once a year.
New strategic objective	No
Desired performance	To utilise the bursary to train more graduates in the education profession.
Strategic Objective responsibility	Branch T

Strategic Objective details	3.3 To determine the needs of teachers through the diagnostic testing of teachers in each of the following subjects: Mathematics, English First Additional Language, Physical Sciences and Accounting from all provinces each year
Short definition	To determine the content needs of teachers through the development of Diagnostic Assessment tools and teacher assessment
Purpose/Importance	To develop teachers through focused programmes that are aimed at addressing the identified content needs.
Source/Collection of data	Testing reports (generated by the system) Individual report per teacher Database of teachers taking the test
Method of calculation	Count
Data limitations	Teachers are voluntarily administering the assessments
Type of strategic objective	Output
Calculation type	Accumulative per quarter
Reporting cycle	Quarterly
New strategic objective	No
Desired performance	The Department determines teacher needs and provides focused training to address these needs
Strategic Objective responsibility	Branch T

Strategic Objective details	3.4 To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators.
Short definition	The performance management systems for school and office-based educators were agreed to at the Education Labour Relations Council (ELRC) as Collective Agreement No. 8 of 2003 and Collective Agreement No. 3 of 2002 respectively The final scores in terms of the IQMS and PMDS inform the annual pay progression of educators. IQMS is a system used for school-based teachers while PMDS is used for office-based educators while The DBE monitors the implementation of the IQMS and PMDS in PEDs.
Purpose/Importance	To monitor the implementation of IQMS, PMDS and WSE in PEDs in order to strengthen accountability of educators and schools
Source/Collection of data	Approved monitoring instruments for IQMS, PMDS and WSE Quarterly and Annual reports from PEDs
Method of calculation	Analysis of qualitative and quantitative data.
Data limitations	Incomplete information and non-submission of reports by PEDs
Type of strategic objective	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New Strategic Objective	Yes
Desired performance	Basic functionality of schools and learner performance improves through enhanced implementation of IQMS, PMDS and WSE in PEDs.
Strategic Objective responsibility	Branch T

Strategic Objective details	3.5 Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.
Short definition	Educator post provisioning in PEDs is regulated by the national post provisioning norms as determined by the Minister. The norms are aimed at ensuring both equity and redress in the provisioning of teachers. The monitoring and evaluation process will be aimed at: Ensuring that all PEDs comply with the norms and standards both in terms of application, substance or form, and process. This will include implementation of the norms; application of stated norms and weightings; and complying with all process matters including consultation, and time frames.
Purpose/Importance	To monitor the implementation of post provisioning processes in provinces to ensure equitable distribution of posts.
Source/Collection of data	Formal signed-off plans from PEDs and evaluation reports compiled from provincial visits.
Method of calculation	Annual Post Provisioning Plans and Evaluation Reports including for nine (9) PEDs.
Data limitations	None
Type of strategic objective	Process
Calculation type	Non-cumulative: Final moderated scores are issued once a year
Reporting cycle	Annually
New strategic objective	Yes
Desired performance	Annual evaluation of implementation in all PEDs to contribute to the improvement of the provisioning of educators.
Strategic Objective responsibility	Branch T

Programme 4

Strategic Objective details	4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically
Short definition	Standardised examinations are set for learners at Grades 1 to 9 for ANA, and Grades 12 for the National Senior Certificate Examination. Marking is conducted under strict controls, and learner results are standardised before being publicly announced. The DBE is responsible for analysing the date and proving the public, districts and schools with relevant data that will inform their classroom practice, and their training needs on content.
Purpose/Importance	The results and data from examinations is crucial in guiding the education sector on how to improve the system from school level to national level where planning is initiated. For the nation, this data and information is critical to inform tertiary institutions and the job market on the skills needed to grow the South African economy.
Source/Collection of data	Examinations databases Diagnostic reports for the different examinations School Statistics reports National examinations reports for the different examinations
Method of calculation	Learner performance database records submitted to the Department (exams database is hosted by SITA mainframe)
Data limitations	None
Type of strategic objective	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New strategic objective	No (amended)
Desired performance	Maintenance of credible NSC/ANA/SC databases
Strategic Objective responsibility	Branch P

Infrastructure

Strategic Objective details	4.2 Eradicate infrastructure backlogs as identified as a strategic intervention by the Department in 2011.
Short definition	Provide water, sanitation and electricity to schools that previously had none and to replace schools built out of inappropriate materials.
Purpose/Importance	To provide relevant infrastructures that enable a proper environment for teaching and learning
Source/Collection of data	PEDs provided us with the schools that had infrastructure backlogs
Method of calculation	The indicator reflects the number of schools that have been provided with the required facility.
Data limitations	None
Type of strategic objective	Output
Calculation type	Cumulative: All the projects will be added after every completion and added to make up annual totals each of the interventions, viz, water, sanitation, electricity and replacement of schools built out of inappropriate materials. The annual total will also be added to the cumulative from the start of the ASIDI project.
Reporting cycle	Annually
New strategic objective	New indicator. Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	To make sure that all schools have basic infrastructure which is built according to the minimum Norms and Standards
Strategic Objective responsibility	Branch: Infrastructure

Strategic Objective details	4.3 Strengthen the utilisation of standardised, integrated information systems – SA-SAMS and Lurits
Short definition	South African School Administration and Management System (SA-SAMS) was designed to be a cost effective, easy to use and a fully integrated computer solution assisting schools with their administrative, management and governance needs. Provinces support schools in using the latest versions of SA-SAMS. The application is policy driven, and is therefore developed and maintained by the DBE. As a standardised application, it is designed to assist schools with completing of surveys such as the Annual School Survey (ASS) and with quarterly or ad hoc reporting as required by the circuit/district, provincial and national levels. The application has built in validation rules that assist with quality and validity of the collected data.
Purpose/Importance	To improve the provision of data collected from schools for utilisation by districts and the national Department of Basic Education for planning.
Source/Collection of data	School databases /EMIS
Method of calculation	School databases from provinces
Data limitations	None
Type of strategic objective	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New strategic objective	Yes
Desired performance	All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems.
Strategic Objective responsibility	Branch P

Strategic Objective details	4.4 Mentor and assess the performance of district officials on an annual basis in order to strengthen the capacity of districts to support schools
Short definition	Monitoring of provinces is one of the core responsibilities of the Department of Basic Education. Provinces and districts are monitored quarterly to determine the implementation of policy. This informs the level of support provided to provinces and districts.
Purpose/Importance	To determine the level of implementation of the *Policy on the Organisation, Roles and Responsibilities of the Education Districts (2013)* and its impact for district effectiveness. This informs the level of support provided by the DBE to different provinces.
Source/Collection of data	Quarterly monitoring and reporting templates/instruments are completed. District effectiveness priorities defined.
Method of calculation	Count
Data limitations	Provinces are at different levels of implementation and alignment to the *Policy*.
Type of strategic objective	Output
Calculation type	Cumulative: Add up all outputs at the end of the year.
Reporting cycle	Annually
New strategic objective	Yes - refined
Desired performance	Districts aligned to the Policy and capacitated to provide quality support to schools resulting in overall improvement in the achievement of learning outcomes
Strategic Objective responsibility	Branch D

Programme 5

Strategic Objective details	5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners
Short definition	Districts will be monitored and supported on the implementation of the National School Nutrition Programme. The districts will be identified on the basis of challenges identified from provincial quarterly reports
Purpose/importance	To assess compliance with minimum requirements, monitoring of schools and general implementation of the programme
Source/collection of data	Monitoring reports, monitoring tools and minutes of inter-district meetings
Method of calculation	Count districts monitored and supported
Data limitations	None
Type of strategic objective	Output
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New strategic objective	Yes
Desired performance	All districts monitor and support schools effectively for quality implementation of NSNP
Strategic Objective responsibility	Branch S (National School Nutrition Programme)

Strategic Objective details	5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning
Short definition	The enrichment and co-curricular programmes are mass participation based, and also contribute towards enriching the Curriculum through Arts and Culture as well as languages.
Purpose/Importance	The programmes are part enrichment activities that seek to stimulate learning beyond formal tuition, as well as affording learners the opportunity to show-case talent.
Source/Collection of data	Attendance registers, reports, evaluation forms, programmes, training manual, monitoring tool
Method of calculation	Count of participants
Data limitations	None
Type of strategic objective	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New strategic objective	Yes
Desired performance	All learners in schools participate in co-curricular and social cohesion programmes
Strategic Objective responsibility	Branch S

Strategic Objective details	5.3 Monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments
Short definition	The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools
Purpose/Importance	To ensure that Schools are a safe, caring environment in support of learning and teaching
Source/Collection of data	Monitoring Tool
Method of calculation	Counting number of schools monitored
Data limitations	None
Type of strategic objective	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New strategic objective	Yes
Desired performance	All Hot Spot Schools monitored and supported
Strategic Objective responsibility	Branch S

Note

Note



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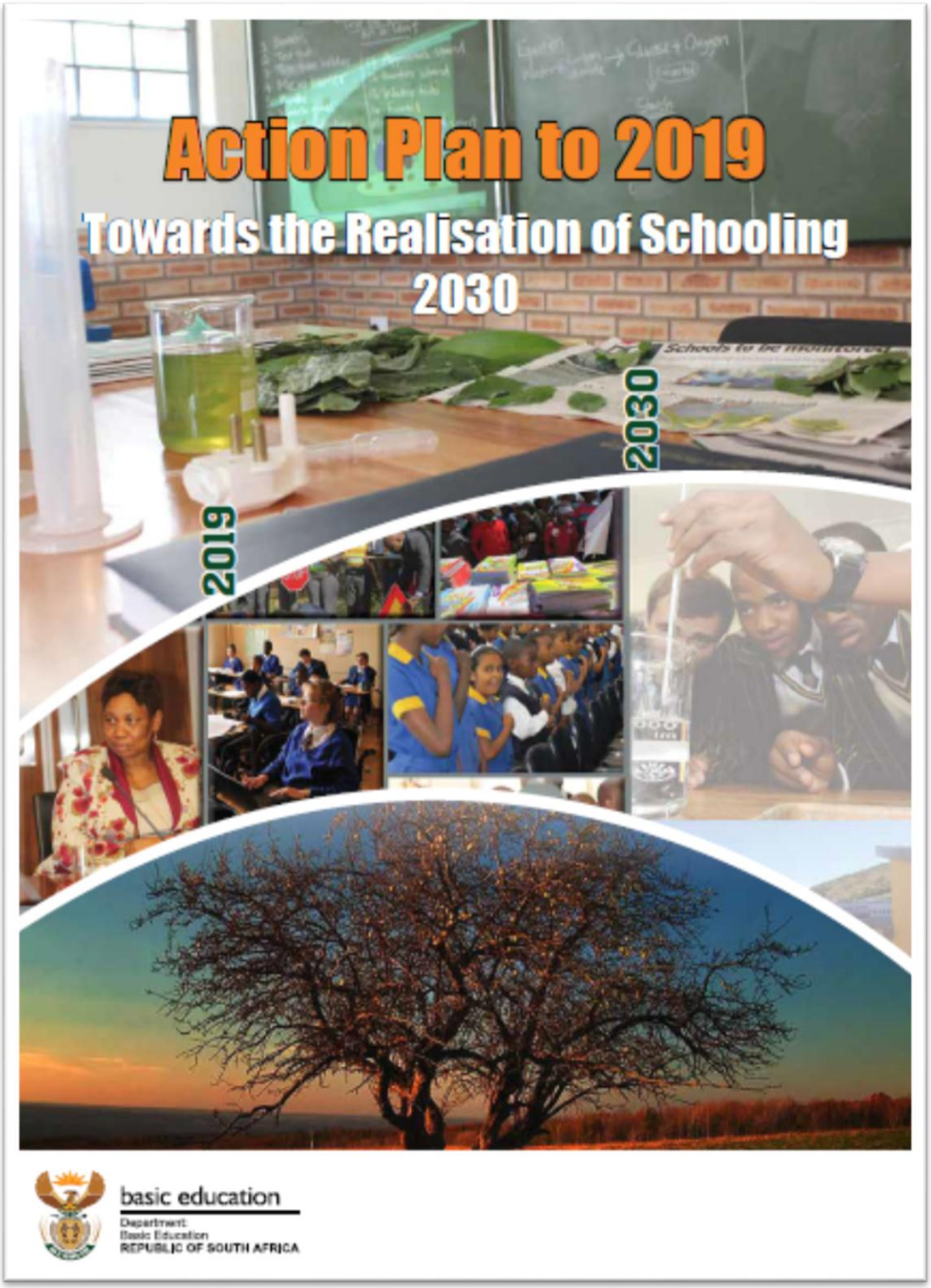
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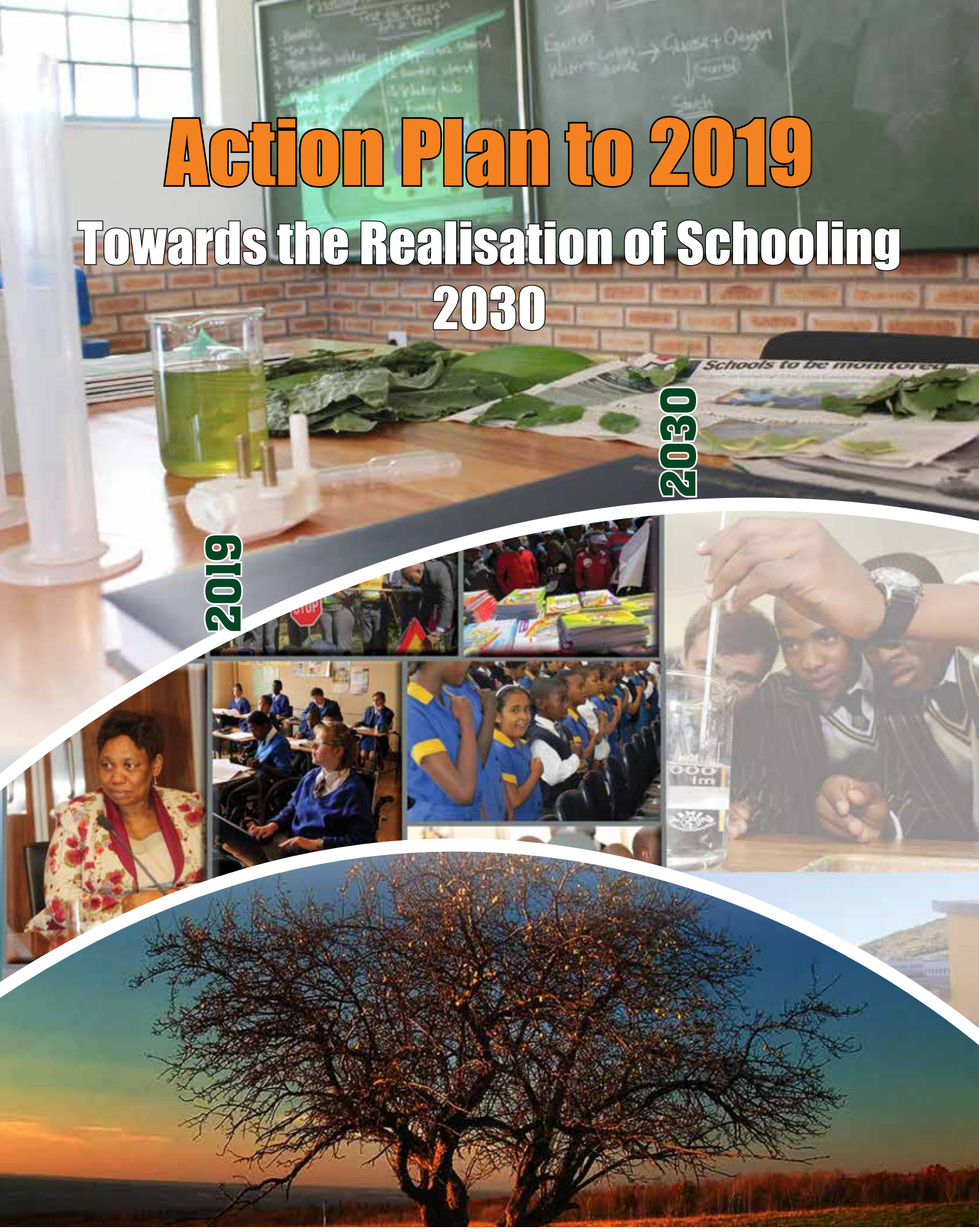
Appendix B

Action plan to 2019: Towards the realisation of schooling 2030



Action Plan to 2019

Towards the Realisation of Schooling 2030



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Action Plan to 2019

Towards the Realisation of Schooling 2030

Taking forward South Africa's

National Development Plan 2030

2015

Minister's foreword



This Sector Plan is an update to the Action Plan to 2014. It is a reflection of how far we have come in terms of planning service delivery, not just in basic education but in government as a whole. The sector plan encapsulates our response to the priorities, targets and programmes articulated in the National Development Plan, 2030; and provides a detailed five year plan and fifteen year targets and programmes for the whole Basic Education Sector.

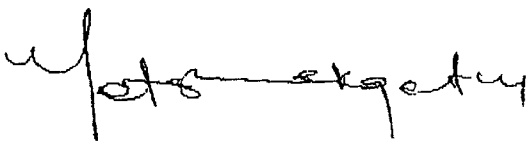
The new Sector Plan replaces the 2014 Action Plan; which detailed programmes we had initiated in the previous cycle; and which were widely consulted in the Basic Education Sector. In the next few years, we will build on our successes in attaining the Millennium Developmental Goals (MDGs) for access, participation, and gender equity. In the post-2015 period, the emphasis will be on quality of schooling outcomes, and on better preparation of our young people for the life and work opportunities after they leave school. We have, to this end, developed three streams of curricula (academic, vocational and technical), which address the diverse needs of young people for learning and development in our schools. We are working with the Department of Higher Education and Training (DHET) to better influence the quality and preparation of our teachers and ultimately, our learners, in critical subjects including mathematics, science and technology, and the African languages.

We have made progress in securing access and participation of our children to schools, and we have, through our own assessments and international assessments, shown that our schooling system is indeed making a difference to the lives of our young people. Completion rates are edging up; performance rates of our learners are increasing, especially for learners from poorer households; and retention rates have improved, especially in earlier grades.

A number of challenges in the sector still create barrier to the provisioning of quality education. These include inadequate school infrastructure, curriculum coverage and delivery, retentions, retrieval and usage of learner and teacher support materials, amongst others. Our focus is to reposition the Sector to deliver on the mandate for quality and efficient schooling. We remain resolute in our quest to improve quality and efficiency throughout the schooling Sector, with a renewed emphasis on curriculum coverage, improving assessment and strengthening quality, efficiency and accountability in our schools, districts and provinces, as well as in our administrative departments and sectoral partnerships. Infrastructure development is being strengthened to adequately address school infrastructure challenges. We will use existing inter-provincial and inter-governmental structures to more closely link policies, programmes and resources to impact on quality improvement in our system.

I am pleased that progress has been made in the work of the National Education Collaboration Trust (NECT), a structure designed to bring together leaders and innovators from the public and private sectors to find new ways of responding to complex problems in the sector. This plan provides details on just a few of the several initiatives already begun, or about to begin, under the NECT umbrella.

It is my hope that the current plan will inspire, inform and guide the many men and women working for a better basic education in South Africa.



MRS AM MOTSHEKGA, MP

MINISTER OF BASIC EDUCATION

DATE: 21/08/2015

The 27 Schooling 2030 goals

This plan has 27 goals. Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments. Goals 14 to 27 deal with *how* the outputs are to be achieved. **Five priority goals** are indicated by three stars (★★★). In the interests of continuity, the 27 goals are the same as those appearing in the 2011 Action Plan (the one exception is Goal 9).

Goal 1	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Goal 2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
Goal 3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
Goal 5	Increase the number of Grade 12 learners who pass *mathematics*.
Goal 6	Increase the number of Grade 12 learners who pass *physical science.*
Goal 7	Improve the average performance of *Grade 6* learners in *languages*.
Goal 8	Improve the average performance of *Grade 6* learners in *mathematics*.
Goal 9	Improve the average performance of Grade 9 learners in *mathematics*.
Goal 10	Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
Goal 11 ★★★	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
Goal 12	Improve the grade promotion of learners through Grades 1 to 9.
Goal 13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

Goals 14 to 27 deal with the things we must do to achieve our 13 output goals.

Goal 14	Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Goal 16 ★★★	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 19 ★★★	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.
Goal 21 ★★★	Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
Goal 22	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
Goal 23	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
Goal 24	Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.
Goal 25	Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
Goal 26	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
Goal 27 ★★★	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

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Acronyms used

ACER	Australian Council for Educational Research
AIDS	Acquired immunodeficiency syndrome
AMESA	Association for Mathematics Education of South Africa
ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
CAPS	Curriculum and Assessment Policy Statement
CPTD	Continuing professional teacher development
DBE	Department of Basic Education
DPMA	Department of Performance Monitoring and Evaluation
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessment
FET	Further Education and Training
FOSS	Free and open source software
GET	General Education and Training
GHS	General Household Survey
HIV	Human immunodeficiency virus
HL	Home language
ICT	Information and communication technologies
IEB	Independent Examinations Board
IQMS	Integrated Quality Management System
LURITS	Learner Unit Record Information Tracking System
MST	Mathematics, science and technology
MTSF	Medium Term Strategic Framework
NAEP	National Assessment of Educational Progress
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NGO	Non-government organisation
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
PIRLS	Progress in International Reading Literacy Study
PLC	Professional learning community
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGB	School Governing Body
SMS	School Monitoring Survey
Stats SA	Statistics South Africa
STI	Sexually transmitted infection
TB	Tuberculosis

TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WEF	World Economic Forum

The following acronyms are used for the provinces:

EC	Eastern Cape
FS	Free State
GP	Gauteng
KN	KwaZulu-Natal
LP	Limpopo
MP	Mpumalanga
NC	Northern Cape
NW	North West
WC	Western Cape

I Purpose of the Action Plan

☞ **The NDP on the role of educational quality in the national development process:**

Improved education ... will lead to higher employment and earnings, while more rapid economic growth will broaden opportunities for all and generate the resources required to improve education. (p. 26)

This plan, produced by the Department of Basic Education (DBE), represents another milestone in the journey towards quality schooling for all South Africans. This document takes stock of key developments in the basic education sector since the release in 2011 of the last sector plan, *Action Plan to 2014: Towards the realisation of Schooling 2025*. It reiterates many of the priorities outlined in the earlier plan, as to a large extent priorities have remained the same in recent years. However, there are also shifts of emphasis in the wake of lessons learnt and, very importantly, priorities put forward by the National Development Plan (NDP) released by the President in 2012[1]. In line with the NDP, the planning horizon in the current plan is 2030, and no longer 2025. The medium term horizon is set at 2019, which is the end of the 2014 to 2019 electoral cycle.

The current plan is directed at a broad range of stakeholders involved in the momentous task of transforming South Africa's schools. These stakeholders include parents, teachers, school principals, officials at the district, provincial and national levels, members of Parliament, leaders in civil society organisations, including teacher unions, private sector partners, researchers, and international partner agencies such as UNICEF and the World Bank. The document also serves to share with people outside the country, including foreign investors, ideas and strategies that South Africans firmly believe will enhance our education levels, and hence our prosperity, social cohesion, and ability to contribute to global development.

This plan provides continuity insofar as it follows the basic structure of the previous sector plan, which we shall refer to as the 2011 Action Plan in this document. Thus the original 27 goals covering a broad range of issues and interventions remain. Of these 27 goals, 13 deal with performance and participation outcomes we strive for and 14 deal with the 'how' of realising these improvements, in other words actions that need to be taken to strengthen the sector. Twenty-seven goals may seem like many goals, but they are retained as we want to underline how diverse the role players are who contribute towards educational improvement. To promote focus within the system, however, five of the 27 goals remain priority goals. These deal with Grade R, teacher development, learning materials, school management and support by district offices. The five priority goals are indicated by ★★★ in this plan. The 36 indicators of the 2011 Action Plan, which are attached to individual goals, also remain. A few indicators are high priority indicators and are also marked with ★★★.

This plan is shorter than the 200-page Action Plan of 2011. The 2011 document was long as it was the sector's first comprehensive sector plan and it was thus necessary to argue clearly why certain strategies were important, on the basis of existing trends and the available evidence. Moreover, that document served to respond to a variety of concerns that were brought up during the public consultations that led to the 2011 plan. The 2011 Action Plan will continue to serve as an important resource for understanding the challenges and solutions of the schooling sector.

There are a number of planning documents that guide the basic education sector apart from this one. What they say is essentially the same, but their intended audiences, time horizons and level of detail differ. Other important documents include the following:

- ***National Development Plan 2030: Our future – make it work.*** This plan, released by the President in 2012, is a landmark document that guides the nation. It is based on much research and public consultation. The sections in the plan dealing with education also drew to a large degree from early versions of the 2011 Action Plan. The new Action Plan will continue to be closely aligned to the National Development Plan (NDP).
- **Medium Term Strategic Framework.** The MTSF document, produced by Presidency, translates the National Development Plan commitments to actions to be taken during the 2014 to 2019 electoral cycle. In producing the basic education section of the MTSF, Presidency worked closely with the DBE. The MTSF comprises both an over-arching document that covers 14 'priority outcomes', the first of which is basic education, and then also separate detailed documents for each of the 14 priority outcomes[2]. A key purpose of the MTSF is to demonstrate

1 National Planning Commission, 2012.

2 Documents available at http://www.thepresidency-dpme.gov.za/keyfocusareas/outcomesSite/Pages/the-Outcomes-Delivery-Agreements.aspx.

how the 14 outcomes link to each other.

- ***Strategic plan of the DBE 2014-2019.*** This plan, which guides each annual plan (or 'Annual Performance Plan') of the DBE, is required by Treasury and is strongly focussed on how the DBE will use its budget to contribute towards progress in the basic education sector. It should be remembered, however, that most spending in this sector is from the budgets of provincial education departments. The provincial departments each have their own five-year strategic plan and annual performance plans. The DBE works hard at ensuring that the annual plans of the ten departments (the DBE and the nine provincial departments) are aligned to each other, to the Action Plan, and to the NDP.

☞ **The NDP on education's role in dealing with the apartheid legacy:**

The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities. (p. 296)

2 Our vision of a post-apartheid schooling system

☞ **The NDP...**

... envisions a South Africa where everyone feels free yet bounded to others; where everyone embraces their full potential, a country where opportunity is determined not by birth, but by ability, education and hard work. (p. 24)

The vision for schools that guides this document is stated below. It is the same vision that informed the 2011 Action Plan.

Making sure that every young South African receives quality schooling is an urgent need. Yet, we realise that this cannot be realised overnight. We need a clear vision of where we want to be in 2030, or even before then if possible. And we must make sure that every year we move a bit closer to our vision, recognising that a large improvement is actually an accumulation of many smaller changes. By 2030 we must see the following in every South African school:

Learners attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action will be taken. Learners understand the importance of doing their schoolwork, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and, from Grade 3 onwards, all learners are computer literate. Part of the reason why learners want to come to school is that they get to meet friends in a safe and secure environment where everyone is respected; they will get a good meal; they know they can depend on their teachers for advice and guidance; and they are able to participate in sporting and cultural activities organised at the school after school hours.

Teachers who received the training they require are continuously improving their capabilities and are confident in their profession. Teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are, on the whole, satisfied with their jobs because they feel their employer is sensitive to their personal and professional needs and that their pay and conditions of service in general are decent and similar to what one would find in other professions.

The school principal ensures that teaching in the school takes place as it should, according to the national curriculum, and understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.

Parents, who are well informed about what happens in the school, are keen to be involved in school affairs and receive regular reports about how well their children perform against clear standards that are shared by all schools. These parents know that if something is not happening as it should in the school, the principal or someone in the department will listen to them and take steps to deal with any problems.

Learning and teaching materials are in abundance and of a high quality. The national **Minimum Schoolbag** policy,

which is widely understood, describes the minimum quantity and quality of materials that every learner must have access to. Computers in the school are an important medium through which learners and teachers access information.

School buildings and facilities are spacious, functional, safe and well maintained. Learners, teachers and the school community as a whole look after their buildings and facilities because they take pride in their school.

3 Developments up to 2014 that influence our strategic direction

☞ **The NDP on over-arching 'critical success factors' for national development:**

Focused leadership: "Policy changes should be approached cautiously based on experience and evidence ..."

A plan for all: "Broad support across society is needed for ... successful implementation ... Vigorous debate is essential for building consensus."

Institutional capability: "Institutions improve through continuous learning and incremental steps ... This requires good management ... high performance ... ethics and a willingness to learn from experience."

Willingness to prioritise: "... senior public officials should focus most of their attention on a few strategic priorities." (p. 59)

The public discourse on the schooling sector in South Africa sometimes creates the impression that nothing is changing, that challenges remain unchanged in their size and nature. This is an impression that is not supported by the facts. The system is dynamic. Schools in 2014 were not the same as schools in 2009. Changes have occurred, some very obvious, others more subtle. By far most changes have been in the right direction. Certain changes are large, others less so. Whilst we do need to accelerate change, it must be remembered that certain changes in education systems tend to be slow. The key thing, as indicated in the vision of the previous section, is to ensure that there is continuous improvement and that changes are as large as can be expected. In the end, a large improvement is the accumulation of many smaller changes.

So how was the schooling system in 2014 different to what we had in 2009, and how does this influence our strategies?

Perhaps the most significant news about the system in recent years was the TIMSS[3] 2011 results released at the end of 2012. TIMSS is a widely respected international testing programme aimed largely at assessing whether countries are making educational progress over time. South Africa's participation in TIMSS involved the testing of Grade 9 learners in mathematics and science in 2002 and again in 2011[4]. Our average in mathematics improved over this period from 285 to 352. A similar trend was seen in science. TIMSS scores are benchmarked in such a way that 500 represents the average across all countries in the 1995 run of TIMSS. **The size of South Africa's improvement in the 2002 to 2011 period, around 7 points a year, is about as large as we could hope to achieve.** This is the rate of change that has been seen amongst the fastest improvers in the world[5]. If we continue at this rate, we should be able to achieve the target put forward in the 2011 Action Plan, which was to reach the level of the best developing counties seen in 2009, by around 2023.

The TIMMS trend in South Africa can be seen as more than just a trend for mathematics and science in Grade 9. Such trends do not occur in isolation. They occur because there is improvement in earlier grades as well, and across other subjects such as the languages. A good command of language can be regarded as a prerequisite for effective learning in other non-language subjects.

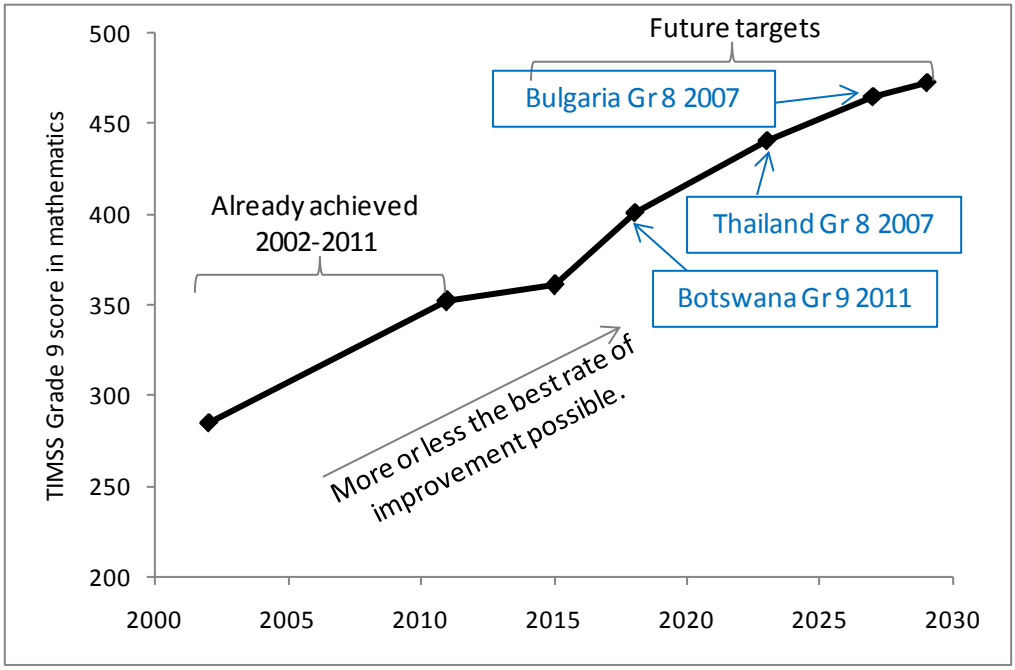
3 Trends in International Mathematics and Science Study.

4 In 2002, South Africa tested learners in both grades 8 and 9, and in 2011 only in Grade 9. Details on the comparison between the two years can be found in Reddy, *et al* (2012). The international TIMSS reports (see for instance Mullis *et al*, 2012) refer to a run of TIMSS in 2003, but not 2002. Whilst most TIMSS countries did test learners in 2003, in South Africa testing occurred in the previous year.

5 DBE, 2013b: 14.

Not only did South Africa's Grade 9 TIMSS results improve, they improved whilst more learners reached Grade 9. The percentage reaching Grade 9 has improved from around 80% to 85% in the 2002 to 2011 period. Moreover, youths have been reaching Grade 9 at a lower age[6]. In general, it has been more socio-economically disadvantaged youths who have seen their access to education improve. That we should have seen the TIMSS average improve whilst greater numbers of disadvantaged learners were being retained in schools is certainly an achievement we should be proud of. The following graph illustrates South Africa's past and envisaged future educational quality trajectory, in terms of TIMSS mathematics scores.

Envisaged future educational quality trend for South Africa[7]



Is the 2002 to 2011 TIMSS trend described above compatible with evidence from other sources? In SACMEQ[8], the improvement between 2000 and 2007 in Grade 6 mathematics was too small to be considered statistically significant, thus suggesting that there was virtually no quality improvement between 2000 and 2007 in this grade. A possible explanation is that the strong shift towards more structured learning programmes and greater use of textbooks prompted by the Foundations for Learning programme in 2008, influenced learning outcomes in Grade 6 in 2008, and is thus seen in improvements in the Grade 9 results three years later. South Africa's participation in TIMSS 2015, again at the Grade 9 level, is set to proceed and provides an important opportunity to test the extent to which the trend seen up to 2011 has been sustained beyond this year. The results from the SACMEQ Grade 6 testing that occurred in 2013, when released, will also assist in understanding the dynamics of the changes under way.

Output at the critical Grade 12 level has improved with respect to a few important indicators. **In particular, the number of Grade 12 graduates with sufficient results to qualify for Bachelors-level studies at university increased from around 110 000 to 151 000 between 2009 and 2014.** The average annual increase for the indicator in this period was 7%, against an increase in the youth population of around just 0.5% a year[9]. This is an encouraging trend given the urgent need for more university graduates in the economy. Yet the trend falls short of the targets set in the 2011 Action Plan. **Other indicators, such as the number of Grade 12 passes in mathematics and physical science, dropped immediately after the transition to the new curriculum in Grade 12 in 2008, as the system learnt to adapt to a new examinations system, but these indicators have subsequently stabilised and are following a sustainable upward trend.** The strong support that has been given to teachers and learners by education departments and others

6 DBE, 2013b: 11, 14.

7 For two countries, Thailand and Bulgaria, historical Grade 8 (not 9) values are quoted as most TIMSS countries test Grade 8. To provide some sense of grade-on-grade differences, in 2002 the difference between South Africa's Grade 8 and Grade 9 mathematics results was 21 TIMSS points.

8 Southern and Eastern Africa Consortium for Monitoring Educational Quality.

9 DBE (2013b) with an analysis of 2013 and 2014 examination results added.

to assist in the improvement of Grade 12 results appear to have paid off. **But for continued improvements, it will be necessary to reap the benefits of better schooling in the lower grades**. **There is a limit to what can be fixed in the final two or three grades of the system.** This is why the positive TIMSS trend is so important. Though the Grade 12 examinations, unlike the TIMSS or Annual National Assessments (ANA) tests, are not specifically intended to measure year-on-year improvement in the system, in particular given the fact that results depend strongly on the subjects that learners choose, the DBE realises that more could be done to use the Grade 12 results to track the quality of education at this level, a matter that is of obvious concern to universities. To this end, the DBE is working with Umalusi to bring about a greater use of anchor items (common questions across years) and other techniques that will facilitate the monitoring of quality.

Recent developments point to a schooling system that is succeeding in improving the quality of learning outcomes, sometimes in line with targets, sometimes below the target levels, depending on what indicator one looks at. This indicates that at least some of government's interventions over the years are making a positive difference. In a system as complex as the schooling system, it is difficult to know exactly how positive change is brought about. **But the fact that movement is in the right direction suggests that in the coming years consolidation of existing initiatives, as opposed to radical change, must be a strategic priority**.

Even if it is not absolutely clear what interventions are contributing how much to educational improvement, likely explanations include a range of bold initiatives that have been taken by government in recent years. In fact, the TIMSS background data reveal a few of the key trends. For instance, the percentage of teachers saying they used a textbook as their main classroom resource for teaching mathematics increased from a worryingly low 30% in 2002 to 70% in 2011. The latter 70% of teachers are concentrated amongst schools serving poorer communities. **This trend reflects increased spending on textbooks and, since 2011, a particularly strong emphasis on providing standardised textbooks and workbooks to all schools.** As emphasised in the 2009 review of curriculum implementation[10], insufficient use of good textbooks had for many years been a reason for poor learning and teaching.

Monitoring of access to learning materials is not something that education systems typically do well, but the DBE has initiated innovative ways of dealing with the problem. It is important to bear in mind that ultimately access to books, in the classroom but also at home, is what is important. Monitoring spending on books and the delivery of books to schools is also important, but success here is not always a guarantee that learners will have access to books. **A 2011 survey of a representative sample of around 2,000 schools, which involved visits to classrooms by fieldworkers and actual counting of books, revealed that there were roughly around 8.5 books, either printed workbooks or textbooks, for every 10 learners in visited classrooms in key subjects. Access to books appears to improving, but should be better.** Achieving this requires a mix of adequate budgets, effective provisioning of books, good year-on-year retrieval systems in schools and appreciation of books amongst learners.

Even before the full-scale introduction of the Annual National Assessments (ANA), there had been an increasing use of standardised testing programmes, either national or provincial. **Whilst it will take some years for ANA to evolve into the world class testing system envisaged in the 2011 Action Plan, even as it evolves it can still play a crucial role in heightening an awareness of standards and core learning competencies amongst teachers, parents and society as a whole. In fact, one would expect to see improvements in learning outcomes as a result of the increasing use of standardised assessments below the Grade 12 level in recent years.** However, it is important that ANA assumes its world class status as soon as possible. Comparability of results across time (years) and space (for instance districts) needs to improve. It is also vital that the information emerging from ANA is appropriately packaged for different users, including parents who need to know what is happening in their schools, those who run in-service training for teachers, and district officials who need to assess the performance of individual schools and school principals. The DBE is working closely with experts within the country and beyond (for instance the World Bank) to ensure that these aims are achieved.

10 DBE, 2009.

One important area of innovation in government currently is the shift towards more scientific impact evaluation techniques to ensure that as often as possible, the impact of the various interventions we invest in, from teacher development to school nutrition, is measured. Clearly, if interventions are not making a positive contribution towards learning and teaching, we need to rethink these interventions. The Department of Performance Monitoring and Evaluation (DPME) of the Presidency has already completed or initiated a few impact evaluations in the basic education sector whose findings will guide planning in the sector[11].

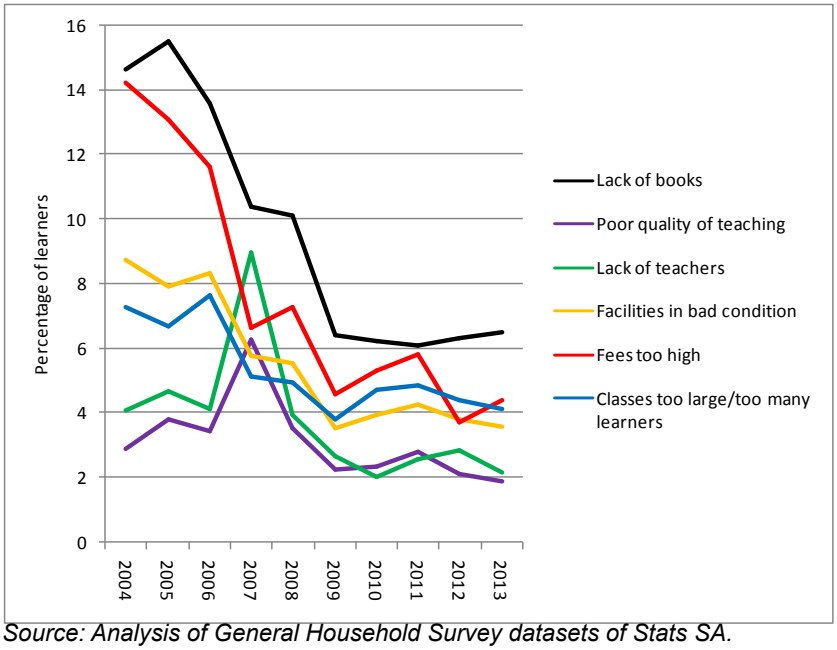
With regard to curriculum, the schooling system is entering an era of unprecedented stability. This creates opportunities for consolidating work, but also innovating, in areas that depend on curriculum stability, such as teacher development and the writing of educational materials. In 2015, every grade in the schooling system will be subject to essentially the same curriculum and assessment rules as in the previous year. The importance of this becomes clear if one considers that in almost every year between 1998 and 2014, there has been at least one grade which was implementing an important new curriculum document (the exceptions were the years 2009 to 2011). The year 2014 saw the finalisation of the roll-out of the new Curriculum and Assessment Policy Statement (CAPS), which was implemented in grades 7 to 9 and 12 in that year. This signals the end of an important process of ongoing learning and improvement in relation to the school curriculum. **The CAPS enjoy widespread support, largely due to the fact that they put forward the details and examples teachers need, in an accessible language and format.**

Annual spending on infrastructure has continued to increase. The real inflation-adjusted increase was 85% between 2009 and 2014, counting both provincial department spending and the new DBE spending in this area started in 2012. The way this infrastructure spending occurs is improving as well. Policies on minimum norms have been tightened up. There is also more transparency, for instance in the form of school-by-school schedules of building work to be undertaken in each financial cycle, published on the web. **Infrastructure backlogs cannot all be resolved immediately, but the budgets and procedures for tackling this challenge are looking healthier than ever before. Yet, as emphasised in the National Development Plan, there are fundamental problems with the way infrastructure development is carried out, which lead to inflated costs. These problems must be resolved if improvements to the physical environment of learners are to be accelerated further.**

An encouraging set of indicators are those relating to the levels of satisfaction amongst South Africa's households when it comes to basic education. Every year since 2004 Stats SA's General Household Survey has asked households what they would complain about when it comes to the education their children. As seen in the following graph, **lack of books has consistently been perceived by households as the largest problem, followed by school fees. Complaints about these two issues have more than halved since 2004. Complaints about poor school infrastructure have also decreased by a similar proportion. These are important trends that those striving for a better schooling system should take credit for.**

11 See the *National evaluation plan 2013-14 to 2015-16* on http://www.thepresidency-dpme.gov.za. See also Presidency (2011).

Schooling problems according to households



Source: Analysis of General Household Survey datasets of Stats SA.
Note: Household respondents are asked about these problems separately with respect to each learner. More than one complaint can be chosen per learner.

Certain things have not proceeded as planned in recent years. **Many have pointed to weaknesses in the system when it comes to the adoption of new technologies to improve the administration of the schooling system and the teaching and learning process.** This is an inherently difficult area, not just in South Africa. Yet we need to do better if we are to avoid a widening of the gap between South Africa and other countries, even other middle income countries. The area is a difficult one because the evidence is not very clear on, for instance, what information and communications technology (ICT) investments are best for improving learning and teaching. Education principles need to be upheld in face of much 'hype' around what certain products can do and vigorous marketing by suppliers. The case for ICT investments in the area of education administration is a bit more straightforward, though even here the benefits of investments need to be weighed up carefully against costs.

What should concern us is that there is little research on how schools are currently making use of ICTs, and that the little system-wide information we have points to very little growth in access to ICTs amongst learners. For instance, the percentage of learners in a school with a computer centre of any kind has remained just under 40% for many years, and on the whole this 40% is the most socio-economically advantaged part of the system. Stats SA's General Household Survey points to the percentage of learners having access to the internet through their school as still being very low, around 4% in 2011. **Government needs to work more vigorously on partnerships that take certain aspects of e-education forward, or target particular disadvantaged areas. But for more widespread and sustainable development to occur, government and other stakeholders will need to strengthen the research and monitoring capacity in this area, as well as the over-arching policy frameworks.**

National development planning is now on a much better footing than it was just five years ago. This is obviously good for planning in the education sector. **Not only has the National Development Plan, and the process that led up to it, brought important research to the fore and inspired vital debates, it has also underlined how planning ought to occur.** Plans need to bring together a wide range of issues. Budgets and service delivery goals are of course important, but what is also important are cultural and historical considerations, an over-arching framework of economic and social development, a more professional approach within our public institutions and vigilance around the impact of our work on the environment. But it should be emphasised that there are still considerable challenges and bottlenecks in government's planning systems. For this reason, the Presidency initiated an intervention during 2014 to assist the delivery of key services. This initiative, **Operation Phakisa**[12]**, draws from experiences in Malaysia and places a strong emphasis on collaboration and the sharing of skills between various government and non-government stakeholders within South Africa, and contributions from foreign experts**. Education service delivery is a key focus area within Operation Phakisa.

12 See http://www.operationphakisa.gov.za.

4 Innovation priorities

Though innovation is needed in many areas of the basic education sector, two specific challenges stand out: the Annual National Assessments, or ANA, programme, and e-education. These two areas receive attention in the next two sub-sections.

4.1 Annual National Assessments

Government has repeatedly stated that it is committed towards establishing a world class assessment system for the grades 1 to 9 band at school which will provide the nation with reliable information on progress with respect to what learners learn, but which will also offer practical tools to help educators and parents focus on the right things. The NDP underlines the centrality of ANA for many of the changes we wish to see in education. Many would argue that ANA has already succeeded in shifting the culture in the schooling system towards a stronger focus on learning outcomes. Yet experience in other countries has shown that achieving a world class assessment system takes several years.

The Action Plan of 2011 explained the origins of the ANA programme in the sample-based Systemic Evaluation programme first implemented in 2001. Since 2011, ANA has involved the testing of all learners in grades 1 to 6, with the scope expanding to Grade 9 in 2012, and grades 7 and 8 in 2014. In 2011, 2013 and 2014, the sample-based 'verification ANA' was also run. The 2013 and 2014 verification exercises covered all the grades covered in 'universal ANA'. Since 2011, the release each year of the national report on ANA results has been a major event in the education calendar that has sparked considerable debate about the quality of schooling.

During 2013, important external evaluations were made of the ANA programme, at the request of the DBE, with a view to strengthening the programme. On the one hand, an advisory committee of external experts, led by Dr Anil Kanjee, a South African assessment expert with extensive experience inside and outside the country, and including two experts from the United States National Science Council, with in-depth knowledge of the US national assessment system, NAEP[13], provided valuable advice. Moreover, as part a wider partnership between the South African government and the World Bank, experts from the latter with experience in assessment systems in various developing countries, made recommendations for improving ANA.

Both the advisory committee and the World Bank supported having a two-tier approach, but recommended a stronger separation between the two levels, with universal ANA being more focussed on changing practices in schools and classrooms, and 'verification ANA' better focussed on producing performance information that is comparable over time and across provinces. In fact, 'verification ANA' may be an inappropriate name for the latter.

Best practices in other countries have demonstrated that comparable statistics on language and mathematics performance over time need to be obtained through a sample-based testing system, in our case 'verification ANA', as it is only within a limited exercise such as this that it is possible to achieve the required rigour and levels of reliability. To illustrate, the most respected national measure of progress in learning outcomes in the United States is the NAEP programme, which tests a representative sample of just 9 000 learners per targeted grade.

The external experts have warned against attempting to cover too many grades too frequently with 'verification ANA', but have recommended that the testing that does occur should be more rigorous than what is currently the case. A strong focus on key grades, in particular grades 3, 6 and 9, which are all the end points of three-year curriculum phases, is important. Tests need to be 'secure', in other words not freely available to the public. This is necessary because some questions, called 'anchor items', need to be the same from one year to the next, so that proper comparisons across years can be made. If test questions are publicly known, teachers are likely to drill these questions with learners. The 'verification ANA' and universal ANA tests need to be different, even if they are focussing on the same competencies. Ideally, 'verification ANA' results need to be adjusted after the marking process using approaches that follow item response theory (IRT), as is done in SACMEQ[14] and TIMSS[15], to improve comparability. Techniques such as secure

13 National Assessment of Educational Progress.
14 Southern and Eastern Africa Consortium for Monitoring Educational Quality.
15 Trends in International Mathematics and Science Study.

anchor items and IRT scoring are still quite new to the South African education system, but they are necessary given how difficult it is for even the most capable educators to set different tests which are of equal difficulty. Tests need to be at least partly similar, through the use of anchor items, and even then, adjustments in the scores will still be needed. How the process unfolds, from the test design stage to the determination of final scores, needs to be quality-assured by a range of experts, and technical details need to be made public for the resultant performance statistics to enjoy credibility.

The external experts moreover emphasised the importance of maintaining a critical level of independence in the management of the sample-based 'verification ANA' testing and noted that the use of external service providers for the sample-based collections of 2011, 2013 and 2014 was a positive feature.

The advice received by the DBE points to the importance of balancing two needs in the design of the ANA tests: the need to gauge how well learners perform relative to the curriculum of their current grade, and the need to gauge how far behind worse performing learners are. Difficulties relating to the fact that curricula, in particular in developing countries, set standards which are often well above what most learners will cope with in a specific grade, are increasingly being acknowledged by researchers. Tests need to include more 'easy items' so that teachers and researchers can obtain a better idea of exactly what obstacles are faced by learners who are behind in the learning process.

Whilst a key purpose of 'verification ANA' must be to input reliable information into the national education debates, the main purpose of universal ANA should be to assist teachers, parents and school and district managers to understand their teaching and learning challenges better, and to identify what remedial steps to take. One criticism often heard is that there has not been a sufficiently clear statement by the DBE on how school and district staff should use ANA, and how ANA links up to other initiatives such as the national workbooks. What is clearly needed are more user-friendly guides for schools, as well as reports that use the data collected from universal ANA to inform individual districts and schools of where their key challenges lie. At the same time, it has been emphasised that it would be dangerous to make universal ANA a high stakes process, attached to rewards and punitive action, whilst ANA is still relatively new. Countries that have, for instance, attached incentives to their testing systems have done so after many years of allowing the testing system to mature and become respected as a fair measure of performance.

In moving forward, the DBE envisages a number of ANA milestones, based on lessons learnt and careful consideration of the advice received from external advisors and stakeholders. **One priority is to produce a clear policy statement on the basic logic of ANA, including its intended use by teachers, parents and others at the school and district level.** Test design processes need to become more rigorous. **Concretely, the DBE will ensure that starting in 2015, 'verification ANA' tests will be secure and include anchor items.** This will allow for better comparison of results over time, and across provinces. **Adjustment of results using item response theory will moreover be explored, beginning in 2016. In 2015, the DBE will generate district-level ANA reports**, using universal ANA data, as one important step towards better use of ANA at the district and school levels. Finally, the DBE will continue to engage with a range of experts on the optimal approaches to take in ANA and will moreover **evaluate ANA on a regular basis through feedback from teachers, parents and other stakeholders at the school and district levels**.

4.2 e-Education

e-Education is considered one of two key areas of innovation for the basic education sector for a number of reasons. e-Education can involve changing the way schooling occurs in rather fundamental ways, modern information and communication technologies (ICTs) have the potential to improve and diversify learning to a large degree and, finally, ICTs are becoming so widely used in society that an education without them is rapidly becoming an incomplete education. As emphasised in the 2011 Action Plan, e-education for just a privileged minority can exacerbate future inequalities in South African society through the so-called 'digital divide'.

☞ The NDP on the importance of broadband in schools:

... the most crucial enabler of ICT [in schools] is high-speed broadband. (p. 303)

The NDP emphasises how important it is for the state to be pro-active in advancing ICTs amongst all South Africans and thus combating the digital divide. But the NDP also emphasises how important it is for state interventions to be carefully designed. Opportunities have been lost in the past due to poor intervention design and as a result South Africa has to some extent fallen behind comparable countries[16]. Good policy frameworks are needed. Here an important step forward was the release of the 2014 Green Paper on ICTs by the Department of Communications[17]. Progress in e-education is clearly dependent on favourable prices and a good ICT infrastructure in the country as a whole.

There was a slightly better picture in 2014 with respect to ICTs in schools, compared to when the 2011 Action Plan was released. Yet it should be cause for concern that our knowledge of the fairly fragmented yet substantial e-education landscape as it currently exists remains limited. The 2011 TIMSS[18] data confirm that over the past decade or so access to computers in schools improved substantially. In 2011, 49% of Grade 9 learners had access to computers in schools, against 28% in 2002. However, the same TIMSS data reveal that South Africa was in 2011 considerably behind other developing countries, if one compares our 49% to Botswana's 86%, Ghana's 78% and Indonesia's 82% (all 2011 figures)[19]. Access to the internet in schools remains fairly low, at around 9% of learners in 2013, according to the General Household Survey, which since 2009 has tracked household access to the internet through education institutions[20].

At the secondary level, one can expect the number of schools offering the two subjects computer applications technology and information technology to reflect, to a fairly large degree, capacity of schools to take steps towards more e-education in general. Here progress since 2008 has not been good, with the percentage of schools participating in examinations in these two subjects at the Grade 12 level remaining at around 24%. However, one province, Free State, stands out as a success story that the country as a whole could learn from. In Free State, the percentage of public schools offering Grade 12 and either (or both) of the subjects in question increased from 42% to 56% between 2008 and 2012, thanks largely to efforts by the provincial department to establish computer centres in schools. As a result, 56 historically disadvantaged schools started entering students in ICT-oriented Grade 12 examination subjects. In Limpopo, on the other hand, a worrying situation still prevailed where in 2013 only around 6% of public schools with Grade 12 offered one or two of the computer subjects in question, against a figure of 29% for the rest of the country.

As explained in the 2004 White Paper on e-education[21], e-education includes the use of modern ICTs for better education administration. In this regard, the 2013 report *Success by numbers*[22], the outcome of a joint initiative between the DBE and private sector partners, and based partly on interviews conducted by experts with over 300 people working at the various levels of the schooling system, represents a milestone towards understanding how information and ICTs can contribute towards better system administration. The findings and recommendations of this report are also discussed under Goal 27 in the current plan. On the positive side, the report acknowledges the strong commitment within the

16 National Planning Commission, 2012: 190.
17 Government Notice 44 of 2014.
18 Trends in International Mathematics and Science Study.
19 Calculated from the 2011 TIMSS data available at http://timss.bc.edu.
20 The GHS does not differentiate between schools and other education institutions. However, when only households with learners in schools but not students in other institutions, such as universities, are considered, the figure remains around 9%.
21 Government Notice 1922 of 2004.
22 Michael and Susan Dell Foundation, 2013.

system to the use of data to bring about effective management. However, fundamental problems include a widespread culture of unquestioning compliance in many parts of the system, which results in a situation where managers devote a large amount of effort to completing forms and submitting data with little understanding of what the data are used for, or how the effort contributes towards better schooling. This situation leads to data that are often of a poor quality. More consideration of how data will be used, and insistence that data should result in reports that can assist managers at all levels of the system, are needed for e-education progress to be realised. For instance, school principals should, in return for data they submit, receive reports that allow the school community to see how well or poorly the school performs within the district against key indicators. The limited capacity of managers and planners to prioritise represents a further fundamental problem, according to the report. Too many priorities, each linked to complex reporting procedures, are likely to overload the system. As demonstrated by the current plan, and the technical documentation that accompanies it, getting just one indicator right can involve considerable technical work. Clearly, indicators need to be chosen carefully and the number of indicators needs to be limited.

The DBE will, during 2015, release a draft national strategy on e-education for the schooling sector for consideration by the large range of e-education stakeholders in the country. Whilst the 2004 White Paper remains a key guiding document, there remain important gaps, partly because ICTs evolve rapidly over time. Below, four key strategic areas where informed policy guidance is needed for success in e-education are briefly discussed.

Firstly, strategy needs to draw a clear link between greater use of ICTs and achieving the learning improvement goals established by the system. It is easy for the 'hype' generated around ICTs, much of it by vendors, to lead to the mistaken belief that computers and the internet will automatically lead to, for instance, better reading and numeracy skills. Good impact evaluations on past ICT interventions are scarce, but where they exist, they suggest that system-wide interventions in contexts of poverty and weak management need to proceed with much caution, and with effective monitoring of what actually changes 'on the ground'[23]. There are reasons to be hopeful about the impact of ICTs on learning outcomes, but improved access to ICTs must be linked to other elements of school improvement.

Secondly, strategy must be clear on what the available technologies are, and needs to demystify these. It is clear that difficult technology choices need to be made at the national and provincial levels, and these need to be guided by issues such as relative costs, including 'hidden' costs associated with human capacity and sustainability. South Africa should also make use of the opportunity to learn from other countries, in particular developing countries, which are a few years ahead of us in the area of e-education[24]. One thing that experiences elsewhere clearly show is that whilst relatively small-scale projects involving public-private partnerships have been vital for initiating the e-education journey, system-wide investments and regulations are necessary if e-education is to move beyond being 'too little, too expensive, and poorly managed'[25]. Specifically, guidance is needed on the migration from no ICTs in a school, to the use of computer centres (also referred to as 'cyberlabs'), to one-to-one situations where all learners have access to their own device. One thing that makes system-wide projects difficult is that these migrations typically bring about temporary inequities as it is impossible to equip all schools simultaneously. Policy needs to clarify how such temporary inequities are justified within the sector's overall emphasis on an equitable schooling system. Guidance is also needed on standards of internet speed for schools. As emphasised by the 2014 Green Paper on ICTs of the Department of Communication, improving access to the internet in schools needs to be driven partly by demand, which in turn is driven by the quality and quantity of educational materials available online. Guidance is also needed on the complex migration to the greater use of free and open source software (FOSS), something that is prioritised in government policy[26].

Thirdly, e-education involves many players inside and outside government. Strategy needs to be clear on who these players are, and how they collaborate. A structure such as the Ministerial e-Education Advisory Council proposed by the 2004 White Paper is still needed. The Department of Communications is clearly key insofar as it establishes ICT standards for the country as a whole. There is room for the basic and higher education sectors to work more closely together on securing adequate broadband connectivity for all education institutions. Guidance is needed to ensure that

23 For a rare example of an impact evaluation of ICTs on schooling in a developing country context, see Cristia *et al* (2012).
24 For a good example of a report on progress and challenges in a country widely cited as a success story, namely Uruguay, see Fullan *et al* (2013).
25 Farrell and Isaacs, 2007: 3.
26 *Policy on free and open source software use for South African government* of 2006, available at http://www.gov.za.

educational materials developed with public funds, or through public-private partnerships, are freely available online. Schools that have experience in the use of ICTs have established associations which can offer valuable advice on what works best. Even with the introduction of system-wide e-education initiatives, localised public-private partnerships to strengthen ICT use should continue to be encouraged, partly because these partnerships can teach the system valuable lessons. How lessons emerging from these partnerships can be more widely disseminated, but also how schools can be advised on how to enter into beneficial partnerships, need to be made clear.

Finally, it is clear that strategy and planning need to be guided by much better information on the current shape and size of e-education in schools, and on whether existing initiatives are having the intended results. UNESCO's 2009 guide on monitoring e-education progress in schools creates an excellent point of departure for establishing a South African monitoring and evaluation framework[27]. International experience shows that apart from more objective measures of progress relating to, for instance, ratios of learners to computers, it is also important to gather opinions from samples of schools on how they experience new e-education initiatives.

5 Output goals that look at learning outcomes and coverage (Goals 1 to 13)

Goals 1 to 13 deal with specific outcomes of the schooling system, both outcomes relating to enrolment and attainment, and outcomes relating to what learners learn. Amongst the latter, one can distinguish between average performance, or marks, and the proportion of learners surpassing critical thresholds.

Goals and indicators marked with ★★★ are of an especially high priority.

5.1 Goals 1 to 6: Meeting minimum educational standards

Goals 1 to 6 deal with the number or percentage of learners reaching specific standards.

Goal 1	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

As argued in the 2012 report of the DBE's newly established National Education Evaluation and Development Unit (NEEDU)[28], improving the generally very low levels of language and mathematics competencies reached in the Foundation Phase (grades R to 3) requires both fixing the overall functionality of the school, and running interventions aimed at changing teaching practices in the classroom. It is not enough to do just the one. This underlines the inter-connectedness of the various actions described under the goals of this plan.

The NEEDU report points to the fact that although the availability of books has improved in the Foundation Phase, largely through the national workbooks initiative discussed under Goal 19, the shortage or absence of a sufficient variety of reading materials, for instance in the form of graded readers, remains a concern. The Curriculum and Assessment Policy Statement (CAPS), introduced in the Foundation Phase in 2012, has made what teachers need to do much clearer, according to the NEEDU report. However, the NEEDU report also recommends a few additional specifications for teachers, specifically very simple level of effort and performance norms such as the requirement that learners write a specific number of pages per week, or that some assessment of reading should occur using simple speed norms, expressed in words per minute.

The NEEDU report, as well as a special DBE audit of provincial reading improvement interventions, found a worrying tendency for provinces to have official strategies on paper, which were barely known in schools. Only in two or three provinces is there a clear presence within schools of provincially driven strategies to improve language and mathematics outcomes at the Foundation Phase. In response, the DBE has adopted to a more pro-active approach to ensure that all provinces learn from best practices. The NEEDU report moreover emphasised the need for a stronger evaluation culture to test the effectiveness of existing strategies, and for a stronger national focus on developing the required evaluation instruments. For instance, there is a need to adapt tools such as the early grade reading assessments (EGRA) so that they better reflect the structure of our African languages[29].

27 UNESCO: UIS, 2009.

28 See DBE (2013c). See Goal 16 for further details in this report.

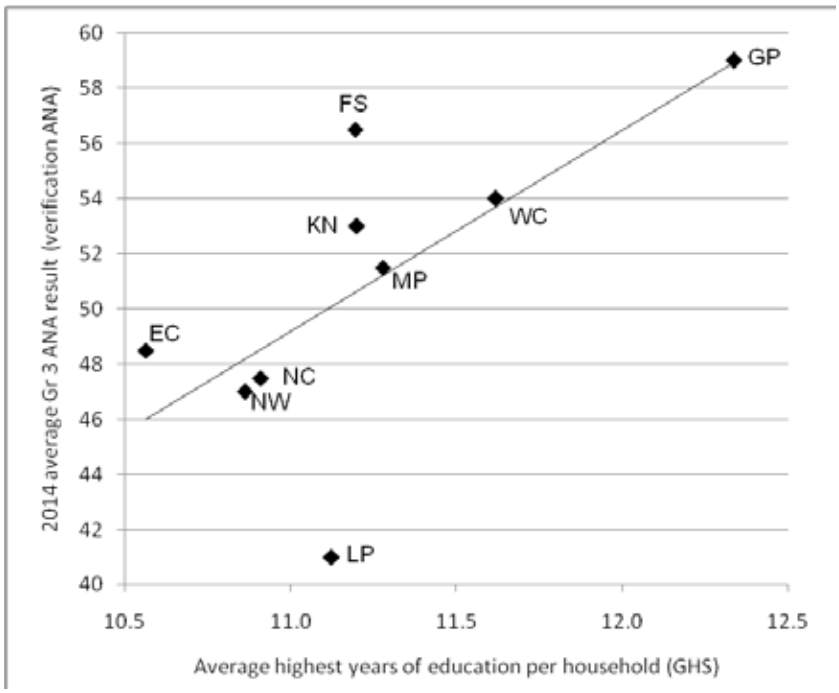
29 See https://www.eddataglobal.org/reading/index.cfm?fuseaction=pubDetail&ID=215 for an example of the EGRA instrument for

★★★ ***Indicator 1.1. Percentage of Grade 3 learners performing at the required* literacy *level according to the country's Annual National Assessments.***

Indicator 1.2. Percentage of Grade 3 learners performing at the required* numeracy *level according to the country's Annual National Assessments.

The 2014 values for the above two indicators, 57% and 56% respectively, were obtained from 'verification ANA' and confirm the seriousness of the problem with under-performance even at the earliest grades. The rankings of provinces with respect to the two indicators remain basically as they have appeared in earlier assessment exercises, with Western Cape, Gauteng, KwaZulu-Natal and Free State performing relatively well, and Limpopo displaying relatively poor results. As discussed in the DBE's 2013 progress report on the sector[30], this ranking is partly to be expected insofar as learners from poorer households typically experience greater barriers to learning and different provinces have different poverty burdens. However, what is telling is that there is a general pattern whereby similarly poor or disadvantaged learners perform better in certain provinces than others and we can expect this to be a reflection of better service delivery. This is confirmed in the following graph, which shows for instance that though learners in Mpumalanga enjoy as much household support, in the form of educated adults, as Free State or KwaZulu-Natal, Mpumalanga's Grade 3 ANA results (the average for the mean scores across the two subjects) were worse than those in the other two provinces.

Grade 3 ANA results and household circumstances



The official ANA reports confirms that the ANA programme has not reached the stage of maturity at which we can be certain about year-on-year improvements. To quote the 2013 ANA report[31], 'no technically defensible comparisons can be made on the results of ANA 2013 to those of previous years although the results of each year are valuable for the year under review.' Similarly, the 2014 ANA[32] report explains: 'The fact that ANA tests are exposed necessitates that a different test is administered every year. This makes it difficult to compare performance from year to year because different tests are likely to yield different results'. It is also worth noting that several of the increases and decreases seen in the provincial ANA results are larger than what one is likely to find in any schooling system[33]. Programmes such as ANA in other countries have typically taken several years to mature. This should not detract from the importance of the process of this kind of programme, which even if not a perfect measurement tool helps schools to focus on the quality of learning and teaching. The DBE's plans for improving the accuracy of the ANA results, whilst preserving the benefits of the ANA process within the school, were summarised in section 4.1.

isiZulu. For a description of the use of the EGRA instrument, see for instance Ralaingita and Wetterberg (2011).

30 DBE, 2013b: 30.

31 DBE, 2013d: 7.

32 DBE, 2014c: 37.

33 Specifically, apparent movements up or down that exceed 0.08 standard deviations are not likely to be true.

Goal 2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.

With respect to this goal, the Annual National Assessments (ANA) focus on mathematics and the languages English and, for around 11% of learners in the Intermediate Phase[34], Afrikaans. These two languages are critical insofar as they are still the only languages used in the non-language subject examinations at the end of Grade 12.

Whilst the general pattern up to Grade 3 is for language and mathematics results to be fairly similar, from the Intermediate Phase onwards mathematics results tend to be considerably lower than language results, as seen in the 2014 national values for the two indicators under this goal: 46% of Grade 6 learners pass the language test, against 32% for mathematics. This is partly due to demands being high in mathematics. The international SACMEQ tests, which focus on Grade 6, reveal that South Africa's ratio of mathematics to language performance is in line with what is found elsewhere.

Since 2012, the English and Afrikaans tests in ANA have each had home language (HL) and first additional language (FAL) versions, meaning the tests have been brought in line with the curriculum. In Grade 6, around 66% of learners take the English FAL test, 22% take English HL, 10% Afrikaans HL and 1% Afrikaans FAL. The fact that home language learners are more likely to pass the test than FAL learners should be seen against the fact that home language learners tend to come from more socio-economically advantaged backgrounds and thus enjoy more educational support in the home.

Since 2012, a key outcome of the ANA process has been a diagnostic report produced by education experts, where they illustrate typical learning problems seen in a reduced random sample of test scripts, and suggest approaches teachers should take to remedy these problems. For instance, the 2013 diagnostic report, hard copies of which have been sent to all schools, indicated that Intermediate Phase learners still frequently fail to think in abstract terms, as reflected in 'count marks' written on scripts. In English FAL, the tests reveal too many learners have a vocabulary that is too small. Building a larger vocabulary is relatively simple to achieve through specific classroom exercises and clearly many teachers should pay more attention to this.

An important shift in 2013, with the introduction of the new Curriculum and Assessment Policy Statement (CAPS) in the Intermediate Phase, was an increase in the weekly time allocation for the fundamental subjects mathematics and languages. By reducing the number of subjects in the Intermediate Phase from nine to six, and extending the total classroom contact time by one hour, it has been possible to increase the mathematics time allocation from 5 to 6 hours, and the overall time devoted to languages (home language and first additional language combined) from 7 to 11 hours. In the CAPS, first additional language (English for most learners) is allocated 5 hours per week.

34 Grades 4 to 6.

★★★ ***Indicator 2.1. Percentage of Grade 6 learners performing at the required* language *level according to the country's Annual National Assessments.***

Indicator 2.2. Percentage of Grade 6 learners performing at the required* mathematics *level according to the country's Annual National Assessments.

The 2014 values for the above two indicators, 46% and 32% respectively, were obtained from 'verification ANA' and confirm the seriousness of the problem of under-performance in the Intermediate Phase. The language statistic of 46% is a weighted average of the home language average pass statistic of 75% and the first additional language average of 36%. See the discussion under the previous goal relating to measurement issues in ANA.

Goal 3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.

The extension of the Annual National Assessments (ANA) programme to all Grade 9 learners in 2012 was an important milestone for the sector. For the first time, it became possible to compare educational outcomes across, for instance, provinces and poverty quintiles, at the Grade 9 level. Though the Grade 9 ANA does not result in a certificate for learners, this remains an option, for instance to facilitate the placement of learners wishing to move from Grade 9 to a further education and training (FET) college. Problems in the movement of learners from schools to colleges persist in the sense that in 2012, only 1% of new students at FET colleges were Grade 9 graduates. The other 99% had completed grades 10, 11 or 12 at school. Yet officially the ideal entrance qualification for students entering FET colleges is Grade 9.

What the Grade 9 ANA has succeeded in doing, however, is to provide a better basis for deciding what subjects learners should take in grades 10 to 12 at school, for instance whether learners are equipped to take mathematics, or whether they should take mathematical literacy.

The 2012 to 2014 ANA results showed that Grade 9 performance in language (English or Afrikaans) and mathematics was well below expectations. However, as argued below, expectations in the Grade 9 ANA mathematics tests seem high by international standards if one considers that a more favourable picture emerges if one uses South Africa's TIMSS[35] data, and TIMSS performance benchmarks. The poor Grade 9 ANA results in mathematics led to a review of the tests themselves to ascertain their appropriateness. An independent review by the Association for Mathematics Education of South Africa (AMESA) concluded in 2013 that test questions used in 2012 were in fact appropriate[36].

Pressure to improve Grade 9 learning outcomes should be seen in conjunction with the simultaneous need to ensure that all children complete Grade 9. Grade attainment has been improving, for instance the percentage of children completing Grade 9 at some point in time increased from 88% to 90% between 2010 and 2013. However, this trend should be accelerated.

★★★ ***Indicator 3.1. Percentage of Grade 9 learners performing at the required* language *level according to the country's Annual National Assessments.***

Indicator 3.2. Percentage of Grade 9 learners performing at the required* mathematics *level according to the country's Annual National Assessments.

The 2014 values for the above two indicators, 22% and 3% respectively, were obtained from 'verification ANA' and are indicative of the problem of under-performance in the senior phase. However, it should be kept in mind that the standard set in the Grade 9 mathematics test in ANA is relatively high, something that becomes apparent if one looks at the TIMSS results. The 2003 wave of TIMSS found that 6% of South Africa's Grade 8 learners achieved at an 'intermediate international benchmark' whilst 10% achieved at a 'low international benchmark'. These figures are considerably higher than the 3% figure emerging from ANA. The corresponding figures for South Africa's TIMSS Grade 9 results (which are available for 2002 and 2011) are difficult to interpret as one is using a Grade 8 benchmark for Grade 9 learners, but what is clear is that achievement of particular benchmarks has improved over time, off a low base. For instance, the

35 Trends in International Mathematics and Science Study.
36 See report at http://www.amesa.org.za/AMESA_Gr_9_ANA_report.pdf.

percentage of Grade 9 learners attaining the low (Grade 8) benchmark of TIMSS moved from 6% to 15% between 2003 and 2011. The level of Grade 9 mathematics achievement is undoubtedly low in South Africa, but ANA could have over-stated the problem. This is not surprising, given the newness of ANA in Grade 9. See the discussion in section 4.1 on ongoing improvements in the ANA methodology.

Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.

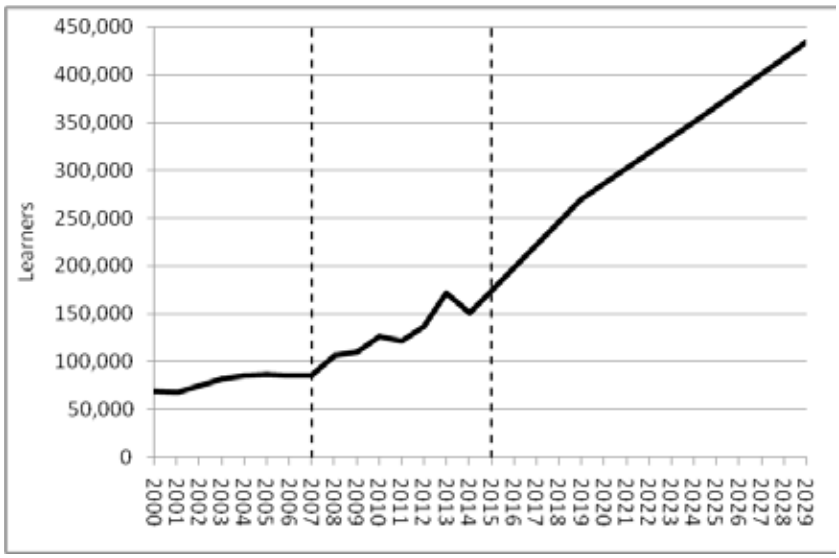
Attainment of a Bachelors-level pass in Grade 12, in the pre-2008 system referred to as attainment of a 'matric exemption', is an important goal for many students. Whilst the lower level of attainment that permits studies at the Diploma level still permits a learner to study at a university, it is only with a Bachelors-level pass that access to the full range of university studies becomes possible, subject to further possible requirements that specific faculties at universities may impose. In many ways, the numbers of youths achieving a Bachelors-level pass is more important for national development than the number of youths achieving a simple pass, or the National Senior Certificate. This is implicit in the NDP, with its emphasis on expanding the post-school sector and specifically Bachelors and post-graduate enrolments at universities.

Achieving a Bachelors-level pass requires a learner to obtain a minimum of 50% in all of the four non-language subjects taken, with the further requirement that the four subjects should be from a set of more academically-oriented subjects (for instance, the subject computer applications technology is not included in the set, whilst the more academic subject information technology is). The 2014 report of a Ministerial task team (discussed further under Goal 13) has recommended that the requirements for a Bachelors level pass should be made even more stringent. This recommendation is being carefully considered. Yet it should be kept in mind that achieving a Bachelors level pass is only a first hurdle for students, given that universities are increasingly imposing additional academic hurdles specific to certain areas of study.

★★★ ***Indicator 4. Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.***

As explained in section 3, the value for this indicator has increased substantially, from around 110 000 to 151 000 between 2009 and 2014, and in 2014 fell short of the national target set in the 2011 Action Plan by 24 000 learners, or 14%. The 2014 value was nonetheless the highest value for this indicator seen since 2000, if one discounts the exceptionally high 2013 value of around 172 000. Despite the fact that the 2014 target was not met, the strong upward trajectory over the longer term encouraging, given the need for substantial increases in university enrolments expressed in the 2013 White Paper on post-school education. The following graph illustrates the long-term improvement that has occurred with respect to this indicator since 2000, when the number of Bachelors-level passes was less than half of what it became in 2014. The graph also illustrates future targets. These targets have been adjusted upwards, relative to the 2011 Action Plan, to cater for new and ambitious targets for university enrolments set in the NDP. (The two vertical broken lines refer to the last year of the previous curriculum and the first year where a target value is used.)

Grade 12 Bachelors level passes



The exceptionally high values for this indicator, and for other Grade 12 examinations indicators, seen in 2013 raise important questions. What is clear is that the number of examination candidates rose sharply in this year, by 10% between 2012 and 2013. Moreover, the percentage of examination-takers who achieved a pass and a pass at the Bachelors level also rose. There were thus two factors at play, more candidates and higher levels of achievement amongst candidates. Why these two trends should have been so exceptional in 2013 is still a matter for analysis, but what is clear is that the 2014 figures display an improvement relative to 2012, and relative to earlier years. Not only is the 2014 figure for Bachelors level passes higher than in 2012 or any previous year, the same can be said for the number of NSC passes in general. Closer analysis of the 2012 and 2013 examinations data reveals that a large increase in the number of younger examination candidates aged 16 at the start of the year (so they turned 17 in 2012 or 2013) accounts for most of the overall increase in the 2013 candidates.

Goal 5	Increase the number of Grade 12 learners who pass *mathematics*.

As discussed below in the box dealing with indicator values, progress with respect to this goal should have been better. However, building teacher capabilities in the teaching of mathematics and translating this into better learner competencies is necessarily a gradual process. Moreover, the introduction of the new CAPS curriculum provisions in Grade 12 during 2014 brought new topics into the Grade 12 mathematics syllabus, creating challenges which had not existed previously[37]. There is no reason to doubt that efforts in recent years to strengthen mathematics will yield results in future years, in particular considering the improvement seen in Grade 9 mathematics according to TIMSS. However, the emphasis needs to be not just on increasing the number of Grade 12 mathematics passes, but also on increasing the number of learners with high mathematics marks. In response to this need, in 2013 the official Grade 12 examinations report included for the first time details on mathematics distinctions, or learners achieving a mark of 80% or above.

Greater success in mathematics in Grade 12 is obviously dependent on many of the interventions, current and planned, described throughout this document and targeting all the school grades. A good foundation before Grade 12 is clearly crucial, yet for various reasons 'last minute' interventions in Grade 12 will continue to warrant considerable attention as learners prepare for their examinations. 'Matric camps' offering additional classes for learners, often organised by government in partnership with universities and NGOs, have become more common and better organised in recent years, and feedback from stakeholders has tended to be very positive. Another intervention in recent years that has been widely welcomed was the distribution of the newly developed Siyavula mathematics textbooks to all grades 10 to 12 learners in 2012, and continued distribution during subsequent years. The innovative production process for these books has succeeded in making them freely downloadable online, has reduced the unit cost of printed copies by around 75% relative to regular textbooks and has ensured content of a high standard. The books were produced by the DBE in partnership with a number of organisations and companies, including the Shuttleworth Foundation[38]. In a few provinces, the decision has been taken to let the Siyavula books replace regular textbooks.

37 Specifically, Euclidean geometry was examined for the first time in Grade 12 in 2014.
38 For further details see http://www.siyavula.com.

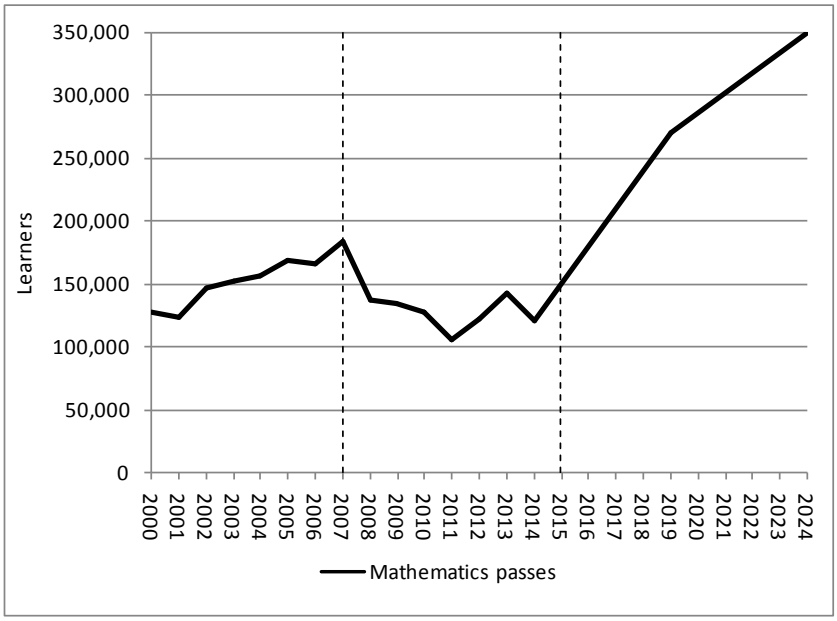
In 2014 a Ministerial task team established to look into an updated 'MST' (mathematics, science and technology) strategy for the country made its report public[39]. The new strategy, to be released in 2015, will prioritise the following: the establishment of a national office to champion MST in schools and bring greater coherence to the planning of MST; stronger partnerships between the various stakeholders, including universities; a greater use of e-education to promote MST development; consolidating and re-orienting certain aspects of the longstanding Dinaledi school intervention programme; and strengthening the design and use of the diagnostic reports that the DBE has been producing following each Grade 12 examination[40] (these reports are similar to the ANA reports discussed under Goal 2).

Clearly, all efforts to strengthen mathematics must pay special attention to overcoming the devastating legacy of apartheid which, despite improvements over the years, is still evident in facts such as that only 46% of learners with mathematics distinctions in the 2013 Grade 12 examinations were black African, though 83% of all examination candidates were from this population group.

Indicator 5. Number of Grade 12 learners passing mathematics.

Despite improvements in the number of learners qualifying for university entrance (see the previous indicator), it must be noted that this has not been accompanied by a similarly large improvement in the number of Grade 12 mathematics passes in general, or passes at a high level. However, the downward trend in the number of mathematics passes after the introduction of Revised National Curriculum Statement in Grade 12 in 2008, as the system adjusted to the new curriculum, has been reversed and the current trend is more or less in line with the future targets set in the 2011 Action Plan, and maintained in the current plan (see graph below). However, the number of very good passes remains worryingly low. For example, in 2014 the number of mathematics distinctions, or mathematics passes achieving at least 80%, was 7 216 which, though an improvement on the 2012 figure of 6 591, is not sufficient to maintain the level of high-level mathematics skills the country needs. The number of Grade 12 mathematics learners in 2014 achieving at least 70%, a mark often considered a minimum for entry into university studies in a field such as engineering, was around 18 000.

Grade 12 mathematics passes



(In the above graph, figures up to 2014 are actuals, whilst figures from 2015 are targets. A vertical dotted line appears at 2007 as this was the last year of the outgoing curriculum.)

39 See report titled *Investigation into the implementation of maths, science and technology* on the DBE website. The outgoing MST strategy is from 2001 and is titled *National strategy for mathematics, science and technology education in general and further education and training.*

40 See for instance the 2013 *National Senior Certificate examination: National diagnostic report* available on the DBE website.

Goal 6	Increase the number of Grade 12 learners who pass *physical science*.

Most of the discussion presented for the previous goal, which dealt with Grade 12 passes in mathematics, applies to this goal too. In particular, the Siyavula textbooks covered both mathematics and physical science and hard copies for both these subjects were distributed to learners.

Indicator 6. Number of Grade 12 learners passing physical science.

Like the indicator on mathematics passes, this indicator experienced a decline following the introduction of the new curriculum in 2008, but from 2010 there has been a steady improvement, with the value in 2014 reaching around 103 000 learners. As with other Grade 12 examination indicators, there was a spike in 2013 of around 143 000 learners. Attaining originally established targets remains a possibility. The positive signs seen in the 2011 TIMSS results with regard to mathematics were also seen in science. Again, this suggests that ongoing gains made in lower grades will be translated into Grade 12 improvements in future years.

5.2 Goals 7 to 9: Improving average performance

Goals 7 to 9 focus on improvements in the average performance of learners within two key international testing programmes.

Goal 7	Improve the average performance of *Grade 6* learners in *languages*.

The discussion of the SACMEQ[41] indicator values appearing in the box below serves as a reminder of the enormous task still facing the country when it comes to improving reading and language competencies at the primary school level. Apart from SACMEQ, an international testing programme which examines language in South Africa at the primary level is PIRLS[42]. South Africa has participated in this programme in 2006 and 2011. Importantly, South Africa's results for these two years are not comparable. In 2011 South Africa, together with Botswana and Colombia, switched from the main PIRLS test to a new so-called pre-PIRLS test, a test designed specifically for developing countries with many learners performing at rather low levels[43]. The main PIRLS test is designed mainly with rich country contexts in mind.

Indicator 7. Average score obtained in Grade 6 in language in the SACMEQ assessment.

SACMEQ was run again across fifteen Southern and East African countries in 2013. Preliminary results will become available during 2015, which will allow South Africa to gauge in which areas of Grade 6 English (or, for some learners, Afrikaans) improvements have occurred, and in which areas the largest challenges lie. The SACMEQ mean for language in South Africa saw a movement from 492 to 495 between 2000 and 2007, a change that is too small, given the size of the sample, to be statistically significant. Of the 15 countries, South Africa was in position 10 with respect to the national reading average. The results from the 2013 testing will be crucial in determining whether the strong emphasis on improvement interventions since 2007 in the form of, for instance, national workbooks and clearer curriculum guidance, have borne fruit, and whether further change or continuity is required.

Goal 8	Improve the average performance of *Grade 6* learners in *mathematics*.

One of the great benefits with the SACMEQ testing programme is that it includes the testing of Grade 6 teachers, using tests that partially repeat questions appearing in the learner tests. This has provided education planners with an invaluable insight into what areas to focus on in developing teachers. As argued in the 2012 NEEDU report, 'teachers cannot teach what they themselves don't know'[44]. One key pattern observed in the results of the 2007 SACMEQ

41 Southern and Eastern Africa Consortium for Monitoring Educational Quality.
42 Progress in International Reading Literacy Study.
43 See Mullis, Martin, Foy and Drucker (2012: 39). Note that the 421 PIRLS score attributed to 'Eng/Afr (5) – RSA' on the same page is not derived from a nationally representative sample of South African schools, but instead from a sample of only those schools using English or Afrikaans as a language of learning and teaching (medium of instruction) in grades 1 to 3 (Howie *et al,* 2012: 7). Such schools comprise roughly a quarter of South Africa's primary schools.
44 DBE, 2013c: 25.

teachers tests is the exceptionally poor level of mathematics performance of teachers in three provinces: Eastern Cape, Mpumalanga and Limpopo[45]. The professional development activities outlined under Goal 16 are clearly of special importance for these provinces.

Indicator 8. Average score obtained in Grade 6 in mathematics in the SACMEQ assessment.

What was said for the previous indicator applies for this indicator too. The change from 486 to 495 between 2000 and 2007, whilst larger than the change in language, was too small to be an unambiguous sign of an improvement. When SACMEQ 2013 results become available in 2015, these will create a crucial basis for evaluating interventions introduced to improve mathematics after 2007, partly in response to the disappointing 2007 SACMEQ results.

Goal 9	Improve the average performance of Grade 9 learners in *mathematics*.

Goal 9 is the only goal, out of the 27, that has changed following the 2011 Action Plan. The grade for this goal changed from Grade 8 to Grade 9 because the focus grade in TIMSS[46] changed for a few developing countries, including South Africa. In 2002, South African learners were tested in both grades 8 and 9[47]. In 2011, only Grade 9 learners were tested, as the tests were considered more meaningful for this grade. It should be remembered that the TIMSS tests are set at a relatively high standard which is most relevant for schooling systems in developed countries. Apart from South Africa, Botswana and Honduras tested Grade 9, and not Grade 8, in TIMSS 2011.

It is important that inaccurate comparative statistics on educational performance should not cause panic and confusion. Unfortunately, for several years the World Economic Forum (WEF) has published tables with misleading rankings of countries against key education indicators, tables which have received considerable attention in the South African media. For instance, in 2014 the WEF ranked South Africa last out of 148 countries with respect to the 'quality of math and science education'[48]. Rankings such as this by the WEF are based on the opinions of selected business leaders, who rate the education system on a scale from 'extremely poor' to 'excellent'. Given government's own admission that educational quality is a serious national challenge and the availability of educational quality data in South Africa, it is not surprising that interviewees should respond as they do. However it is problematic to use responses of this nature to compile international rankings in education. Whilst South Africa has performed poorly in, for instance, the TIMSS tests, countries participating in TIMSS tend to be countries which take education rather seriously. Around half the countries in the world, generally countries with particularly weak education systems, do not participate in any international testing system.

Indicator 9. Average Grade 9 mathematics score obtained in TIMSS.

As discussed in section 3, improvements in the country's Grade 9 TIMSS results between 2002 and 2011, from 285 to 352 TIMSS points, represent the most compelling evidence that the quality of learning and teaching is improving in South Africa's schools. The 2011 level of performance is still low, but there is a trend in the right direction, and the trend is roughly as fast as one might expect. One can regard improvements in a key subject such as mathematics as an indication of a general improvement across the entire curriculum, given the inter-dependence of subjects. Improved mathematics results are almost certainly also a reflection of improved language skills, which in turn influence results in all subjects.

45 Moloi and Chetty, 2010: 50.
46 Trends in International Mathematics and Science Study.
47 Whilst the international TIMSS documents refer to TIMSS in 2003, not 2002, and most TIMSS countries tested in 2003, in South Africa the 'TIMSS 2003' testing actually occurred in 2002.
48 World Economic Forum, 2013.

5.3 Goal 10: Compulsory schooling

Goal 10	Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

Though very few children aged 7 to 15 are not attending an education institution, the approximately 1% who do not must remain a concern, as should irregular attendance. The high enrolment ratios in South Africa for children aged 7 to 15 has tended to hide the fact that around 15% learners do not complete Grade 9, the grade a learner should have reached by age 15 assuming no grade repetition (see discussion under Goal 13). The problem is that many learners do repeat grades and drop out at around age 15 without having reached Grade 9 yet. This problem needs to be tackled largely through education quality interventions which strengthen the capacity of teachers and give all youths a sense of hope in their schooling. Without this hope, learners easily fall prey to a variety of social ills, including substance abuse. The LURITS[49] system, which keeps a record of each individual learner in the public and independent schooling systems, continues to be an important tool for understanding the phenomenon of dropping out and for developing strategies to follow up on the most serious cases.

Indicator 10. Percentage of 7 to 15 year olds attending education institutions.

Values for this indicator, across all provinces, remain close to 100%, according to the General Household Survey, which asks whether household members are 'currently attending any educational institution'. No province has a value below 98,0%. Yet this is an indicator that the system needs to continue paying close attention to, partly because it is clear that some learners are not receiving the schooling they should. Related indicators, such as those dealing with absenteeism and time spent on learning at school, need to be considered in conjunction with this indicator.

The findings of the 2011 national population census of Stats SA point to enrolment ratios for children which are a few percentage points below what is found when Stats SA's General Household Survey datasets are used. For instance, the census points to the percentage of 14 year olds enrolled in an education institution as being 95,5%[50]. These kinds of discrepancies between the census data and the GHS have been observed before. Analysis of individual records in the census data have indicated that even highly educated parents apparently have young children who are not in any kind of education[51]. This seems very unlikely and is the reason why the DBE uses enrolment ratios derived from the GHS for planning purposes.

5.4 Goal 11: Access to ECD and Grade R ★★★

Goal 11 ★★★	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

Though figures vary somewhat, it is clear that access to ECD below Grade 1 is improving. The General Household Survey (GHS) points to 96% of all first-time Grade 1 learners in 2014 having received schooling in the previous year. In 2009 this figure was below 85%[52].

Even below Grade R enrolment has been increasing, as indicated by the percentage of enrolled four year olds, which rose from 59% in 2009 to 75% in 2013 according to the GHS. The NDP indicates that this figure should reach 100% as a year of schooling below Grade R becomes universal.

Whilst improvements in the numbers are clearly a move in the right direction, in the NDP and elsewhere concerns have been raised about how to monitor and improve the quality of ECD so that it truly strengthens schooling in the later grades. The Department of Performance Monitoring and Evaluation (DPME) of Presidency has completed a study which looks at the impact of the introduction of Grade R in a school on subsequent Annual National Assessments (ANA) results[53]. The results are mixed. In some schools Grade R has contributed towards better learning, but in other schools

49 Learner Unit Record Information Tracking System.
50 Figure 3.14 in statistical release P0301.4, available on the Statistics South Africa website.
51 Gustafsson, 2012: 12.
52 DBE, 2013b: 6.
53 Presidency, 2014.

it has not. Clearly one cannot take it for granted that Grade R is always quality Grade R. It should be emphasised, however, that Presidency's evaluation focuses largely on the impact of the average Grade R service as it existed in the 2005 to 2011 period[54]. Important quality enhancement initiatives have occurred since then, including the introduction, in 2013, of new full colour Grade R workbooks, in line with the books distributed annually for Grade 1.

A number of interventions to improve the quality of ECD have been initiated, and a key challenge in the coming years will be to strengthen these. The DBE will continue to distribute workbooks to all learners each year. Challenges include further improvement of materials on the basis of an extensive evaluation that was concluded in 2012. This evaluation showed that 90% of schools received resource packs in 2011, that on the whole teachers were very positive about the materials, that around 70% of schools used the packs, but that certain improvements were necessary, for instance clearer teacher guides.

Several universities have started offering a National Diploma for pre-school teachers, partly in response to consultations with the DBE. **The professionalisation of pre-school teachers needs to continue.**

ECD continues to be the programme in the provincial budgets with the strongest budget growth[55]. **Good planning will be needed to deal with the estimated 6% of public schools in 2014 which were still not able to cater for community demand for Grade R.**

Presidency's *Diagnostic review of early childhood development*[56] provides a comprehensive outline of the range of ECD challenges, from stunting arising out of malnutrition, to the need for cognitive development. An important milestone was the release in 2013 of the National Curriculum Framework[57] for children from birth to age four. **This document, produced in collaboration with UNICEF and drawing from international best practice, needs to form a basis for better monitoring of the quality of ECD at age four and below, and the design of interventions.**

★★★ ***Indicator 11. The percentage of Grade 1 learners who received Grade R.***

By 2014, about 96% of Grade 1 learners had received a year of Grade R education in the previous year according to the General Household Survey. Five years previously the value stood at 85%. There has thus been steady progress towards the ideal of universal Grade R. Whilst household data need to remain a key source for this indicator, given the variety of settings for Grade R, data collected from schools should also be used. As monitoring of the quality of ECD improves, reporting against minimum standards needs to be increasingly used.

5.5 Goals 12 to 13: Improving grade attainment

The following two goals deal with ensuring that more learners succeed in moving through the grade system without repeating grades, and that fewer learners drop out before Grade 12.

Goal 12	Improve the grade promotion of learners through Grades 1 to 9.

South Africa's grade repetition levels remain lower than in other countries in the region, and reductions in grade repetition have been more pronounced than elsewhere. Specifically, in 2000, 42% of South Africa's Grade 6 learners had repeated some grade in the past, against 48% across other countries in Southern and East Africa. By 2007, the figure for South Africa had improved to 29%, against 40% for the rest of the region[58]. The indicator values discussed below suggest that after 2007, the situation has improved further.

54 The impact evaluation focussed on the impact of past Grade R enrolment patterns, at the school level, on ANA results for grades 1 to 6 in the years 2011 and 2012.
55 2012 report produced jointly by DBE and UNICEF titled *Public expenditure analysis for the basic education sector in South Africa*.
56 Richter, 2012.
57 *National early learning and development standards for children birth to four years (NELDS)*, produced by the DBE.
58 DBE, 2013f: 22.

Indicator 12.1. The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).

Indicator 12.2. The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).

Due to improvements in the way the age of learners is monitored in the Annual Survey of Schools, it has become easier to monitor compliance against age-grade norms. The data indicate, for instance, that the percentage of learners who turned 12 in the previous calendar year and who were in Grade 7 or a higher grade (the second of the two indicators above) improved from 61,3% to 63,1% between 2010 and 2013[59]. In the absence of any grade repetition or late entry into Grade 1, these figures would be 100%. The 2013 value for the first of the two indicators was 73%. For both indicators, values vary considerably across provinces, with Gauteng displaying the most favourable values during the 2010 to 2013 period. It is important to bear in mind why upward trends for these indicators are desirable. Better alignment between age and grade in the schooling system, apart from pointing to less grade repetition and thus, hopefully, better learning in the case of individual learners, is important insofar as a wide range of ages within the same class is known to exacerbate discipline problems.

Goal 13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

Getting more learners to obtain the National Senior Certificate (NSC) on successful completion of Grade 12 in a school, or some equivalent qualification outside the schooling system, is widely considered an important prerequisite for improving economic growth and reducing income inequality in South Africa[60]. Yet as attainment of twelve years of education is improved, it is important to continue current efforts to ensure that all South Africans successfully complete Grade 9, the last grade of the General Education and Training (GET) band of the curriculum. Around 15% of South Africa's poorest youths were still not completing Grade 9 in around 2011[61].

Successful completion of Grade 12, or an equivalent non-school level, is not easy to monitor, partly because fluctuations from one year to the next can be the result of changes in enrolment and grade repetition patterns occurring as much as a decade previously. The important thing is the general pattern. This general trend has been an upward one, though a slow one. In the period 2000 to 2014, on average the number of NSC passes has risen by around 10 000, or 3%, per year. Whilst this does signal progress, this increase is only around half as large as what is required to keep up with official targets. Far too few youths obtain an education qualification, of any kind, and much must still be done, within the schooling system and in the Further Education and Training (FET) college sector to address this problem.

There has been much debate in recent years around whether the standards of the Grade 12 examination system are sufficiently high. This prompted Umalusi, the examinations quality assurance body, to release, in 2011, the NSC marks standardisation process for the first time ever. In 2013, the Minister of Basic Education set up a task team to investigate the quality of the NSC. The team's report, released in 2014, pointed to a number of quality and structural concerns which it thought should be addressed. For instance, it argued that criteria for achieving specific classes of the NSC, such as a Bachelors level pass, be made more stringent, that the vocational routes within the examination be expanded, and that special attention needed to go to upholding high and common standards across the various official languages. Importantly, the report also indicated that 'The standard and quality of the NSC is improving'[62]. The Minister has broadly accepted the task team's recommendations, including the important recommendation that stability in the examination system is required, implying that many changes would have to be phased in gradually. The DBE needs to ensure that learners in different years are not unfairly discriminated against and that there is no confusion amongst post-school institutions and employers as to the meaning of the NSC, including the meaning of the subject-specific achievement symbols.

59 See Appendix B of the current plan.
60 See for instance Branson, Garlick, Lam and Leibbrandt (2012).
61 DBE, 2013b.
62 DBE, 2014b: 5.

There is little disagreement between the various stakeholders, including government, around the need to increase the number of Grade 12 learners achieving high marks in key subjects, as opposed to just passes (see the discussion under Goal 5 concerning mathematics). What is more a matter of debate is how changes in the Grade 12 marking and pass criteria might encourage teachers and learners to aim higher.

All of the goals 14 to 27 in this plan on how to improve the quality of schooling contribute in some way towards getting learners to achieve the NSC. It has become increasingly accepted that whilst some results can be achieved through 'last minute' interventions targeted at the final years of schooling, it is only through improving learning and teaching at the primary level that large improvements at the exit point of the schooling system will be seen.

One important initiative aimed at making the grades 10 to 12 subject mix more responsive to the interests of a variety of students is the Technical Secondary Schools Recapitalisation Grant. This grant focuses on increasing access to the four technical and vocationally-oriented subjects engineering graphics and design, civil technology, electrical technology, and mechanical technology. Statistics from the 2013 Grade 12 examinations indicate how little change there has been since the apartheid era in the taking of these subjects. Almost half, specifically 46%, of white male learners took at least one of these subjects, compared to 5% of black African male learners. Across all races, males are three times as likely to take a technical subject as females. Clearly there is a need for more black and female students to take these subjects. Around 16% of public schools offering Grade 12 offer at least one technical subject. These schools are relatively well distributed across the country. It has been estimated that just by increasing participation in technical subjects within these schools the number of learners taking technical subjects can be tripled.

An initiative started in 2012 to improve the ability of Grade 12 learners to prepare for the year-end examinations was the distribution of the newly designed *Mind the gap* study guides. What stands out about this initiative is that it was subjected to a scientific impact evaluation which indicated that learners who received the guides performed significantly better in the examinations than learners who did not[63]. These results have led to a more widespread distribution of the study guides.

Career guidance, occurring inside and outside the subject life orientation, is important for ensuring that learners select appropriate subject combinations as they enter Grade 10 and that in general learners feel motivated to achieve good results in the Grade 12 examinations. There are a number of initiatives under way to strengthen career guidance, some of them the result of partnerships with employers. But good career guidance needs to become more accessible to learners. Work in this area has been facilitated by a 2012 policy framework for strengthening career guidance, produced through a multi-stakeholder process[64]. Materials aimed at getting appropriate learners to consider teaching as a career have also been improved[65].

Indicator 13.1. The percentage of youths who obtained a National Senior Certificate from a school.

Indicator 13.2. The percentage of youths who obtained any FET qualification. (This is an indicator of concern to DBE and the Department of Higher Education and Training.)

The first of these two indicators stood at around 42% in the 2009 to 2011 period, according to the DBE's analysis[66]. There are difficulties both on the side of the numerator and the denominator of this indicator. The number of National Senior Certificates (NSCs) obtained each year is influenced by a variety of factors, including results of the supplementary examinations following the main year-end examinations, the results of part-time students, and Independent Examinations Board results. The DBE is working on establishing a more integrated reporting system that would incorporate all these NSC strands. With respect to the denominator, any calculation of the indicator value needs to make adjustments to deal with obvious discrepancies between the population figures and enrolment figures. Despite these difficulties, the indicator values reported by the DBE can be considered sufficiently reliable, at most about a percentage point off the true value.

63 See DBE (2013e).

64 See *Framework for cooperation in the provision of career development services in South Africa* at http://www.saqa.org.za/docs/pol/2012/Framework_for_Career_Development_Services_2012.pdf.

65 See for instance *Information guide on initial teacher education: Make a difference... become a teacher* available at http://www.education.gov.za.

66 See DBE (2013b).

The value for 2014 was estimated to be 45%, based on an examination of recent trends with respect to the number of NSC recipients, the size of age cohorts at around the age 18 point and ratios derived from the General Household Survey datasets. The method for arriving at the 2014 national and provincial baseline figures seen in the indicator tables at the end of the plan is essentially the same what was used for the 2013 progress report (DBE, 2013e).

The second of the two indicators should reflect the value of the first indicator, plus those youths who do *not* obtain the National Senior Certificate but do obtain some other Further Education and Training (FET) qualification. It is still difficult to estimate this latter figure, partly because when respondents to household surveys indicate that their highest level of education is a qualification from an FET college, it is not clear whether this individual *also* has an NSC. Many do, as reflected in the fact that between a half and three-quarters of public FET college students in 2013 had received the NSC previously. The available data suggest that the difference between the two indicators is not more than two percentage points at the national level. This informs the values seen in the appendix of this plan.

6 The goals dealing with the *how* of improving schooling (Goals 14 to 27)

Goals 14 to 27 deal with the *how* of achieving the 13 output goals described above. They thus deal with matters relating to teachers, class sizes, classroom practices, educational materials, and school management and governance. For a more in-depth discussion of how these factors contribute towards better schooling in the South African context, and how the link to each other, see the 2011 Action Plan.

6.1 Goal 14: Supply of young teachers

Goal 14	Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.

The basic education sector, like so many sectors in the economy, continues to experience problems attracting enough young and appropriately skilled people. The indicator values for this goal (see below) reflect the seriousness of the problem. The number of young people joining the teaching profession is still only around two-thirds of what it should be. The DBE's data indicate that the shortfall is partly being covered by the entry of older qualified teachers. However, it is also clear that a substantial number of schools are unable to fill posts, in particular in relation to certain subject specialisations such as mathematics and African languages.

A positive development has been the increase in the number of graduates in initial teacher education from around 6 900 in 2010 to 17 500 in 2014, a 150% increase. Further improvements are envisaged[67], partly due to the opening of new teacher training campuses at the old teacher training colleges. Implementation of the latter started in 2013 at the newly established University of Mpumalanga.

To reinforce these trends, the DBE is exploring with Treasury the possibility of further increases in spending on the Funza Lushaka bursaries for prospective teachers, given that growth in real terms in this budget is lower than expected growth in the number of new teachers. The NDP in fact points to the need to expand the bursary programme. Moreover, better ways of ensuring that all Funza Lushaka teachers are placed in public school teaching posts are being explored, partly by making it easier to transfer surplus teachers in one province to another province.

Currently most young people studying to become teachers are not Funza Lushaka bursary recipients, and it is clear that a holistic strategy that goes beyond Funza Lushaka is needed. Communication is an important element of this strategy. Factors which make teaching a rewarding profession, including opportunities to influence young people's lives and build a better, more equitable nation, should be properly communicated to young teachers-to-be.

67 The target for 2016/17, in the 2014 annual performance plan of the Department of Higher Education and Training is 20 600.

Indicator 14. The number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time during the past year.

Analysis of the payroll data indicate that around 6 800 new, qualified teachers, aged 30 and below, entered the public schooling system in 2014. As explained in Appendix A, due to the phenomenon of multiple entry and departure amongst many young teachers, it is important to consider several years of data at once when obtaining values for this indicator. The 6 800 figure falls short of the 8 000 target for 2014 appearing in the 2011 Action Plan. The inflow of young teachers into the system remains one of the most serious challenges confronting the DBE, but also the Department of Higher Education and Training. Part of the problem arises from the general shortage of university-ready youths in recent years, a shortage which affects all professions. As was seen earlier in this plan, that situation has been improving, in particular with the large increases in recent years in learners qualifying for Bachelors level studies.

6.2 Goal 15: Teacher availability and class sizes

Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

The availability of teachers in schools and classrooms has not improved across the schooling system in any substantial sense. Challenges such as excessively sized classes remain serious. As reflected by the first indicator for this goal (see below), in 2013 35% of learners were in classes with more than 45 learners. This is only slightly better than the situation in 2009. Around 10% of schools do not have all educator posts filled, with the average vacancy rate in these schools being 6%. One key factor which has made placing an adequate number of teachers in schools difficult is substantial enrolment growth in recent years. Between 2010 and 2013 enrolments in Grade 1 in public schools grew by 9% and this increase has since moved up the grades. Analysis conducted by the DBE has established that the bulk of this increase is due to larger age cohorts, in other words population growth, and not other possible factors such as 'ghost learners' (inflation of learner numbers by school principals) or higher levels of grade repetition.

As explained in the 2011 Action Plan, the dynamics of teacher availability are complex and are inextricably linked to other goals in this plan. The under-supply of teachers (see the previous goal) is a part of the problem, but poor management of teacher time within schools also exacerbates the situation. A key policy governing teacher availability is the post provisioning policy, which in a narrow sense is the formula that determines how many educator posts each school receives, though the entire post provisioning system includes incentives paid to teachers to teach in remote areas, the procedures governing who gets to be appointed as an educator within each school, strategies to retain teachers within the public system, and the rights of teachers when enrolments decline and teachers must move. Moreover, ensuring that the number of posts allocated to each school is in line with the number of physical classrooms is important. In 2013, the DBE, with support from UNICEF, completed a major review of the post provisioning system, using the services of experts from the consulting firm Deloitte. This places the DBE in a far stronger position to make changes to the existing system, a process that will require a careful balancing of various elements, including the teacher salary structure and provincial budgets. Increases in the purchasing power of teachers, which were necessary (see goal 17 below), have placed considerable budget pressure on provincial departments. For example, in Gauteng spending on personnel as a percentage of all recurrent spending is expected to rise from 87% to 89% between 2013 and 2016, with an increase from 88% to 90% expected in Mpumalanga[68].

68 *Estimates of provincial revenue and expenditure* for the two provinces, released in 2014.

Indicator 15.1. The percentage of learners who are in classes with no more than 45 learners.

Indicator 15.2. The percentage of schools where allocated teaching posts are all filled.

In 2009, 64% of learners in public ordinary schools were in classes not exceeding 45 learners, according to the Annual Survey of Schools. In 2013, this national statistic stood at 65%, in other words a third of learners remained in classes which were clearly too large using a 45-learner cut-off. For all provinces the indicator value remained more or less constant between 2009 and 2013. The curriculum phase that experienced the largest improvement was the Intermediate Phase (grades 4 to 6), where the percentage of learners in classes of 45 or fewer learners rose from 64% to 71% between 2009 and 2013. In 2013, extremely large classes of over 60 learners remained a serious problem. For instance, the percentage of grades 1 to 7 learners in such classes in Eastern Cape was 13% in 2013. Nationally this figure was 6%.

Turning to the second indicator, unfilled teaching posts clearly do contribute towards over-sized classes. The School Monitoring Survey has permitted a more accurate picture of the size of the vacant posts problem, partly as it allows the DBE to verify reports from provincial human resources directorates against what school principals themselves say is the situation within the school. The DBE's analysis points to around 90% of schools having all educator posts filled[69]. In those schools where not all posts were filled, the average vacancy rate is around 6%. The situation varies across provinces, with Free State experiencing particularly serious problems in filling vacancies. The data also confirm that grades 10 to 12, of all grades, are most affected by the problem of vacant posts.

Whilst it is important for the DBE to confirm directly with school principals what the staffing situation is at schools, it is also important that administrative systems, including the personnel payroll (Persal) system, become better at providing accurate information, down to the school level, on matters such as number of vacant posts and 'excess' teachers at any point in the year.

6.3 Goal 16: Teacher capacity and professionalism ★★★

Goal 16 ★★★	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Our picture of teacher capacity and what is being done to improve this, has become clearer. Whilst testing of teachers, including self-assessment through special diagnostic tests, is still very rare in the schooling system, Annual Survey of Schools data on teachers' own opinions of their strengths and weaknesses in various subjects is beginning to inform policy and actions. Moreover, reports pointing out specific areas of weakness in the Grade 12 examination and Annual National Assessments (ANA) are more widely used. Monitoring of the investment made by teachers in their own development has improved through the School Monitoring Survey. It is clear that for around half of educators 12 or fewer hours of professional development in a year is the norm, and that there are many schools where this activity is not taken seriously, partly due to a lack of available external training and guidance on how schools can initiate their own training.

The Integrated Quality Management System (IQMS), gradually expanded and strengthened since its inception in 2003, has been closely monitored in recent years, partly through nationally employed 'IQMS monitors', given its importance for acknowledging teacher professionalism. The 2012 national IQMS report, the first of its kind, indicated that across the public schooling system 12% of teachers were rated as 'outstanding', 57% as 'good', 31% as 'meets minimum standards' and 0.5% as 'unacceptable'[70]. What is important is that within schools differentiation is occurring: 86% of teachers in 2013 were in schools where at least two of the four IQMS levels were assigned to teachers, whilst a quarter were in schools where three different levels were assigned. The IQMS ratings are based largely on self-assessments, though peers at the school influence the final rating. The process through which these assessments are occurring represents an important school dynamic. Knowing there is room for improvement, and knowing which teachers have the strongest need for further professional development within a school, is a prerequisite for effective teacher development programmes.

69 See DBE (2014a). As explained in this report, limitations in the data mean that the 90% figure refers to schools which do not have educators paid by the school governing body (SGB). The figure thus refers to more historically disadvantaged schools, which are the schools which generally have the greatest difficulties in attracting teachers.

70 Department of Basic Education (2012: 17).

Concrete steps have been taken in recent years to improve access to professional development programmes amongst educators. For instance, the DBE provides more guidance than before, through its website, on what training is offered by the various higher education institutions. In 2012 a landmark agreement was signed between the DBE, provincial departments and all five major teacher unions, for the latter to become more integrally involved in the in-service training area. Collaboration between the employer and unions in this regard has been successful in other countries and helps to raise the status of professional issues in the relationship between the employer and unions. In terms of the 2012 agreement, unions use public funds to source appropriate training, subject to agreed upon quality assurance criteria. The importance of quality assuring the available training has been underlined by, for instance, a key evaluation by the Council on Higher Education (2010), which included the finding that half of the evaluated in-service training programmes, which focussed mainly on mathematics, were insufficiently geared towards helping teachers solve practical problems in the classroom. A further challenge is strengthening a system within which teachers plan and account for their professional development activities. The 2012 report on progress to date with regard to the Continuing Professional Teacher Development (CPTD) management system[71] points to serious hurdles, in terms of budgets and human capacity, if the originally envisaged online system is to be pursued.

So what are the key priorities to pursue going forward? In prioritising, it is important to strike a balance between professional development aimed at improving the capacity of teachers, and accountability systems, such as the ANA, which provide an incentive for teachers to put the capacity they have to proper use in the classroom. The 2012 report of the newly established National Education Evaluation and Development Unit (NEEDU) drew an important distinction between the problem of 'cannot' and 'will not'. Professional development is needed for the former, accountability for the latter. Whilst there is little doubt that capacity building is needed, evidence also suggests that some of South Africa's teachers produce worse learner performance than what is produced by *similarly* capacitated teachers in other countries in the region[72].

One priority must be to strengthen further the messages sent to teachers. Confusing messages with respect to the how of delivering the curriculum was a problem identified in the 2009 review of curriculum implementation[73]. Partly, this was due to the fact that different levels of the system issued different guides. The 2012 NEEDU report, which was based on visits to 133 primary schools during 2012, concluded that in the Foundation Phase there was still insufficiently focussed guidance for teachers on how to strengthen teaching methods and what standards to set for different grades. The Curriculum and Assessment Policy Statement documents, which were being introduced in the Foundation Phase in 2012, as well as the national workbooks, provide a good point of departure for greater clarity, but **more accompanying guides, for instance in relation to practical uses of the workbooks, are needed**. The assessment banks (sets of recommended questions for learners) available on the Thutong education portal are an example of the kinds of resources that can be strengthened, for instance through expanding the volume of materials, clarifying the CAPS-alignment of the resources and the **introduction of innovative online tools, such as tools for building tests**.

A second priority must be to create a stronger enabling framework for teacher-initiated professional development activities, in particular professional learning communities (PLCs). PLCs, which are groups of teachers formed by teachers themselves for the purpose of professional development, feature strongly in the 2011 policy on teacher development[74], but have yet to 'take off' across a wide range of schools. Work on best approaches for PLCs in the South African context is still at an early stage[75] though certain groups, for instance the Association for Mathematics Education of South Africa (AMESA), an association of mathematics educators, has done some exemplary work. Experiences in other countries have shown that for PLCs to flourish, **advocacy campaigns informed by the actual experiences of teachers and effective 'how-to' guides are needed**. It should be made clear that contributing towards PLCs will influence a teacher's IQMS rating. **The National Teacher Awards should include the setting up and development of PLCs as an award criterion.** Online diagnostic tests that teachers can use to assess their own strengths and weaknesses, tools which were identified as important by the 2011 policy, should become more available and widely used, partly so that teacher-initiated professional development activities can focus on the right things.

71 *The status of the CPTD management system*, available on the SACE website.
72 Department of Basic Education, 2013b: 31.
73 *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*, available on the DBE website.
74 *Integrated strategic planning framework for teacher education and development in South Africa*, available on the DBE website.
75 See for instance Chauraya (2013).

Thirdly, externally provided in-service training must become better and more readily available. Currently, around a third of the time spent by teachers on professional development is accounted for by training provided by the education department or some other external provider, such as a university. Whilst the proportion may be right, there is still a need for more of this kind of training, given how low the overall amount of time spent on professional development is. In recent years, much external training has focussed on orienting teachers to new curriculum documents. In the context of a commitment to an extended period of curriculum stability, following the completion of the CAPS roll-out in 2014, external training will be able to focus to much larger degree on subject knowledge and teaching methodology. **The DBE will strengthen further its provision of relevant information to teachers on who provides what kind of training. The DBE will also repeat its 2008 professional development survey and publish a report aimed at guiding future developments, partly through an analysis of teachers' own opinions of the various types of training they experience.**

Fourthly, greater access to and educational use of digital resources by teachers must be accelerated. A priority programme in this regard continues to be the Teacher Laptop Initiative. The considerable teething problems of this initiative have largely been ironed out. In moving forward, not just the technologies themselves, but their use to promote better teaching practices, must be emphasised.

Monitoring and evaluation of teacher professional development must be strengthened. **The DBE should work closely with the South African Council for Educators (SACE) to ensure that at the very least, basic procedures for the school principal to monitor teacher investment in professional development are in place.** The original plans for an integrated online system in the near future may have been overly ambitious. Lessons should be drawn from parallel developments in the medical profession.

The NDP has called for incentives linked to ANA results. **The DBE's response to this call will include better acknowledgement of the efforts of teachers in schools where ANA results show a credible upward trend.** This acknowledgement may occur through the National Teacher Awards or an alternative programme. The methodology for identifying schools will make use of various sources of data, and several school factors, to ensure that the process is fair and credible.

Indicator 16.1. The average hours per year spent by teachers on professional development activities.

★★★ ***Indicator 16.2. The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.***

The 2011 School Monitoring Survey has provided the best data to date on the effort invested by educators in professional development, as well as the different types of development activities and teachers' opinions of training received. On average, educators spend 39 hours a year on professional development, though half of educators spend 12 or fewer hours a year. Level of effort, as well as the quality of training received, both need strengthening. Limpopo stands out as a province where both the level of effort and the perceived quality are low.

Despite the fact that the 2013 collection of SACMEQ data will include test results from Grade 6 teachers, comprehensive data for this indicator are still some years from being realised. However, the DBE remains committed to improving our knowledge about what teachers know. Work on this indicator should be an extension on the development of the diagnostic tests referred to above.

6.4 Goal 17: Teacher well-being and job satisfaction

Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

The 2011 Action Plan referred to data indicating that 80% of teachers could be considered satisfied. The data sources in question, TIMSS and PIRLS[76], can unfortunately not be used to examine a trend, because satisfaction questions in the 2011 collections for these two programmes were different to satisfaction questions used previously. But for all

76 Trends in International Mathematics and Science Study, and Progress in International Reading Literacy Study.

years since 2002 where internationally comparable data are available, one thing that stands out is that levels of teacher satisfaction are similar to the international average. Moreover, South Africa's teachers emerge as considerably more satisfied than those in Botswana[77]. Clearly job satisfaction statistics need to be interpreted with much caution due to their sensitivity to factors such as culture and language. Frustrations that many teachers experience with the system within which they work, and difficulties teacher have dealing with socio-economic problems in the community such as poverty and substance abuse, should not be under-estimated. One trend over recent years that has probably contributed to greater teacher job satisfaction has been substantial increases in the real wages, or purchasing power, of teachers. The 2011 Action Plan reported that between 2007 and 2010 average teacher pay improved by 19% in real terms. This trend continued beyond 2010. Teacher pay in mid-2014 was 29% higher in real terms than it was 2007[78]. In fact, household data indicate that increases for teachers have been better than for other professionals in the country, so that even relative to other professionals teachers were better off in 2010 than they were in 2007[79].

Other steps forward with respect to teacher well-being include the finalisation, in 2013, of a national policy framework for HIV, sexually transmitted infections (STIs) and TB, which assists the sector to devote funds and human resources towards, for instance, support to teachers affected by HIV. The National Teacher Awards, a major annual event on the education calendar for many years, has expanded in recent years with more awards being given in more categories. Yet there are areas where progress has been slow and teachers have been disappointed. In particular, the Teacher Laptop Initiative (discussed in section 4.2 above) and other programmes aimed at getting teachers to take advantage of emerging technologies require special attention.

Indicator 17. The percentage of teachers absent from school on an average day.

The School Monitoring Survey of 2011 confirmed what earlier research had shown, namely that on an average day, around 8% of educators are absent from school, for a variety of reasons, both legitimate and not legitimate[80]. As pointed out in the 2011 Action Plan, teacher absenteeism in South Africa is similar to that found in many other developing countries. This does not mean that current levels of absenteeism are acceptable. In developed countries, absenteeism figures are around half of what they are in developing countries. If one breaks South Africa's 8% figure down by reason, one finds that the largest reason is sick leave, which accounts for around 3% of all school educators on any day. This is not high if one considers that many developing countries experience levels above 3% in the labour force as a whole and in South Africa the figure for the general labour force has been around 3% in recent years[81]. The second largest reason, after sick leave, is official work, which accounts for 1.2% of all educators. This would include performing errands such as delivering documents to the district office. This could be reduced through the greater availability of administrative assistants at schools and stronger e-education systems so that teachers could focus more on their core educational responsibilities. The School Monitoring Survey, like earlier studies, points to particularly high educator absenteeism levels in KwaZulu-Natal and Eastern Cape.

6.5 Goal 18: Curriculum coverage in schools

Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

As indicated below, progress has been made towards better methods and tools to monitor curriculum coverage. This has occurred in the context of better guidance, through the Curriculum and Assessment Statement (CAPS) and national workbooks, on what work should have been covered by specific weeks of the year. The key challenge in the coming years will be to move from systemic research to practical tools that can be used by all districts and school principals to monitor curriculum coverage. There is a real risk that must be managed, namely the risk that monitoring leads to a 'tickbox approach' to the curriculum, where teachers seem to comply with timeframes, but there is too much

77 See Mullis, Martin, Foy *et al* (2012: 323) and Mullis, Martin, Gonzalez, *et al* (2004: 320).
78 This considers only increases in the values of salary notches. If the annual movement of educators up the notches were considered, the increase would be even larger.
79 Armstrong, 2014: 14.
80 DBE, 2014a.
81 Scheil-Adlung, X. (2010). *Paid sick leave: Incidence, patterns and expenditure in times of crises*. Geneva: International Labour Organization. Also *Adcorp employment index report*, April 2012.

compromising in terms of depth and actual learning. In this regard, it has become increasingly clear that there is not enough good guidance offered to teachers on how to deal with a multitude of abilities within the same class. Decisions on when to move from one topic to the next in the curriculum when some learners are still clearly struggling with the previous topic are extremely difficult decisions for teachers. Support and guidance for teachers here is crucial.

Indicator 18. The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.

This indicator, still a relatively new one in the South Africa education policy debates, reflects the increasing concern over how teachers deal with the complex matter of pacing topics from the curriculum across the school year. Currently, the system is still several steps away from having a workable methodology for tracking curriculum coverage in any class in a school. This is currently a monitoring challenge not just in South Africa, but elsewhere too. What has been tested, through the School Monitoring Survey, is a method whereby external assessors examine the level of effort being put into curriculum coverage, which would be closely linked to the degree of success in covering the whole year's curriculum. The DBE's research[82] has revealed that on average 53% of learners were putting in at least a basic minimum level of effort, where this would be, for instance, seven mathematics exercises a month at the Grade 9 level or six language exercises a month in Grade 6. These levels, which are arguably low, represent typical levels found in historically better performing schools, specifically suburban schools. The 53% at the national level varied, at the provincial level, from 24% in the case of North West to 85% in the case of Gauteng.

6.6 Goals 19 to 20: Educational materials ★★★

Goal 19 ★★★	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Since the release of the 2011 Action Plan the distribution of national workbooks, books in which learners write and which become the property of learners, has become an established feature of the public schooling system, with deliveries occurring every year from 2011 to 2015. The national workbooks initiative represents one of the most ambitious projects ever undertaken by government to improve teaching and learning practices. In 2014, the scope of the workbooks initiative extended from Grade R to Grade 9, and covered mathematics and languages, as well as life orientation in certain grades. In addition, the Siyavula series of mathematics and physical science textbooks has been delivered to learners in grades 10 to 12. This more interventionist role of the national department in the area of books was partly a response to insufficient access to texts in the classroom, and partly aimed at addressing the need for stronger signals relating to minimum learning requirements. The number of workbooks, textbooks and study guides printed and distributed by just the national government for the 2011 to 2013 school years was around 117 million. To get a sense of what 117 million books means to the system, it is useful to bear in mind that in 2010, there were about 50 million textbooks that learners had access to in our public schools. If the national policy of one textbook per subject were achieved, there would be 74 million textbooks used by learners in schools. Importantly, national initiatives do not replace provincial programmes to supply textbooks. Instead, they supplement provincial programmes.

As mentioned in section 3 above, the international TIMSS[83] programme confirms that schools have responded positively to government efforts to promote a greater use of structured texts by teachers: between 2002 and 2011 mathematics teachers reporting that they used a textbook as a basis for planning their teaching increased from 30% to 70%. The 2011 School Monitoring Survey, the first national survey ever involving physical inspections of books in classrooms, found that in 90% of Grade 6 mathematics classes visited, learners could show inspectors books and that in these classes, on average 9.4 of every 10 learners had a book with him or her[84]. This is still not ideal, but these figures point to a healthier situation than figures quoted in the 2011 Action Plan. In just over 70% of classes visited in 2011, learners could show textbooks, and the figure was similar for workbooks, meaning many learners had both books with them. The School Monitoring Survey revealed a similar situation for other grades and subjects other than mathematics, with access to

82 DBE, 2013a.
83 Trends in International Mathematics and Science Study.
84 Department of Basic Education (2013a: 10).

books being best in grades 10 to 12. Clearly, the 10% of classes visited where learners did not have any books with them during the inspection should be a cause for concern. This figure was in fact higher in schools serving wealthier communities, which points to the widespread use of other materials, such as worksheets, in better off schools. Yet what does seem to pose a serious challenge is the fact that in quintiles 1 to 3 schools serving poorer communities, no books of one type or another could be seen in 8% of classes visited. A part of the explanation is that books are left at home or are locked in cupboards at the school, instead of being used as they should.

The quality of textbooks and workbooks must be carefully monitored. The national workbooks, which are available on the DBE website, have in general been well received. These resources are rich in content. For instance, the Grade 6 mathematics workbooks contain 500 pages of explanations and exercises in full colour and include suggestions on how teachers can pace the work through the year. The DBE commissioned the Australian Council for Educational Research (ACER) to provide an external evaluation of the workbooks. ACER's 2013 report[85] was on the whole positive about the quality of the resources, and actual use of the workbooks in classrooms. A key recommendation made was that teachers require better guidance, possibly through videos, on how to make the best use of materials in the classroom.

The 2011 Action Plan indicated that the national department needed to assume a stronger leadership role in the quality assurance of textbooks used in schools. The DBE has established a more comprehensive national approval process for books, and by 2013 national textbook catalogues had been released for all grades for the first time. The catalogues are not only the outcome of a quality assurance process, they also reduce the number of titles in response to criticism that in the past the presence of too many titles made teacher in-service training difficult and that in an international comparison the number of different books used in South African schools was exceptionally high[86]. Despite recent changes, teachers still enjoy considerable choice. For instance, there were eight titles to choose from in Grade 7 mathematics[87]. Provinces have been supportive of the national catalogues and have reported that these have helped to reduce the average prices of books, through economies of scale.

In the coming years efforts should be largely concentrated on consolidating the major innovations introduced in the years preceding 2015. **Better guidance is needed for teachers on how to make the best use of what are still relatively new resources. It needs be become clearer to teachers how national workbooks, textbooks, the new curriculum elements and Annual National Assessments are linked to each other.**

The complex system designed to get quality learning materials to the classroom functions relatively well, but there is still much wastage and the quality of service delivery is uneven across the country. Part of what is needed is a firmer national policy framework, including specifications around how monitoring should occur. **The DBE will be releasing a draft policy framework for public comment in 2015.** This policy will assist in ensuring that we learn from past mistakes, in South Africa and beyond. The system for supplying materials needs to balance centralised control and school-level flexibility. The NDP[88] emphasises that the ideal must be effective school principals whose work is not made more difficult by poorly functioning central procurement processes. Even well-functioning centralised systems are typically unable to deal with the kinds of last minute resourcing adjustments that schools continuously have to make as learner numbers change. At the same time, departmental procurement arrangements that benefit schools, for instance by lowering prices through bulk orders, are clearly needed. The South African Schools Act principle that it is management readiness that should determine which procurement rules apply to which schools, should be upheld. Fee-charging public schools should be able to opt into centralised procurement systems, whilst well-run no fee schools should enjoy relative freedom with respect to how their public funding is utilised.

Very public debates in recent years around the quality of service delivery in relation to the provisioning of books underline the importance of having a clear monitoring and accountability framework. Here it is important to emphasise, as was done in the 2011 School Monitoring Survey, that what ultimately counts is that learners should have access to the materials they need in the classroom, and at home. Monitoring of contracts with providers, deliveries, and school textbook retrieval systems is important, and should be strengthened, but only focussing on this is no guarantee that

85 Australian Council for Educational Research (2013).
86 Department of Basic Education (2009: 70).
87 This is titles in English. Versions in Afrikaans not counted as separate titles.
88 National Planning Commission (2012: 310).

educational materials are in the hands of learners. There needs to be more detailed reporting at the national and provincial levels on the various parts of the book supply system, but given the complexity of the system, clear guidance is needed on what things to concentrate on.

Indicator 19. The percentage of learners having access to the required textbooks and workbooks for the entire school year.

The 2011 School Monitoring Survey's visits to classrooms in a nationally representative sample of schools present the best source of information the schooling system has had so far on the actual access by learners to texts. A national average of 61% was calculated, based on data from two grades and two subjects, and using an adjustment to take into account the fact that in schools serving better off learners, the presence of, say, worksheets instead of books would not represent a problem[89]. The methodology used is clearly a stringent one, as a learner without a book with him or her on the day of the classroom visit might have left the book at home, and could thus have access the following day. However, the method is a relatively simple one and probably offers a good basis for tracking improvements over time. The School Monitoring Survey is being repeated in 2015

Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.

Access to computers has been discussed in section 4.2 above. The discussion for this goal focuses on libraries. The School Monitoring Survey of 2011 confirmed that what was said about primary schools in the 2011 Action Plan applies to the schooling system as a whole: around 40% of learners are in schools with access to a stand-alone library (this would exclude access to just book corners or classroom libraries). This 40% is also confirmed by the 2011 PIRLS questionnaires[90]. This latter source moreover provides a picture of the stock of books of school libraries relative to enrolments: just under half of the existing school libraries have three or more books per learner, around a quarter have five or more books per learner.

The last few years have seen important steps towards equipping all schools with libraries. Above all, the policy basis for obtaining funds and planning school libraries is now clearer. The first ever comprehensive set of guidelines for libraries was released in 2012[91]. These guidelines indicate that there should be at least five books per learner. Given that only around one in ten learners have access to this level of library services, there is clearly much work to do and the challenge is not just to establish new libraries, but also to ensure that existing libraries are expanded. The 2013 school infrastructure norms[92], discussed under Goal 24, provide further details on minimum standards for libraries, for instance that stand-alone school libraries should be at least 60 square metres in size.

Indicator 20. The percentage of learners in schools with a library or multimedia centre fulfilling certain minimum standards.

The School Monitoring Survey data[93] indicate that by 2011, 40% of learners had access to a school library, where this was defined as either a permanent stand-alone library (so not a classroom library) or a mobile library. Excluding mobile libraries would reduce the national figure to 37%. If classroom libraries are included, the figure becomes 58%. Just as Limpopo stands out as a province with a particularly low presence of schools able to offer computer subjects (see section 4.2), this province also stands out as having a particularly poor presence of school libraries. Only 8% of learners in Limpopo have access to a school library, whilst the national figure is 40%. Tracking trends with respect to school libraries is still difficult, given that different systems use somewhat different definitions of what constitutes a school library, but the figures we have suggest that there has not been any major improvement in recent years. A priority for the DBE is to strengthen the monitoring of libraries and multimedia centres, including the use of these facilities and improvements in their quality and contents. Clearly, as e-education becomes more widespread, there will be a movement away from more traditional libraries, and this will need to be taken into account in the monitoring systems.

89 DBE, 2013a.
90 Mullis, Martin, Foy and Drucker, 2012: 157.
91 See *National guidelines for school library and information services* on the DBE website.
92 Government Regulation 920 of 2013.
93 DBE, 2013a.

6.7 Goal 21: School management ★★★

Goal 21 ★★★	Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

☞ The NDP on empowering capable school principals:

Gradually give principals more administrative powers as the quality of school leadership improves, including in financial management, the procurement of textbooks and other educational material, and human resources management. These delegations ensure that principals are held accountable for their schools. Provincial departments will remain the employer of educators, and wages will continue to be centrally determined. (p. 310)

Though improvements in school management practices over time are particularly difficult to measure, the trends seen in the available data point to some progress. For instance, the percentage of schools with school improvement plans appears to have gone up, from 79% in 2009 (reported in the 2011 Action Plan) to 88% in 2011 according to the School Monitoring Survey (SMS). The presence of class registers appears to have improved, with 100% of schools having these in 2011 according to the SMS. However, problems persist. A 2009 survey found that 25% of schools in Eastern Cape did not produce annual financial statements. In 2011, according to the SMS, this figure still stood at 21% (the average across the other eight provinces was 9%).

Perhaps the policy intervention that has shifted school management more than any other in recent years, is the introduction of the Annual National Assessments (ANA). There is much anecdotal evidence that ANA has made it easier for school principals to engage with teachers on the matter of education outcomes. The limited standardisation in assessments that had existed in many schools before ANA had made it difficult for school principals to identify in which grades and subjects the largest problems were. ANA has assisted in highlighting which teachers require the greatest support, and which teachers might be suitable as mentors. A national guide on how ANA can be used within schools, for instance to strengthen school management, is now available[94]. Moving forward, the challenge will be not only to improve the design of ANA (see section 4.1), but also to **identify effective ways in which school principals are actually using ANA so that advice can be based on experiences in schools**. **Simple yet effective computer software that schools can use to diagnose teaching and learning problems on the basis of the ANA results need to become more readily available.** The need for tools and more evidence-driven guidance to schools is something that was emphasised in the 2012 NEEDU report.

Two further initiatives in the coming years to strengthen school management stand out. Firstly, **competency assessments for school principals will be rolled out across the whole public schooling system, partly to ensure that everyone who is appointed into a school principal post fulfils at least the minimum requirements for this job, and partly to provide a profile of the existing group of school principals, including capacity gaps that need to be addressed through training**. This is something that has been prioritised in the NDP. As a necessary prelude to this work, during 2013 the DBE developed 'The South African standard for school principals', drawing from research and extensive consultation. This 25-page document, to be published as a government notice in 2015, provides, for the first time ever, a clear and comprehensive statement of the competencies required of a school principal, and thus a firmer basis for training, assessments and remedial action where principals are struggling or failing. The competency assessments will cover a wide range of skills, from people management skills, to financial planning. The national initiative will draw from many years of experience on school principal competency assessments in Gauteng, where assessments have been outsourced to a third party through a contract that emphasises the need for the assessments and data to remain confidential, and for the evaluation process to be fair and standardised across different schools and over time. National experiences in this initiative will inform the development of similar tools for deputy principals and heads of department. The importance of ensuring that head of department posts are filled by the right people was something emphasised in the NEEDU report.

94 See *A guideline for the interpretation and use of ANA results*, on the DBE website.

The second major initiative will be **the updating of the national training programme for school managers**. At the core of this programme is a set of materials, 2 000 pages in total, published in 2008 following a major collaboration between the national department and experts from a range of universities and other organisations[95]. The programme materials and modes of delivery have been considered to be of a high standard by evaluators from inside and outside the country[96]. However, there is room for improvement. For instance, a more consistent use of the national materials by universities delivering the programme seems necessary. The updating of the materials is needed to accommodate important contextual shifts since 2008, such as changes in the curriculum and the introduction of ANA.

Indicator 21. The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks.

The 2011 School Monitoring Survey (SMS), to be repeated in 2015, has taken the monitoring of the 'building blocks' of school management referred to in the 2011 Action Plan a step forward. Whilst earlier surveys had largely relied on the school principal's own report on the presence of certain management documents, the SMS involved basic inspections by external fieldworkers of the documents. The percentage of schools found to have 11 key documents in place in 2011 was 52%[97]. Moving forward, what is needed is closer monitoring of the quality of existing school management documents and what this says about the management problems existing in schools and how to address these problems through policy and capacity building.

6.8 Goal 22: Community participation

Goal 22	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

2012 saw the successful roll-out of the most recent school governing body (SGB) elections across all public schools in the country. These elections remain an important cornerstone of democracy and accountability in the schooling system, and indeed the country. At the provincial and national levels, the work of the country's several SGB representative bodies continue to reflect the commitment of society as a whole towards strengthening schools. The strategies of the DBE and this plan are in many cases partly a response to concerns that these SGB bodies have raised. The education departments need to continue to engage closely with them. In particular, the Annual National Assessments (ANA) have allowed parents and communities to engage more directly with schools in the matter of the quality of teaching and learning. How ANA can be used to improve this focus, and allow parents to become more involved in what the school does and what happens in the home to promote learning, should be high on the agenda.

The DBE is working with the World Bank on testing various ways of communicating ANA results to parents in selected schools in Mpumalanga, and examining the impact of different approaches on improvements in learner performance. This is pioneering research in the South African context and is important, given that international evidence shows that action by parents, who may themselves be illiterate, is highly dependent on how information is packaged and distributed.

The DBE's call centre has dealt with, amongst other things, queries and complaints from parents and communities, often in relation to what rights and obligations national policies give to schools and parents. This service should be strengthened, and information collected through it should be used more systematically to assess what the typical concerns of communities are and how to respond to these.

During 2015, considerable attention will go towards the 2015 SGB elections and on inducting and training new SGB members, for instance in relation to the role of the SGB in promoting quality education and upholding the constitutional rights of children.

95 The materials, the Advanced Certificate in Education package for school management and leadership, are available on the DBE website.
96 Bush, Kiggundu and Moorosi, 2011.
97 Department of Basic Education, 2014.

Indicator 22. The percentage of schools where the school governing body meets the minimum criteria in terms of effectiveness.

The School Monitoring Survey points to a system of school governing bodies that is firmly established, with the great majority of these structures being properly constituted and holding the required minimum of four meetings in the year. About a quarter of SGBs have as members not just parents, but also community members who are not parents at the school. The latest national value for this indicator is 81%, with the lowest provincial values being those for KwaZulu-Natal (75%) and Mpumalanga (70%). The lower values for these two provinces is largely due to fewer schools holding the minimum number of meetings. Clearly, it is difficult to reduce a matter as complex as SGB effectiveness to a number, and the information that underlies any indicator value, as well as more qualitative research examining the role of SGBs, is necessary for a proper understanding of what is occurring in schools.

6.9 Goal 23: School funding

Goal 23	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

The 'school allocation', or the non-personnel funding that schools receive each year for each learner, remains a vital element in the struggle for better functioning schools and poverty alleviation. In particular, in poorer communities it is important that the school allocation money and goods purchased with this money should reach schools on time each year to prevent pressure on poor households to make contributions they cannot afford. The 'minimum threshold' for the school allocation, or the amount of funding per learner that quintiles 1 to 3 schools (those serving the poorest communities) should receive to maintain their status as 'no fee schools' has increased in real terms. The 2009 to 2014 increase in the threshold from R605 per learner to R1 059 per learner represented a real inflation-adjusted increase of 34%. Household data in fact point to successes in upholding the system of no fee schools. In both 2009 and 2013, officially 60% of learners in public schools were meant to be in no fee schools. The General Household Survey indicates that the percentage of learners actually paying zero fees increased from 51% to 66% between 2009 and 2013, suggesting strongly that implementation of the no fee system in quintiles 1 to 3, as well as fee exemptions for poor learners in quintiles 4 and 5 schools, are working rather well.

Challenges for future years include ensuring that provincial departments do not cut the school allocation to deal with budget pressures in other areas, and that payments are made to schools on time. The data suggest that by 2014 roughly 75% of schools were not receiving less than they should receive. Yet the 2011 Action Plan set a goal of 100% in this regard for 2014. Ensuring the appropriate use of the school allocation funds also remains a challenge. Monitoring of actual spending patterns in schools remains weak in many provinces and policy on pro-active and reactive steps to take against fraud are still not firmly entrenched.

★★★ ***Indicator 23.1. The percentage of learners in schools that are funded at the minimum level.***

Indicator 23.2. The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.

The most recent year for which a comprehensive analysis of school funding exists, is 2010. In that year, 79% of schools can be considered to be have been funded adequately, though to some extent this figure does not reflect resourcing problems linked to non-delivery of goods and services procured by the provincial department on behalf of schools (see the technical report referred to in the appendix below for more details). The poor statistic for Free State seen in the appendix, of 41%, can be considered an anomaly applicable to 2010 only, when this province adjusted the pro-poor spending gradient, though overall spending commitments in this province were roughly similar to those in other provinces. A preliminary analysis for the 2012 year, based on a reduced sample, pointed to the problem of under-funding with respect to the school allocation being particularly worrying in three provinces: Eastern Cape, KwaZulu-Natal and Limpopo. Analysis of 2014 data pointed to an indicator value of roughly 75% at the national level. This is clearly unsatisfactory and below the target of 100% for 2014. However, there appears to have been progress over time if

one compares the 62% national value reported in the 2011 Action Plan (which referred to the situation in the 2008 school year) to the 75% national value estimated for 2014.

The national value for the second indicator, dealing with financial management responsibilities, was 76% in 2011, and there is little to suggest this has shifted much between 2011 and 2014 as there has been little emphasis on such a shift. However, there has been some movement in the right direction insofar as the national value was 64% in 2008 (reported in 2011 Action Plan). One province that appears consistently to be permitting school principals very few financial management responsibilities is Mpumalanga. The 2019 target for this indicator at the national level is 95%.

6.10 Goal 24: School buildings and facilities

Goal 24	Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.

☞ The NDP on building more with the money we have:

Investigate the spiralling costs of building schools ... Develop measures to build schools at a reasonable cost without compromising quality. (p. 313)

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI), which became fully operational in 2013, is the national department's flagship programme focussing currently on schools whose buildings require complete replacement, for instance because they were built of inappropriate materials. In 2012, 496 schools were identified as requiring replacement. By 2014, 49 new ASIDI schools had been built and a further 196 were under construction. Not only is ASIDI aimed at improving the physical environment of specific school communities, it also allows the DBE to experiment with new building processes and designs. ASIDI only accounts for around 20% of spending on infrastructure in the schooling sector. The remaining 80% is accounted for by provincial building programmes, over which the national department has strengthened its monitoring processes through, in particular, the Education Infrastructure Grant, a grant flowing from the DBE to provincial education departments.

Given the number of roleplayers involved in infrastructure development, having appropriate policies in place to guide the various actors becomes important. A stronger policy framework has been created by the cross-sectoral National Infrastructure Plan[98]. During 2013 the DBE released infrastructure regulations[99] to formalise and clarify guidelines that had been released in 2012. This puts the country on a much better footing than it was previously to deal with the complex matter of standards and targeting in the improvement of school infrastructure. The 2013 regulations envisage four key goals. By 2016 all schools should meet minimum standards with respect to water, toilets, electricity and the materials used for the school building. By 2020 all schools should have at least a minimum number of classrooms, relative to enrolments, as well as electronic connectivity and perimeter fencing. By 2023 all schools should have the required libraries and laboratories and, finally, by 2030 all remaining standards governing, for instance, sporting facilities should be met. ASIDI schools comply with all standards and thus serve as models and testing grounds for the policy.

In 2012, in the interests of greater transparency and accountability, the DBE started publishing on its website the school-by-school infrastructure upgrading plans of the provincial departments.

Part of the challenge in moving forward is to sustain the momentum of current initiatives. However, as indicated in the NDP and the National Infrastructure Plan, public infrastructure development is often not cost-effective and is hampered by unnecessarily complicated bureaucracy. The emphasis in the 2011 Action Plan on innovative approaches, possibly through decentralisation and the funding of school-initiated work, remains relevant. Moreover, ways of ensuring that communities value and hence protect school property is important. The use of the school's facilities after hours for a variety of community-oriented purposes is one way of doing this.

98 Department of Economic Development, 2012.
99 Government Regulation 920 of 2013.

The conditional grant for the upgrading of technical secondary schools, which came to R230 million in 2014, and which has been focussing partly on school workshops, but also the development of teachers, is creating new opportunities for youths to access a more vocationally-oriented Grade 12 qualification (see discussion under Goal 13).

Indicator 24. The percentage of schools complying with a very basic level of school infrastructure.

Whilst government does have relatively good data on the various elements of school infrastructure, such as toilets, science laboratories and general classrooms, and whilst clear standards for infrastructure were published in 2013, how exactly to monitor progress remains a matter of debate. In particular, reducing the quality of school infrastructure to a single indicator value has proven difficult. Notwithstanding these difficulties, it has been estimated that by 2014 around half of schools were complying with minimum standards which the 2013 regulations specify should be reached in all schools by 2020[100]. These standards focus, in particular, on the availability of water, toilets, electricity and a minimum number of classrooms. Specifically, by 2011 an estimated 46% of schools complied with the standards in question. The standards are more stringent than those used for the indicator values published in the 2011 Action Plan. The adequacy of classrooms plays a large role. If classrooms are removed from the calculation, then 84% of schools were found to comply with the remaining standards (water, toilets and electricity) in 2011. Clearly more work needs to occur on the calculation of composite indicator values. What is important is that whatever method is used, the same provinces emerge as having the largest school infrastructure deficits. These provinces are Eastern Cape (by far the worst), KwaZulu-Natal and Mpumalanga.

6.11 Goal 25: Learner well-being

Goal 25	Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

Government continues to prioritise a number of services in schools which though not of an educational nature, are important for the development of the child and support the education process indirectly. The National School Nutrition Programme (NSNP), whose reach has extended further in recent years (see discussion in the indicator box below), remains an important success story for government, with the conditional grant funding this programme accounting for just over a quarter of the DBE's budget. Going forward, the emphasis needs to be not so much on expanding the programme further, given that it already covers almost all learners in need of publicly funded meals, but rather on upholding the quality of meals and ensuring that the programme is implemented in such a way that its contribution to the learning process is maximised. The 2012 NEEDU[101] report emphasised the importance of ensuring that the processes surrounding the preparation and offering of meals disrupts classes as little as possible.

The last national survey of HIV prevalence, conducted in 2012, pointed to prevalence rates for the 0 to 14 age group being around 2,5% and for the 15 to 19 age group 5,5%[102]. These figures provide a sense of the magnitude of the challenges facing the education system both in terms of facilitating care and treatment, and in terms of prevention through education. The 2007 wave of SACMEQ[103] included the collection of valuable information on teacher and learner knowledge of HIV and AIDS issues. Whilst the data pointed to a high degree of awareness and knowledge amongst teachers, only 35% of Grade 6 learners in South Africa possessed what could be considered the minimum necessary knowledge[104]. The situation for learners is expected to have improved since then, for instance as a result of a life orientation initiative with an HIV and AIDS focus funded through a national conditional grant. Yet there is room for improving the HIV and AIDS education of learners, but also teachers, further. In order to strengthen alignment between various initiatives, the DBE finalised a new strategy document on HIV, sexually transmitted infections (STIs) and TB in 2012[105].

In order to address the serious lack of general health interventions in schools, including health screening of learners,

100 DBE, 2014a.
101 DBE, 2013c.
102 Shisana, Rehle, Simbayi, Zuma *et al*, 2014.
103 Southern and Eastern Africa Consortium for Monitoring Educational Quality.
104 Moloi and Chetty, 2011: 79.
105 *Integrated strategy on HIV, STIs and TB 2012-2016*, available on the DBE website.

something noted in the 2011 Action Plan, in 2012 the DBE and the Department of Health released an integrated health policy[106]. A vital element in this policy is a minimum package of health services, broken down by three-year curriculum phases, which ultimately all schools across the country should enjoy. The policy re-emphasises the importance of health education as a way of preventing a variety of physical and emotional ills, including bullying, sexual harassment and drug abuse. But it also emphasises that the need for treatment in areas such as visual impairment, mental health and HIV and AIDS must be established early, through the schooling system, so that the relevant referrals to health services can be made.

The DBE will promote research and action around a matter which has received too little attention: the under-performance of boys in schools. SACMEQ data show that boys in Grade 6 obtain test scores, in mathematics and language, which are around 20% of a standard deviation below that of girls (approximately the learning one would expect from five months of schooling). It is largely this academic under-performance which leads more boys than girls to give up on their schooling and drop out. The 2013 General Household Survey showed that for grades 9 to 12, the percentage of girls successfully completing each grade is around 5 percentage points above the figure for boys. The data also indicate that the male under-performance problem has existed for at least ten years, and is found in all provinces and across all race groups.

Indicator 25. The percentage of children who enjoy a publicly funded school lunch every school day.

The School Monitoring Survey, the General Household Survey, and monitoring reports compiled by provincial education departments all point to the national value for this indicator currently being at around 70%. This value includes only publicly-funded NSNP meals and excludes learners in schools where it was reported that in the weeks preceding the fieldworker visit, the school was not able to cover five days a week. If schools not able to cover the full five days are included, the 70% figure changes very little, to 71%, indicating that nearly all schools cover all five days. However, if disruptions across the entire school year are considered, then the situation becomes less positive. At the national level, 57% of learners were receiving NSNP meals on every day of the entire year. Disruptions were most serious in Eastern Cape (this was in 2011). At the national level, disruptions affected the provisioning of school meals on 4% of days altogether, meaning the problem is a limited one. Despite these challenges, publicly funded meals represent one of the great success stories of the schooling system. The General Household Survey indicates that between 2009 and 2013, the percentage of public school learners receiving a school meal every day increased from 54% to 68%, with the value at the secondary level improving substantially from 28% to 62% during the same period. These trends are welcome in a context where poverty often gets in the way of effective teaching and learning. Targets for all future years beyond 2014 have been set at 75%, in keeping with the DBE's commitment to shift the emphasis during the coming years from expansion and coverage to the quality of meals.

6.12 Goal 26: Inclusive education

Goal 26	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.

Work over the years to raise the awareness and knowledge of educators at schools with respect to inclusive education principles and specific special needs methods have clearly borne fruit. By 2011, 64% of learners were in schools where the school principal reported that the school had constituted a team to deal specifically with special needs[107]. Clearly the remaining 36% should be cause for concern and further work is required. As discussed in the indicator box below, the level of skills amongst teachers in schools in the area of special needs education is relatively high. In many schools, the challenge is to ensure that the capacity that exists is properly utilised, partly by ensuring that the principal allocates time to special needs activities, and the necessary structures and physical resources are available.

106 *Integrated school health policy 2012*, available on the DBE website.
107 DBE, 2014a.

In 2014 the DBE released for public comment a policy and a set of practical tools relating to special needs support[108]. This is the culmination of many years of testing of various methods, but also much public debate around how inclusive education principles, around which there are many divergent views, ought to be taken forward in South African schools. The DBE believes we have reached a point where the focus should now shift strongly to implementation of a relatively standard package of educational support services. The new policy is aligned to other policies, such as the integrated school health policy (see the previous goal) and spells out the roles of key roleplayers, including the school-based support team, the district-based support team, full-service schools and special schools serving as resource centres. There is still a need for some further policy work, specifically in the area of the provisioning of posts. The post provisioning system must still be amended to make provision for itinerant specialists whose services are needed across clusters of schools.

Indicator 26. The percentage of learners in schools with at least one educator who received specialised training in the identification and support of special needs.

The 91% national value for this indicator is a high one, and thus promising. Clearly there is considerable capacity spread across schools to implement special needs support. Yet there are a number of caveats. The School Monitoring Survey data used for the indicator suggest that teachers are most confident if they have a formal qualification focussing on special needs and have also received some informal training. In other words, a combination of more theoretical and practical training is required. Only 63% of learners are in schools where at least one teacher reported having undergone both types of development. The data also suggest that in a substantial number of schools which appear to have the capacity to implement certain special needs education, this work is not occurring. This could be because school principals have not fully bought into the idea of special needs support.

Free State, Gauteng and Western Cape fare relatively well with respect to this indicator, whilst Eastern Cape and Limpopo fare relatively poorly.

6.13 Goal 27: District support ★★★

Goal 27 ★★★	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

☞ The NDP on districts:

Many of the weaknesses in schools are a reflection of weaknesses at the district level. ... Deploy multidisciplinary support teams to work with districts in the short to medium term. (p. 310)

Several steps have been taken to strengthen the capacity of districts to support schools in the last few years. In 2012 a direct line of communication was created between the national department, on the one hand, and the country's 86 district directors with the establishment, by the Minister, of quarterly meetings to brainstorm key policy imperatives and challenges faced by districts. These meetings have proved effective, not only in strengthening the ties between the national and district levels, but also insofar as they have allowed, for the first time ever, regular interaction between district directors from across the country to share experiences and ideas. In 2013 an official policy on the functions and responsibilities of districts was finalised[109], a necessary basis for arguing for better resourcing of district offices. The 2011 School Monitoring Survey (2011) provided a vital new information source on how schools see the services offered by districts[110]. Feedback from schools must clearly inform how districts are strengthened. The 2011 SMS pointed to some improvement in the quantity of interaction between districts and schools. In 2009, 78% of schools reported that they had at least two face-to-face interactions with the district in a year. By 2011, according to the SMS, this had improved to 87%[111].

108 Government Notice 293 of 2014, in combination with the document *Draft policy on screening, identification, assessment and support*, available on the DBE website.
109 Government Notice 300 of 2013.
110 Department of Basic Education (2013a).
111 The 2009 figure of 78%, quoted in the 2011 Action Plan, was from the National School Effectiveness Study dataset, which excluded Gauteng. The 2011 figure of 87% thus also excludes Gauteng. With Gauteng included, this figure becomes 88%.

The Michael and Susan Dell Foundation report[112], produced in collaboration with the DBE, on how information is used in the South African schooling system, in particular at the district level, to assist in the pursuit of teaching and learning goals, offers a valuable basis for understanding challenges relating not just to information systems, but also management approaches, in districts. The report confirms the importance of districts which, it argues, are close to schools, yet sufficiently large, in terms of number of schools, to play a role in facilitating learning between schools and responding to school needs in a systematic manner. Whilst the report acknowledges that in certain provinces and districts pioneering work has been done, it also highlights serious mindset problems (some of which were discussed in section 4.2 on e-education) and problems of duplication and poor prioritisation. Three recommendations from the report stand out. **Firstly, each district needs to take stock of how it uses information, in particular Grade 12 examinations and ANA results, and information on dropping out, to understand and manage education outcomes in the district. Each district should then include within its plans a clear statement of how information use to promote education outcomes should improve. The DBE needs to provide guidance in this regard, using the 2013 policy on the roles and responsibilities of districts as a point of departure.** The work needs to focus partly on the difficult question of how to depart from 'business as usual', where this has resulted in the collection of large volumes of data, which are then not used, simply for compliance purposes. Plans need to focus on how more time and effort can be shifted towards the interpretation of information to shape intervention strategies.

Secondly, district efforts to strengthen the capacity of core staff dealing with data and information needs encouragement and support. Initiatives in this regard must be properly focussed, however, on providing staff offering curriculum and other support to schools with relevant information, and on supporting decision-making in the district. The Dell Foundation report has emphasised the potential for the computerised school management system, SA-SAMS, to serve decision-making in schools and districts in far better ways than is currently the case. Currently, the system is used largely for the collection and submission of data from the school to the provincial department.

Thirdly, a greater variety of standard reports need to be generated, using data that has been collected for some years, to assist district and school managers, but also parents on school governing bodies, in taking the right decisions. These reports need to be designed and presented in such a way that they are truly meaningful to their intended audiences. To some extent, it is possible to draw from existing good practice in the country, for instance the online EduInfoSearch information interface of the Western Cape, which aims to serve the needs of managers from the provincial level, down to the school.

The Dell Foundation report has led to a number of projects involving the DBE and private sector partners aimed at piloting new ways of using data to advance education goals in selected districts. In 2014, total spending on these projects was R75m. **New tools developed out of this work need to inspire and inform districts across the country as they strengthen their ability to support schools.**

Initiatives aimed at improving the information systems of districts are part of a wider trend towards involving partners from the private sector and other stakeholders, in particular unions and parent associations, in 'turning around' the schooling system's 86 district administrations. The 2011 Action Plan referred to the need for a high-level multi-stakeholder forum to facilitate partnerships in the sector. The role of the originally envisaged National Education and Training Forum is being fulfilled by two new structures which flow from the National Collaboration Framework[113], agreed upon by stakeholders in 2011. The framework includes a flexible plan, focussing on district improvement, which stretches to 2023. The first structure is the National Education Collaboration Trust (NECT), established in 2013 and aimed at facilitating non-government involvement in education innovation initiatives, in particular at the district level. The NECT is not intended to replace existing partnership initiatives, but rather to expand the range of opportunities and strengthen ties between stakeholders. A second structure, the National Education Council, will be set up largely as a vehicle for interaction on basic education policy matters. **A priority is thus to use these new structures, and the goodwill surrounding them, to bring together the country's best talent in supporting and advising districts, and the schooling system as a whole.** Past experiences point to the importance of not losing ideas and materials developed within locally-focussed partnership projects. **Through the newly established structures, the DBE will work on identifying best**

112 Michael and Susan Dell Foundation (2013).
113 See *National collaboration framework*, available at http://www.jet.org.za.

practices that should reach a wider audience, based on credible evaluation principles, in particular those of the Presidency's national evaluation policy[114].

Indicator 27.1. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.

★★★ ***Indicator 27.2. The percentage of school principals rating the support services of districts as being satisfactory.***

The 2011 School Monitoring Survey (SMS), to be repeated in 2015, indicated that 88% of schools were visited at least twice during 2011. The data were collected in November 2011, so about a month before the end of the school year, meaning the 88% statistic is likely to be a slight under-estimate.

The 2011 School Monitoring Survey (SMS) included several questions on principal satisfaction with district monitoring and support. The national statistic for this indicator, of 50%, was derived after careful analysis of the principal responses[115]. Clearly any derivation of this indicator value is sensitive to how responses are interpreted. In many respects, what is more important than the aggregate indicator value is what the detailed data analysis says about the aspects of district support most in need of improvement.

7 Reporting on progress in the sector

Plans need to lead to reports that inform stakeholders on progress against the plan. The 2011 Action Plan outlined in some detail the institutional context within which planning (including budgeting) and reporting within the basic education occur. On the whole, procedures which are already in place will be followed to ensure there is monitoring and reporting against the current plan. Some of these procedures need further strengthening.

At the national level, the DBE will continue to play a key role in ensuring that credible updates on progress in the schooling sector are produced for the nation. The current plan makes reference to a number of important progress reports produced in recent years. It seems clear that the DBE's capacity in this area has improved, yet further improvements are required. Importantly, much of the information that the DBE has relied on for gauging progress against earlier plans is collected from sources who have no interest in distorting this information. Progress in terms of provincial service delivery is largely gathered directly from schools by the DBE. Household survey information has been used to supplement and verify information collected through the sector's own systems. Information from internationally standardised testing programmes will continue to be a key basis for gauging progress with respect to learning outcomes.

The National Development Plan creates new and necessary pressures for reporting. For instance, this reporting will focus strongly on collaboration and alignment across different sectors, for instance between the basic education and health sectors, and between basic education and social development.

One reporting strand that the DBE is working on improving is quarterly reporting by provincial education departments. Quarterly reporting with a holistic sector focus, and with a focus on not just successes, but also risks, needs to be strengthened.

The annual reports of the DBE and the nine provincial education departments, reports which are strongly linked to the budget process and are required by the Public Finance Management Act, will continue to be crucial elements for establishing what the key sector-wide trends are. There is room for improvement with respect to these annual reports, for instance in terms of the credibility of non-financial performance statistics and their strategic focus on learning outcomes as the core deliverable of the basic education sector.

114 Presidency (2011).
115 See DBE (2013a).

Appendix A: The 36 Action Plan indicators

In this appendix, a number of things are provided with respect to each or most of the 36 indicators of this Action Plan. A first table provides recent historical values per indicator, future targets up to around 2030, and some discussion around measurement and interpretation, all at the national level. A second table provides recent values per province, as well as targets for 2019, plus an indication of how national targets were broken down to the province level. *Unless otherwise indicated, targets appearing in Action Plan 2011 are repeated here.* Clearly this means that where progress has been slower than anticipated, targets will be more difficult to achieve than before. However, targets set in Action Plan 2011 are still all considered more or less achievable in the long run, and for this reason it seemed best to retain those targets.

Priority indicators marked with ★★★ are indicators for the five priority goals, and a few additional priority indicators not directly linked to the priority goals. All indicators remain with their original Action Plan 2011 wording, with the exception of Indicator 9, where the change from Grade 8 to Grade 9 in TIMSS is now reflected.

As argued in the 2011 Action Plan, indicators should not be viewed in isolation from related issues and statistics. Each indicator should, in a sense, serve as a focal point in a broader debate around the topic at hand, a debate which should ideally make use of a variety of data sources.

For certain indicators, improvements shrink in distant future years, in particular 2024. This is in recognition of the fact that education systems tend to find it harder to make large improvements the better they get, or the closer they get to a performance ceiling. Put differently, large improvements are often easier to bring about whilst indicator values are still low.

TABLE 1: NATIONAL INDICATOR VALUES

	Indicator description	Discussion	Past	2014	2015	2016	2017	2018	2019	2024	2029
1.1 ★★★	Percentage of Grade 3 learners performing at the required literacy level according to the country's Annual National Assessments.	The ANA programme needs further refining before year-on-year comparisons, or even comparisons across provinces, can be considered highly accurate. Specifically, 'secure anchor items', or questions that are not freely available in the public domain and are reused in different years need to become more systematically used within the sample-based 'verification ANA'. It is the sample-based component in ANA that is most likely to provide reliable year-on-year comparisons. For more details in this regard, see section 4.1. For the 2014 baseline values, verification ANA results were used (DBE, 2014c).	57 (2014)	60	63	66	69	72	75	90	95
1.2	Percentage of Grade 3 learners performing at the required numeracy level according to the country's Annual National Assessments.		56 (2014)	60	63	66	69	72	75	90	95
2.1	Percentage of Grade 6 learners performing at the required language level according to the country's Annual National Assessments.	See discussion for Indicator 1.1. For the 2014 value, both home language and first additional language learners were considered.	46 (2014)	60	63	66	69	72	75	90	95
2.2	Percentage of Grade 6 learners performing at the required mathematics level according to the country's Annual National Assessments.	See discussion for Indicator 1.1.	32 (2014)	60	63	66	69	72	75	90	95
3.1	Percentage of Grade 9 learners performing at the required language level according to the country's Annual National Assessments.	See discussion for Indicator 1.1. For the 2013 value, both home language and first additional language learners were considered.	22 (2014)	60	63	66	69	72	75	90	95
3.2 ★★★	Percentage of Grade 9 learners performing at the required mathematics level according to the country's Annual National Assessments.	See discussion for Indicator 1.1.	3 (2014)	60	63	66	69	72	75	90	95
4 ★★★	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	Figures to the right represent thousands of youths. The 2014 baseline figure excludes part-time students, passes in the supplementary examinations and Independent Examinations Board (IEB) students. Of the three exclusions, it is only the IEB results which would influence the indicator value substantially. Around 9 000 Bachelors level passes per year emerge from the IEB. For a discussion of the indicator, see e.g. DBE (2013b).	151 (2014)	190	205	220	235	255	270	350	435
5	Number of Grade 12 learners passing mathematics.	Figures to the right represent thousands of youths. The 2014 baseline figure excludes part-time students and passes in the supplementary examinations. Including these other categories tends to raise the figure by around 10%. Only passes in the public examination system are counted here. For a discussion of the indicator, see e.g. DBE (2013b).	121 (2014)	180	198	216	234	252	270	350	380
6	Number of Grade 12 learners passing physical science.	See discussion for previous indicator.	103 (2014)	170	186	202	218	234	250	320	350

TABLE 1: NATIONAL INDICATOR VALUES

	Indicator description	Discussion	Past	2014	2015	2016	2017	2018	2019	2024	2029
7	Average score obtained in Grade 6 in language in the SACMEQ assessment.	The 495 actual value is from the 2007 run of SACMEQ (Moloi and Chetty, 2010). The target of 520 is applicable to the 2013 run of SACMEQ, whose results should be made available late in 2014. The target of 550 assumes that SACMEQ testing occurs in 2019.	495 (2007)	520					550	600	640
8 ★★★	Average score obtained in Grade 6 in mathematics in the SACMEQ assessment.	See discussion for previous indicator.	495 (2007)	520					550	600	640
9	Average Grade 8 mathematics score obtained in TIMSS.	The actual value of 352 is from the 2011 TIMSS run, which occurred in Grade 9 in South Africa (Reddy et al, 2012). Future targets are those published in Action Plan 2011, incremented by 21 points, as this was the gap between grades 8 and 9 averages in 2003. Targets had to be adjusted upwards in line with the trend for South Africa to participate at the Grade 9 level. The 2024 and 2029 targets apply to assumed TIMSS runs in 2023 and 2027 respectively.	352 (2011)		361				401	441	472
10	Percentage of 7 to 15 year olds attending education institutions.	The key source for this indicator is the General Household Survey.	98,8 (2012)	99,0	99,2	99,4	99,6	99,8	100	100	100
11 ★★★	The percentage of Grade 1 learners who received Grade R.	Issues relating to the calculation of this indicator are described in DBE (2013b). The source is household data (General Household Survey of Stats SA), partly to ensure that Grade R outside ordinary schools is included. For this indicator it is possible to use the household data for one year to obtain the indicator value applicable to the following year.	96 (2014)	100	100	100	100	100	100	100	100
12.1	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).	See important points relating to the calculation of this indicator in DBE (2013b) and correction appearing in Appendix B of the current plan. The key source for this indicator is the Annual Survey of Schools.	73 (2013)	65	67	69	71	73	75	85	90
12.2	The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).	See note for previous indicator.	63 (2013)	52	54	55	57	58	60	75	80
13.1	The percentage of youths who obtained a National Senior Certificate from a school.	Past values are obtained using both household data and official examinations reports. Indicator values for 2009-2011 in DBE (2013b) were adjusted upwards to reflect the very large increase in the number of passes in the 2013 examinations.	45 (2014)	50	52	54	56	58	60	70	75
13.2	The percentage of youths who obtained any FET qualification. (This is an indicator of concern to DBE and DHET.)	See important points relating to the calculation of this indicator in DBE (2013b). Past values are obtained using both household data and official examinations reports.	47 (2014)	65	72	79	86	93	100	100	100

TABLE 1: NATIONAL INDICATOR VALUES

	Indicator description	Discussion	Past	2014	2015	2016	2017	2018	2019	2024	2029
14	The number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time during the past year.	Figures to the right represent thousands of teachers. The key source for this indicator is the Persal payroll system. The DBE's analysis to arrive at these figures involves looking at several years of data at once in order to take into account the fact that it is common for educators to enter and leave multiple times, often as temporary educators, before they 'settle into' the system. Not taking into account these dynamics can lead to an over-estimation of joining (but even attrition). The figures provided in this report can be considered to reflect the entry of qualified teachers for the first time ever into the public system in provinces. The age of teachers is the age in October of the year of entry	6,8 (2014)	8	9	10	10	11	12	12	14
15.1	The percentage of learners who are in classes with no more than 45 learners.	The key source for this indicator is the Annual Survey of Schools of the DBE.	65 (2013)	80	83	86	89	92	95	100	100
15.2	The percentage of schools where allocated teaching posts are all filled.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	90 (2011)	92	93	93	94	94	95	100	100
16.1	The average hours per year spent by teachers on professional development activities.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	39 (2011)	51	55	58	62	66	70	80	80
16.2 ★★★	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	This is an indicator of great strategic importance, but it is also the indicator in the current list for which there is least data. The best data available are the 2007 SACMEQ Grade 6 teacher test results. These data are discussed in e.g. DBE (2013b). The 41% indicated here is from the mathematics test and uses an analysis of the correlation between learner results, percentage of learners achieving acceptable standards and teacher test results to arrive at a 'pass mark' for teachers (793 SACMEQ points). Targets will be set when more recent and comprehensive baseline data are available.	41 (2007)								
17	The percentage of teachers absent from school on an average day.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	8 (2011)	8	7	7	6	6	5	4	4
18 ★★★	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	The key source for this indicator has been the School Monitoring Survey of the DBE. See important points relating to the calculation of this indicator in DBE (2013a). The methodology of examining learner writing books used in the 2011 School Monitoring Survey represents an important step forward in the monitoring of this important aspect of education service delivery.	53 (2011)	60	63	66	69	72	75	90	100

TABLE 1: NATIONAL INDICATOR VALUES

	Indicator description	Discussion	Past	2014	2015	2016	2017	2018	2019	2024	2029
19 ★★★	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	The key source for this indicator has been the School Monitoring Survey of the DBE. It is important to note that these statistics refer to learners who have the books they need in the classroom during the visit of a fieldworker. Improving values thus depends on a host of factors: deliveries of books to schools, re-use of books from one year to the next, the teacher's insistence that learners do not leave books at home, and learner self-discipline around the use of books. See an important explanation of the methodology in DBE (2013a).	61 (2011)	69	77	84	92	100	100	100	100
20 ★★★	The percentage of learners in schools with a library or multimedia centre fulfilling certain minimum standards.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	40 (2011)	51	55	59	63	66	70	85	100
21 ★★★	The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks.	The key source for this indicator has been the School Monitoring Survey of the DBE. Given the difficulties around collecting and interpreting data on the quality of school management documents, it was decided to allow baseline figures and targets to focus just on the availability of documents during the fieldworker visit. The DBE remains committed improving the monitoring of the quality of these documents. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	52 (2011)	70	76	82	88	94	100	100	100
22	The percentage of schools where the school governing body meets the minimum criteria in terms of effectiveness.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	81 (2011)	84	86	87	88	89	90	100	100
23.1 ★★★	The percentage of learners in schools that are funded at the minimum level.	The key source for this indicator has been the School Monitoring Survey of the DBE. 2010 is the most recent year for which a comprehensive analysis of the various facets of the implementation of the funding norms was available. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	79 (2010)	100	100	100	100	100	100	100	100
23.2	The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.	The key source for this indicator has been the School Monitoring Survey of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014.	79 (2011)	85	87	89	91	93	95	100	100
24 ★★★	The percentage of schools complying with a very basic level of school infrastructure.	Key sources for this indicator are the School Monitoring Survey and the National Education Infrastructure Management System of the DBE. Details on the calculation of baseline values can be found in the report Second detailed indicator report for basic education sector, completed in 2014. The standard that informs the 46% baseline value seen here conforms more or less what official regulations state should be achieved by 2020.	46 (2011)	64	70	76	82	88	94	100	100

TABLE 1: NATIONAL INDICATOR VALUES											
	Indicator description	**Discussion**	**Past**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2024**	**2029**
25	The percentage of children who enjoy a publicly funded school lunch every school day.	Past values are produced after careful consideration of three sources: official nutrition programme reports, the General Household Survey and the School Monitoring Survey. See DBE (2014a) for the method used. 2011 figures are provided for the baseline, but GHS data suggest the situation remained more or less unchanged between 2011 and 2013.	70 (2011)	75	75	75	75	75	75	75	75
26	The percentage of learners in schools with at least one educator who received specialised training in the identification and support of special needs.	The key source for this indicator has been the School Monitoring Survey of the DBE. See DBE (2014a).	91 (2011)	80	84	88	92	96	100	100	100
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	The key source for this indicator has been the School Monitoring Survey of the DBE. See DBE (2013a) for methodology.	88 (2011)	93	94	96	97	99	100	100	100
27.2 ★★★	The percentage of school principals rating the support services of districts as being satisfactory.	The key source for this indicator has been the School Monitoring Survey of the DBE. See DBE (2013a) for methodology. Obviously, values for this indicator are strongly depending on the wording of the questionnaire principals must answer and the way responses are interpreted.	50 (2011)	55	59	63	67	71	75	85	90

TABLE 2: PROVINCIAL INDICATOR VALUES		Past values (see Table 1 for year)										2019 targets									
	Indicator description	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**
This table should be read with the previous one. In particular, the previous table includes important references to reports that explain the methodology used for individual indicators. Unless otherwise stated, 2019 provincial targets seen below are calculated using an approach where worse performing provinces are expected to achieve larger improvements, in absolute and proportional terms, meaning worse provinces are expected, over time, to catch up to better performing provinces, though the latter are also expected to improve. Provincial target values moreover take into account the fact that larger provincial systems have larger effects on national indicator values.																					
1.1 ★★★	Percentage of Grade 3 learners performing at the required literacy level according to the country's Annual National Assessments.	57	51	65	71	57	43	57	45	51	64	75	70	79	78	77	72	73	71	72	80
1.2	Percentage of Grade 3 learners performing at the required numeracy level according to the country's Annual National Assessments.	56	52	65	74	56	34	55	49	39	68	75	72	74	79	76	70	74	74	73	83
2.1	Percentage of Grade 6 learners performing at the required language level according to the country's Annual National Assessments.	46	28	49	74	40	26	40	48	41	75	75	69	76	84	74	69	71	75	75	86
2.2	Percentage of Grade 6 learners performing at the required mathematics level according to the country's Annual National Assessments.	32	22	41	53	31	16	27	24	20	45	75	71	75	78	76	72	73	73	75	80
3.1	Percentage of Grade 9 learners performing at the required language level according to the country's Annual National Assessments.	22	16	22	34	19	8	22	28	19	38	75	74	75	78	74	72	74	78	75	80
3.2 ★★★	Percentage of Grade 9 learners performing at the required mathematics level according to the country's Annual National Assessments.	3	2	5	3	3	1	4	3	3	3	75	75	75	75	75	75	75	75	75	76
4 ★★★	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations. Values here and for the following two indicators refer to thousands of youths.	151	13	8	37	36	16	11	2	9	19	270	33	15	52	67	33	21	5	17	27
5	Number of Grade 12 learners passing mathematics.	121	13	7	25	29	18	10	2	6	11	270	40	15	46	66	38	21	5	16	23
6	Number of Grade 12 learners passing physical science.	103	11	6	20	25	18	9	1	5	8	250	38	14	42	60	37	21	5	15	19
7	Average score obtained in Grade 6 in language in the SACMEQ assessment.	495	448	491	573	486	425	474	506	506	583	520	481	517	585	513	462	503	529	529	593
8 ★★★	Average score obtained in Grade 6 in mathematics in the SACMEQ assessment.	495	469	493	545	485	447	477	499	503	566	520	498	518	561	512	480	505	523	527	579
9	Average Grade 9 mathematics score obtained in TIMSS.	352	316	359	389	337	322	344	366	350	404	401	382	407	424	394	385	398	411	402	433
10	Percentage of 7 to 15 year olds attending education institutions.	98,8	98,4	99,2	99,0	98,8	99,2	99,0	98,6	98,8	98,2	100	100	100	100	100	100	100	100	100	100
11 ★★★	The percentage of Grade 1 learners who received Grade R. Past values (including the national value) are means using General Household Survey data 2011 to 2013.	97	99	100	94	85	98	98	90	100	98	100	100	100	100	100	100	100	100	100	100

TABLE 2: PROVINCIAL INDICATOR VALUES		Past values (see Table 1 for year)										2019 targets									
	Indicator description	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**
12.1	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).	73	63	69	83	75	80	68	69	70	70	75	73	73	77	76	77	75	72	73	73
12.2	The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).	63	49	59	78	63	67	58	57	57	64	60	57	58	64	60	62	59	57	57	60
13.1	The percentage of youths who obtained a National Senior Certificate from a school.	45	33	43	49	49	48	49	39	39	46	60	53	59	59	66	64	61	54	56	57
13.2	The percentage of youths who obtained any FET qualification. (This is an indicator of concern to DBE and DHET.)	47	35	45	51	51	50	51	41	41	48	100	100	100	100	100	100	100	100	100	100
14	The number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time during the past year. Values refer to thousands of teachers.	6,8	0,2	0,4	1,6	1,7	0,6	0,7	0,2	0,5	0,2	12	1,1	0,7	2,4	2,9	1,4	1,1	0,3	0,9	1,2
15.1	The percentage of learners who are in classes with no more than 45 learners.	65	62	77	74	62	51	54	77	66	86	95	95	96	96	94	93	93	98	95	98
15.2	The percentage of schools where allocated teaching posts are all filled.	90	85	82	86	95	93	89	95	91	95	95	92	91	93	97	96	94	97	95	97
16.1	The average hours per year spent by teachers on professional development activities.	39	36	40	34	46	30	37	39	40	55	70	69	70	69	72	68	69	70	70	74
16.2 ★★★	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	41	38	40	53	42	26	15	50	46	71										
17	The percentage of teachers absent from school on an average day.	8	8	6	7	10	9	7	6	6	4	5	5	5	5	6	5	5	5	5	4
18 ★★★	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	53	27	49	85	54	46	64	46	24	76	75	60	72	92	75	71	80	71	59	87
19 ★★★	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	61	68	55	67	55	54	52	64	67	84	100	100	100	100	100	100	100	100	100	100
20 ★★★	The percentage of learners in schools with a library or multimedia centre fulfilling certain minimum standards.	40	22	67	69	34	8	50	42	38	72	70	60	83	84	66	53	75	70	68	86
21 ★★★	The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks.	52	40	46	70	48	62	52	62	57	67	100	100	100	100	100	100	100	100	100	100
22	The percentage of schools where the school governing body meets the minimum criteria in terms of effectiveness.	81	83	86	88	75	82	73	83	76	90	90	91	93	94	87	90	86	91	87	95

TABLE 2: PROVINCIAL INDICATOR VALUES		Past values (see Table 1 for year)										2019 targets									
	Indicator description	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**	**SA**	**EC**	**FS**	**GP**	**KN**	**LP**	**MP**	**NC**	**NW**	**WC**
23.1 ★★★	The percentage of learners in schools that are funded at the minimum level.	79	81	41	84	77	85	94	79	68	82	100	100	100	100	100	100	100	100	100	100
23.2	The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.	76	77	55	90	75	88	35	67	86	86	95	95	90	98	95	97	86	93	97	97
24 ★★★	The percentage of schools complying with a very basic level of school infrastructure.	46	29	63	58	34	52	38	70	39	73	94	92	96	95	93	95	93	97	93	97
25	The percentage of children who enjoy a publicly funded school lunch every school day.	70	82	77	50	70	88	69	85	77	45	75	81	78	65	75	84	74	83	78	62
26	The percentage of learners in schools with at least one educator who received specialised training in the identification and support of special needs.	91	80	96	97	94	80	94	92	96	99	100	100	100	100	100	100	100	100	100	100
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	88	75	96	100	91	85	98	90	91	99	100	100	100	100	100	100	100	100	100	100
27.2 ★★★	The percentage of school principals rating the support services of districts as being satisfactory.	50	48	49	62	48	50	47	53	31	67	75	74	74	79	74	75	73	76	67	81

Appendix B: Details on grade and age

A variety of values have been put forward in the past for the indicators in this plan dealing with grade attainment by age. The following table reproduces key figures:

Table 1: Summary of national indicator values

Year	Indicator 12.1: The percentage of children who turned **9** in the previous year and who are currently enrolled in Grade **4** (or a higher grade).	Indicator 12.2: The percentage of children who turned **12** in the previous year and who are currently enrolled in Grade **7** (or a higher grade).	Source document (and data source)
2009	61	47	2011 Action Plan p. 200 (combination Annual Survey of Schools and General Household Survey)
2012	58.0	40.9	DBE (2013b: 20). (Just Annual Survey of Schools.)
2013	73.4	63.1	Current analysis (Annual Survey of Schools).

Importantly, there was a coding problem in the calculation of the 2012 figures appearing above, and as a result the 2012 values are lower than they should be. The same applies to the 2010 and 2011 values previously published in the 2013 sector progress report (DBE, 2013b: 20). The correct 2010 to 2013 values, all calculated using the same methodology and all using the Annual Survey of Schools dataset, are as follows:

Table 2: Indicator values by province 2010-2013

	Indicator 12.1: The percentage of children who turned **9** in the previous year and who are currently enrolled in Grade **4** (or a higher grade).					Indicator 12.2: The percentage of children who turned **12** in the previous year and who are currently enrolled in Grade **7** (or a higher grade).				
	2010	2011	2012	2013	Clear trend?	2010	2011	2012	2013	Clear trend?
EC	60.6	62.2	62.0	63.1		46.6	47.3	46.5	49.0	
FS	72.4	72.6	72.1	69.4		57.5	59.6	59.5	59.5	
GP	83.4	82.9	82.3	83.1		75.6	77.6	77.2	77.7	
KN	74.2	74.3	75.1	75.0		63.2	64.1	64.3	63.2	
LP	81.3	76.6	80.6	79.7		63.4	62.3	65.7	67.0	
MP	76.0	73.7	73.7	68.5		60.6	60.9	61.6	58.4	
NC	70.9	69.3	66.0	69.3		54.3	55.8	53.4	57.0	
NW	68.2	68.8	70.0	70.1	*	53.6	54.6	56.2	56.8	*
WC	73.1	72.6	71.0	69.7		63.6	65.7	65.1	64.5	
SA	74.0	73.5	74.0	73.4		61.3	62.3	62.8	63.1	*

A clear trend is indicated with an asterisk if (a) there is a continuous increase across the four years and (b) the 2013 value is at least one percentage point higher than the 2010 value.

Appendix C: Useful documents

The documents listed below all inform the current Action Plan, are all publicly available, and are mostly available on the internet. The focus here is on more recent documents that were not listed in the bibliography of the 2011 Action Plan.

Armstrong, P. (2014). *Teacher wages in South Africa: How attractive is the teaching profession?* Stellenbosch: University of Stellenbosch.

Australian Council for Educational Research (2013). *Formative evaluation of textbooks and workbooks*.

Branson, N., Garlick, J., Lam, D. & Leibbrandt, M. (2012). *Education and inequality: The South African case.* Cape Town: SALDRU.

Bush, T., Kiggundu, E. & Moorosi, P. (2011). Preparing new principals in South Africa: the ACE school leadership programme. *South African Journal of Education*, 31: 31-43.

Chauraya, M. (2013). *Mathematics teacher change and identity in a professional learning community*. Johannesburg: University of the Witwatersrand.

Cristia, J.P., Ibarrarán, P., Cueto, S. & Santiago, A. (2012). *Technology and child development: Evidence from the One Laptop Per Child programme*. Washington: Inter-American Development Bank.

Department of Basic Education (2009). *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*. Pretoria.

Department of Basic Education (2011). *2011 report on progress in the schooling sector*. Pretoria.

Department of Basic Education (2012). *IQMS annual report 2011/12*. Pretoria.

Department of Basic Education (2013a). *Detailed indicator report for basic education sector*. Pretoria.

Department of Basic Education (2013b). *Report on progress in the schooling sector against key indicators*. Pretoria.

Department of Basic Education (2013c). *NEEDU national report 2012: The state of literacy teaching and teaching in the Foundation Phase*. Pretoria.

Department of Basic Education (2013d). *Report on the Annual National Assessment of 2013*. Pretoria.

Department of Basic Education (2013e). *Developing and evaluating the first phase of the Grade 12 Mind the Gap study guide series*. Pretoria.

Department of Basic Education (2013f). *The internal efficiency of the school system*. Pretoria.

Department of Basic Education (2014a). *Second detailed indicator report for basic education sector*. Pretoria.

Department of Basic Education (2014b). *The Ministerial Task Team report on the National Senior Certificate*. Pretoria.

Department of Basic Education (2014c). *Report on the Annual National Assessment of 2014*. Pretoria.

Department of Economic Development (2012). *A summary of the South African National Infrastructure Plan*. Pretoria.

Farrell, G. & Isaacs, S. (2007). *Survey of ICT and education in Africa*. Washington: infoDev.

Fullan, M., Watson, N. & Anderson, S. (2013). *Ceibal: Next steps*. Toronto: Michael Fullan Enterprises.

Gustafsson, M. (2012). *The gap between school enrolments and population in South Africa: Analysis of the possible*

explanations. Stellenbosch: University of Stellenbosch.

Howie, S., Van Staden, S., Tshele, M., Dowse, C. & Zimmerman, L. (2012). *South African children's reading literacy achievement*. Pretoria: Centre for Evaluation and Assessment.

Michael and Susan Dell Foundation (2013). *Success by numbers: How using data can unblock the potential of South Africa's R-12 public schooling system.* Cape Town.

Moloi, M.Q. & Chetty, M. (2010). *The SACMEQ III project in South Africa: A study of the conditions of schooling and the quality of education*. Pretoria: Department of Basic Education.

Mullis, I.V.S., Martin, M.O., Foy, P. & Arora, A. (2012). *TIMSS 2011 international results in mathematics*. Chestnut Hill: Boston College.

Mullis, I.V.S., Martin, M.O., Foy, P. & Drucker, K.T. (2012). *PIRLS 2011 international results in reading.* Chestnut Hill: Boston College.

Mullis, I.V.S., Martin, M.O., Gonzalez, E.J. & Chrostowski, S.J. (2004). *TIMSS 2003 international mathematics report*. Chestnut Hill: Boston College.

National Planning Commission (2012). *National development plan 2030: Our future - make it work*. Pretoria.

Presidency (2011). *National evaluation policy framework*. Pretoria.

Presidency (2014). *The impact of the introduction of Grade R on learning outcomes*. Pretoria.

Ralaingita, W. & Wetterberg, A. (2011). Gauging programme effectiveness with EGRA: Impact evaluations in South Africa and Mali. In Amber Gove and Anna Wetterberg (ed.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy.* Research Triangle Park: RTI Press.

Reddy, V., Prinsloo, C., Arends, F. & Visser, M. (2012). *Highlights from TIMSS 2011: The South African perspective*. Pretoria: HSRC.

Richter, L. (2012). *Diagnostic review of early childhood development*. Pretoria: South African Government.

Shisana, O., Labadarios, D., Rehle, T. & Simbayi, L. (2013). *South African National Health and Nutrition Examination Survey*. Cape Town: HSRC.

Shisana, O., Rehle, T., Simbayi, L.C., Zuma, K. & Jooste, S. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town: HSRC Press.

UNESCO: UIS (2009). *Guide to measuring information and communication technologies (ICT) in education*. Montreal.

UNICEF (2010). *Tracking public expenditure and assessing service delivery in early childhood development in South Africa*. Pretoria.

World Economic Forum (2013). *The Global Competitiveness Report 2013-2014*. Geneva.

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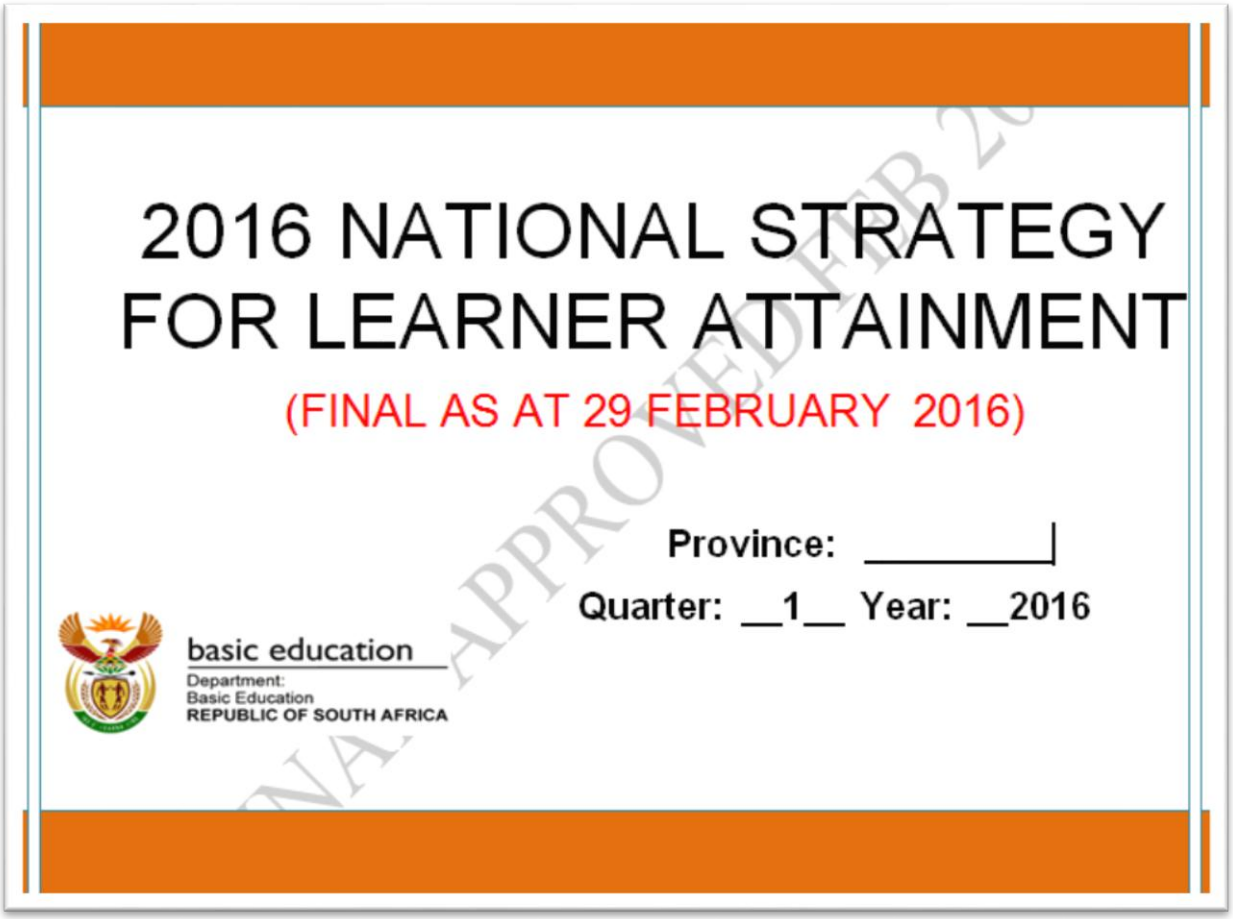
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Appendix C

2016 National strategy for learner attainment



2016 NATIONAL STRATEGY FOR LEARNER ATTAINMENT

(FINAL AS AT 29 FEBRUARY 2016)

Province: _____

Quarter: __1__ Year: __2016



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NA APPROVED FEB 2

ACRONYMS USED IN THIS DOCUMENT

ANA	-	Annual National Assessment
ATP	-	Annual Teaching Plan
BCM	-	Business and Commercial Management
CAPS	-	Curriculum and Assessment Policy Statement
CES	-	Chief Education Specialist
CiPELT	-	Certificate in Primary English Language Teaching
CPTD	-	Continuing Teacher Professional Development
DBE	-	Department of Basic Education
DBST	-	District-Based Support Team
DHET	-	Department of Higher Education and Training
DST	-	Department of Science and Technology
EAC	-	English Across the Curriculum
ECD	-	Early Childhood Development
EFAL	-	English First Additional Language
EMGD	-	Education Management and Governance Development
EWP6	-	Education White Paper 6
FAL	-	First Additional Language
FET	-	Further Education and Training
FSS	-	Full-Service Schools
GET	-	General Education and Training
HEI	-	Higher Education Institution
HL	-	Home Language
HOD	-	Head of Department
ICT	-	Information and Communication Technology
IIAL	-	Incremental Introduction of African Languages
ILST		Institution of Learning Support teams

FINAL APPROVED FEB 2016

IP	-	Intermediate Phase
IQMS	-	Integrated Quality Management System
ISPFTED	-	Integrated Strategic Planning for Teacher Education and Development
IT-		Information Technology
LitNum	-	Literacy and Numeracy
LoLT	-	Language of Learning and Teaching
LTSM	-	Learning and Teaching Support Materials
MST	-	Mathematics, Science and Technology
NCF	-	National Curriculum Framework for Children from Birth to Four
NDP	-	National Development Plan
NGO	-	Non-governmental Organisations
NSC	-	National Senior Certificate
NSLA	-	National Strategy for Learner Attainment
PED	-	Provincial Education Department
PLC	-	Professional Learning Community
PTDI	-	Provincial Teacher Development Institute
SA SAMS	-	South African School Administration Management System
SAASTA	-	South African Agency for Science and Technology Advancement
SASL	-	South African Sign Language
SBA	-	School-based Assessment
SBST	-	School-Based Support Team
SG	-	Superintendent-General
SGB	-	School Governing Body
SIAS	-	Screening, Identification, Assessment and Support
SIP	-	School Improvement Plan
SMT	-	School Management Teams
SP	-	Senior Phase
SSRC	-	Special Schools Resource Centre

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2016 NATIONAL STRATEGY FOR LEARNER ATTAINMENT (NSLA) FRAMEWORK

The Basic Education Sector has made tremendous progress in meeting the Millennium Development Goals including providing for education delivery at different spheres of government. One of the challenges for the national and provincial departments of Basic Education has been to promote and implement changes which lead to improved learner outcomes throughout the Basic Education system.

Over the years the sector came to be characterised by poor learner performance as measured through the Grade 12 pass rate and literacy and numeracy scores in systemic and Whole School Evaluation. That trend has also been confirmed by international studies such as the Southern and East Africa Consortium for Monitoring Education Quality (SACMEQ); Trends in International Mathematics and Science Studies (TIMSS), and Progress in International Reading Literacy Study (PIRLS). The 2014 ANA results revealed that learners in the system are still faced with the challenge of literacy and numeracy. It must be mentioned that the 2014 matric class experienced a phenomenal improvement in the results of 78.2% and this was as a result of the efforts of many years of the implementation of the NSLA. It is critical to acknowledge learner attainment can only be substantially addressed if it is acknowledged that there are several barriers that prevent learners, teachers and schools to develop their full potential. The main aim of any intervention should therefore be to identify the barriers experienced (at individual learner level, teacher and classroom level, school, District and systemic level) and to put measures in place to address them effectively through an inter-sectoral and integrated approach.

In line with improving planning, monitoring and evaluation, government has adopted twelve outcomes as key focus of work between 2010 and 2015. The Basic Education Sector has developed and adopted *Action Plan to 2019: Towards the realisation of Schooling 2030.* This plan has clear measurable output goals and timeframes for each critical deliverable. The objectives of the framework are:

(i) Sustained improvement in learner outcomes or performance;
(ii) Enhanced accountability at all levels of the system;
(iii) Greater focus on basic functionality of schools;
(iv) Protecting time for teaching and learning;
(v) Improved support for teaching and learning;
(vi) Increased efforts on time on task; and
(vii) Resource provisioning

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TOWARDS ACHIEVING SCHOOLING 2030

The *Action Plan to 2019 – Towards the realization of Schooling 2030* outlines what the government will be doing to make Grade R to 12 schooling better, but also explains the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

The NSLA attempts to meet the targets set out in *Action Plan to 2019 – Towards the realization of Schooling 2030* to improve learning and teaching in the schooling system.

This document is divided into the following sections for easy reference and reporting:

Section 1: Management and Leadership

Section 2: Early Childhood Development

Section 3: GET Schools: Foundation Phase; Intermediate Phase; Senior Phase; Rural Education; Reading and Career Dev.

Section 4: High/FET Schools

Section 5: Mathematics, Science and Technology

Section 6: Comprehensive Teacher Development Programme

Section 7: Resource provisioning

Section 8: Inclusive Education: Special Schools; Full-service schools; Home Education

Section 9: ICT

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SECTION ONE:

MANAGEMENT AND LEADERSHIP

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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DEVELOPMENT OF MANAGEMENT AND LEADERSHIP

The NDP outlines the importance of having sound management in the school to build a strong and coherent set of institutions for delivering quality education

“Skilled and dedicated principals to foster a vibrant but disciplined environment that is conducive to learning”.

- Principals to fulfill their roles as leaders in implementing the curriculum
- Schools to have capacity to implement policies – where capacity is lacking immediate action to be taken to address it
- Districts should provide targeted support to improve practices within schools and ensure communication.
- Principals in underperforming schools to receive training, mentoring and support

GOAL 21 and GOAL 27 of the Action Plan to 2019 – Towards the realisation of Schooling 2030

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1A. EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
1.A.1	Monitor the functionality of the SGB.	Management plan of SGB functionality using the relevant tool A report that indicates the following: • Number of schools supported for SGB functionality; • Key Findings • Recommendations for improvement; and • The populated SGB functionality tool per visited school as an annexure	Provincial and District EMGD Coordinators on School Governance	Quarterly	
1.A.2	Capacity building of SGBs	Management plan for SGB capacity building Report that indicates the following: • Number of schools whose SGBs received training • Number of SGB members trained • Areas of training per training session • Key challenges; • Recommendations for improvement	Provincial and District EMGD Coordinators on School Governance	Quarterly	
1.A.3	Competency assessment of School Principals	Report indicating the number of School Principals who have gone	Provincial and District	Quarterly	

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1A. EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		through competency assessments before being appointed and the impact of training.	EMGD Coordinators on School Leadership and Management		
1.A.4	Monitoring the availability of basic Management and Leadership documents in schools	Report indicating: • Number of schools monitored • Key findings • Main challenges • Recommendations for improvement	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	

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1B. DISTRICT CO-ORDINATION AND DEVELOPMENT					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
1.B.1	Provinces to refine their calendars by September and submit to districts to finalise plans before end of October and submit to schools.	A refined provincial calendar free of clashes developed and approved.	Director Communication	Dec of previous year	
1.B.2	Completing district and circuit plans considering the provincial plan - to set district targets with specific emphasis on the exit classes	Learner Attainment Implementation Plans developed addressing shortcomings and catering for uniqueness of the district.	District Director Circuit Managers	End Feb	
1.B.3	A co-ordinated circuit plan with dates of planned principals meeting (for clusters/ EMGD/ Management) - To determine the number of days principals/ stay away from schools	District plan indicating all Circuit Offices interactions with school managers (EMGD, Circuit managers and Curriculum)	District Directors Circuit managers	February	
1.B.4	Holding the curriculum Bosberaad in Districts and Circuits to address all district officials on the district plan and agree on the implementation. Identify specific challenges and strategies for intervention by multi-disciplinary teams.	Curriculum Meetings held in Districts cluster and Circuits.	District Director EMGD, Curriculum Coordinators and Circuit Managers	February	
1.B.5	Adopting the underperforming schools for mentorship 1.1 All FET underperforming	Reports of mentorship of school principals by senior and middle managers in the province once	SG Provincial and District Directors	Quarterly	

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1B. DISTRICT CO-ORDINATION AND DEVELOPMENT					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	schools and first time Grade 12 schools by members of the Senior and Middle Management Team. 1.2 GET schools feeding underperforming High Schools by Deputy Chief Education Specialists	per month per manager per school. Reports should be submitted to the District CES /School Improvement Plan (SIP) coordinator.			
1.B.6	One meeting of mentors with districts to discuss findings and concerns from school visits.	Reports of problems identified and interventions submitted during the meeting.	District Directors	By end June	
1.B.7	Updating profiles of *all schools* on a provided template for informed intervention and support. - Profile to include audit of teacher qualification and specialization	Updated profiles of schools existing in Districts / Circuits / Area Offices. Data base of teachers' qualification and areas of specialization and • relevant placement of teachers • regularly updated and monitored completing the HR CV project	Area Managers EMIS	End February and ongoing	
1.B.8	Monthly meetings of Circuit Managers, Curriculum Coordinators, Subject Specialists, EMGD and IQMS officials in Circuits to discuss problems experienced at schools regarding monitoring, support and review of targets.	Minutes of such meetings made available to district directors by Circuit Managers.	District Director Circuit Managers.	Monthly	

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1B. DISTRICT CO-ORDINATION AND DEVELOPMENT					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
1.B.9	Support Forums for SMTs to share good practices on institutional management.	Reports on the Quarterly meetings of all high school principals in the area office.	District Director Circuit Managers	Beginning of each term	
1.B.10	Monitoring; support and guidance to schools on: • Curriculum coverage • Correct time tables • In-school monitoring • Monthly staff meetings • Management meetings • Analysis of performance • Staffing	Reports on the visits made available to the District / Circuit Manager for interventions with the relevant officials.	District Director/ Circuit Managers	Monthly	
1.B.11	Issuing written notices to all schools identified as underperforming (Section 58B (1)) for them to prepare a plan setting out how academic performance at the school will be improved. Education Laws Amendment Act 2007 Section 16A (1) (b)	Reports on the letters issued to underperforming schools by Superintendent-General (SG) indicating number and kind of issues to be addressed. Progress reports from schools' School Improvement Plans (SIP)	SG	End Jan	
1.B.12	Implementation of the Whole School Evaluation monitoring visits	Reporting on the implementation of the Whole School Evaluation finding by all school schools that were monitored as indicated by the Directorate Whole School Evaluation		Quarterly	

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SECTION TWO:

EARLY CHILDHOOD DEVELOPMENT

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GOALS SPECIFIC TO EARLY CHILDHOOD DEVELOPMENT:

Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.

Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
2.1	Provide each targeted school with an indicative amount of what its public allocation will be for the provisioning of Grade R in the following year and how it was determined in accordance with the Norms and Standards for Funding Grade R	Provincial communication to schools indicating Grade R per learner allocation as determined	PED Budget support and monitoring	September of previous year and to be reported in Q1	
2.2	Develop and maintain a database of all schools (public, independent, subsidised registered centres and Special) that will receive funding for learners in Grade R	Database of institutions receiving funding for Grade R placed on the provincial website: - public ordinary schools - public special schools - independent schools - registered ECD centres	Budget Monitoring and support National, Provincial and District officials	September of previous year and to be reported in Q1	
2.3	Create posts for Grade R educators who meet the minimum requirement of Level 6 qualification	Number of Grade R educators with minimum NQF level 6 qualification	PED- Human Resource Provisioning	April	
2.4	Strengthen the implementation of the national guidelines to standardise assessment (promotion and progression) in Grade R classes	Standardised implementation of assessment in Grade R classes.	National, Provincial and District officials Foundation Phase	Quarterly	
2.5	Development and maintenance of a National Education and Management Information System	A report with evidence of the following is available: • Number of schools with Grade	PED- EMIS	January	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	for ECD	R • Number of Grade R learners enrolled in : a) Public Primary Schools b) independent schools c) Subsidised/registered community based sites d) Special schools			
2.6	Strengthen the implementation of the National Curriculum Framework for children from Birth to Four (NCF) in targeted registered ECD centres	NCF report on: • Database of the number of targeted registered ECD centres in the province • Particulars of the practitioner/s and Qualifications at the centres • Number of NCF documents distributed; • Name of the person who accepted the documents at the centre.	PED- ECD	March	
2.7	NCF(In-service Training) of ECD practitioners to support implementation	Report with evidence of the following: • Number of practitioners trained • Dates of the training • Results of the pre-training test • Results of the post-training test	PED Teacher Development	Quarterly	
2.8	Inter- sectoral collaboration: Training of DSD and DBE provincial and district officials on the NCF	• A report on the training of officials indicating the date, venue, number of officials as well as the approved programme and register of the training conducted.	PED- ECD	Quarterly	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• A pre-test of the training must be conducted as well as a post-training test.			
2.9	Management of the DBE deliverables (training and curriculum) in the ECD Programme of Action for ECD coordinated by the DSD	A report on: • the inter- departmental committee meetings held in the province • Quarterly Monitoring and support visits to registered ECD centres	PED- ECD	March, June, September and December	
2.10	Monitoring the implementation of the NCF at the selected registered ECD centres	A report with evidence of the following: • Name of the centres implementing the NCF; • Number of practitioners at the centre implementing the NCF; • Condition of the centre pre implementation of the NCF; • Result of the implementation at the centre.	PED ECD	March June September December	

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SECTION THREE:

PRIMARY / GET SCHOOLS

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TOWARDS ACHIEVING SCHOOLING 2025

The Action plan to 2019 – Towards Schooling 2030 outlines what the government will be doing to make Grade R to 12 schooling better, but also explain the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

The plan is intended for the teachers, principals and members of the school governing bodies.

The NSLA attempts to meet the targets set out in *The Action plan to 2019 – Towards Schooling 2030* to improve learning and teaching in the schooling system.

Within this plan are stipulated Goals derived from the Action plan to 2019 – Towards Schooling 2030 for schools to implement. 11 of the 27 goals as stipulated are applicable to Primary / GET schools.

The plan incorporates the NDP as a source document.

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GOALS SPECIFIC TO FOUNDATION PHASE, INTERMEDIATE AND SENIOR PHASE:

Goal 1: Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

Goal 7: Improve the average performance in ***languages*** **of** ***Grade*** **6 learners.**

Goal 10: Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.

Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.

Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school.

Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.

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GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE FOR GRADES R - 9

1. Only progress on activities completed in the current quarter must be reported on.
2. Time frames should relate to the quarter on being reported on.
3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.
4. A progress report must be included for **all subjects** Grade R - 9.
5. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.
6. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.
7. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.
8. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.
9. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.
10. In the Intermediate and Senior phase the following subjects must be reported on:

Mathematics; Natural Sciences and Technology; EMS; Social Sciences; Life Orientation; Creative Arts; All Languages

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.A.1	Ensuring availability and utilisation of all relevant policies/documents for all subjects offered in Grades R-3 to the relevant subject teachers	Relevant Curriculum and Assessment policies/ documents are in the teachers files: • CAPS policy documents for each subject • National Protocol for assessment • National Policy Pertaining to programme and promotion requirements • School Departmental/ subject policy	PROVINCES & DISTRICT	Quarterly	
3.A.2	Monitor, evaluate and support the implementation of CAPS in Grades R-3	Report indicating the following: • Lesson Planning and scripted lessons, is made available by the province • School Based Assessment (SBA) programme aligned to	PROVINCES & DISTRICTS	Quarterly	

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		CAPS • Monitoring Classroom practice and teaching methodology • Monitoring Curriculum coverage			
MONITOR UNDERPERFORMING SCHOOLS					
3.A.3	Monitor the implementation of interventions to ensure improvement of **Languages in line with the Action Plan and the Language Framework document**	Report on the monitoring conducted indicating the following: • Number of schools visited and number of visits per school. • List the schools based support programmes for targeted schools/districts • Impact of the support provided to the schools.	PROVINCES & DISTRICT	Quarterly	
LANGUAGES					
3.A.4	Ensuring strengthened support for **EFAL implementation** in Grade 1-3 is in accordance with CAPS	Report on the support for EFAL indicating the following: • Monitoring and supporting EFAL	PROVINCES & DISTRICT	Quarterly	

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		implementation in Grades 1-3, including curriculum coverage and SBA			
3.A.5	**Implementation of Incremental Introduction of African Languages** (IIAL) in pilot schools	Report on the implementation of IIAL in the pilot schools indicating the following: • Language offerings • Number of schools implementing IIAL in Grade 1 • Other IIAL pilots (indicate number of schools, grades and languages) • Teacher provisioning models • Advocacy and Communication strategy • Teacher training and support • Resource provisioning • Policy compliance • Monitoring and support activities • Curriculum coverage	PROVINCES & DISTRICT	Quarterly	

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.A.6	**Language Across the Curriculum (LAC)** with the focus on African languages as LoLT	Report indicating the following: • Reading and writing workshops in the LoLT • Monitor and support the teaching of Mathematics in African languages. • Interventions to strengthen LoLTin Grades R to 3	PROVINCES & DISTRICT	Quarterly	
ASSESSMENT					
3.A.10	Strengthen support to improve **ANA** performance in **Language**s in Grade 1-3.	Report indicating the following: • ANA diagnostic report and Framework for Improvement 2014 • ANA 2015 error analysis and remediation • ANA provincial and district targets for Languages Grades 1-3 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments	PROVINCES & DISTRICT	Quarterly	

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Monitoring of ANA 2016 • Diagnostic analysis of ANA 2016 results • Interventions to improve ANA 2017 results.			
3.A.11	Monitor and support the Implementation of **School Based Assessment (SBA)** in Grades R-3	Report indicating the following: • CAPS compliance: Assessment requirements per subject in Grades 1-3 • Assessment exemplars for Grades R-3 • Assessment programme for Grade R; • Recording and reporting exemplars • Utilisation of SASAMS in Grades R to 3 • Provincial and district diagnostic assessments • Monitor and support school based assessment.	PROVINCES & DISTRICT	Quarterly	
3.A.12	Learner **progression and**	• Number of learners			

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3.A - FOUNDATION PHASE GRADES R- 3					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	remedial support for repeaters and progressed learners	repeating Grade 1, 2 and 3 in 2016 per district • List intervention programmes to support repeaters and progressed learners at school, district and provincial levels			

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.B.1	Ensuring availability of all relevant policies/documents for all subjects to the relevant subject teachers	• Relevant Curriculum and Assessment policies/documents in the teachers files: • CAPS subject policy • National Protocol • National Policy Pertaining to programme and promotion requirements • School Departmental/subject policy	PROVINCES & DISTRICT	Dec /January	
3.B.2	Ensuring planning by all teachers in line with CAPS requirements	• Planning reflecting all specific aims and skills. • Evidence of daily preparation	PROVINCES & DISTRICT	Year plan completed by end of year/Quarterly	
3.B.3	GET specialists monitoring and reporting on the improvement of all subjects.	Monthly reports on CAPS implementation covering all items as indicated in the strategic	PROVINCES & DISTRICT	Quarterly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	Focus on: teaching methodology classroom resources for writing, phonics and counting use of workbooks correct time allocation per subject Analysis of performance curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements	activity.			
LANGUAGES					
3.B.4	Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes as outlined in the Action Plan.	Report on the orientation workshop conducted to mediate the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as LoLT. The Report should indicate the following: • Type of programme • Number of IP subject advisors, SMTs and teachers trained	PROVINCES & DISTRICT	Quarterly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Monitoring plan			
3.B.5	Strengthening the teaching and learning of Home Languages	Submission of report indicating: • Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes Report indicating the number of IP teachers who have been trained on the following: • Development of assessment tasks • Teaching of different literature genres in the IP	PROVINCES & DISTRICT	Quarterly	
3.B.6	Implementing English Across the Curriculum Strategy	EAC content subject implementation. A Report indicating the following: • Development of reading and writing programmes across the curriculum – content subjects	PROVINCES & DISTRICT	Quarterly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Best practice on how to implement EAC on school level • Best practice on language development in each learner			
3.B.7	Preparing the phase for the implementation of IIAL	Submission of plans and quarterly reports on the preparation to implement IIAL in the Intermediate Phase. The plan should indicate the following: • District • Schools • Languages • Teacher provisioning • Teacher training schedule • LTSM provisioning	PROVINCES & DISTRICT	Quarterly	
3.B.8	Ensuring the EFAL planning for Grade 4-6 classes are in accordance with the policy document / CAPS	Report on the support for EFAL indicating the following: • Monitor and support CiPELT implementation in Grades 4-6 • EFAL Reading and	PROVINCES & DISTRICT	Quarterly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		writing workshops			
ASSESSMENT					
3.B.9	Monitor and support the implementation of **ANA** improvement plans	Report indicating the following: • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for Mathematics and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016	PROVINCES & DISTRICT	Quarterly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		results.			
3.B.10	Ensuring **informal assessments** for every subject as stipulated in the subject policy during monitoring of lesson preparations. Covering all **cognitive levels** to prepare learners for formal assessment	Report showing evidence of informal Assessment infused in the daily preparations for teaching and learning. Learners' evidence of informal assessment.	PROVINCES & DISTRICT	Quarterly	-
3.B.11	Monitoring and support the implementation of **School-Based Assessment (SBA**). Tracking learner performance using the quarterly results analysis for Grade 4 – 6	Report showing an analysis of the learner performance per school, per subject; item analysis, etc. presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	
3.B.12	Focused item analysis after every formal assessment task to detect early warning for each subject. Analysis of the learner performance per item for every assessment to detect early warnings and the intervention	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.B.13	Orientation of teachers on the development, moderation and marking of School Based Assessment tasks	Report indicating number of teachers orientated on how to develop assessment tasks, training programme and attendance register.	PROVINCES & DISTRICT	Feb – Aug	
3.B.14	Learner retention and remedial support provided.	Report: • Indicate the timeous policy enrichment support provided to teachers on learner retention and progression requirement per grade. • Support / intervention given to learners who are experiencing barriers to learning? • Indicate the mechanism used to effect timeous communicate to parents of learners who are experiencing barriers to teaching and learning.	PROVINCES & DISTRICT	Jan-Nov	

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Indicate the role district play in supporting learners who do not achieve the required subject knowledge and skills benchmarked for the grade. • Indicate the curriculum support provided for learners who show retention potential in the Foundation, Intermediate and Senior Phase to prevent learner drop out. • What supporting evidence do schools provide to parents about the learner support and evidence of improvement of learner performance?			

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3B – INTERMEDIATE PHASE GRADES 4 – 6					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.B.15	Learner Progression and remedial support provided.	• Percentage of learners enrolled per subject per Term • Percentage of curriculum areas per subject requiring serious attention per grade • Tracking learner performance per term providing stats of areas requiring improvement. • Evidence of types of remedial support provided to learners.	PROVINCES & DISTRICT	Feb- Nov	
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
3.B.16	Monitor and Support to under performing Schools	Targeted interventions to support curriculum implementation: Curriculum coverage - Use of Text Books and other LTSM	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.C.1	Ensuring availability of all relevant policies/documents for all subjects to the relevant subject teachers	Relevant Curriculum and Assessment policies/documents in the teachers files: • CAPS subject policy • National Protocol • National Policy Pertaining to programme and promotion requirements • School Departmental/subject policy	PROVINCES & DISTRICT	Dec/ January	
3.C.2	Ensuring planning by all teachers in line with CAPS requirements	Planning reflecting all specific aims and skills. Evidence of daily preparation	PROVINCES & DISTRICT	/Quarterly	
3.C.3	GET specialists monitoring and reporting on the improvement of all subjects. Focus on: • teaching methodology • classroom resources	Quarterly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	for writing; use of workbooks • correct time allocation per subject • Analysis of performance • curriculum coverage • Subject meetings • In school monitoring • SBA implementation in line with CAPS requirements				
LANGUAGES					
3.C.4	Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes as outlined in the Action Plan.	Report on the orientation workshop conducted to mediate the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as LoLT. The Report should indicate the following: • Number of SP subject advisors, SMTs and teachers trained • Monitoring plan • Design and	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		implement instruction that uses formal and informal assessment instruments			
3.C.5	Strengthening the teaching and learning of Home Languages in the Senior Phase	Submission of report indicating: • Utilisation of reading resources in Home Languages • Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes • Provision of LTSM in African Languages Report indicating the number of SP teachers who have been trained on the following: • Development of assessment tasks • Teaching of different literature genres in the SP	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.C.6	Implementing English Across the Curriculum Strategy	EAC content subject orientation report indicating the following: • Number of content subject advisors trained • Cascading schedule of EAC training to content subject teachers. • Development of reading and writing programmes across the curriculum – content subjects • Locate and use a variety of texts in subject areas. • In order to strengthen reading comprehension. Allow learners to monitor their own comprehension effectively • Vocabulary development is intertwined with reading comprehension.	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Improve range and specificity in writing			
3.C.7	Ensuring the EFAL planning for Grade 7-9 classes are in accordance with the policy document / CAPS	Report on the support for EFAL indicating the following: • EFAL support workshops	PROVINCES & DISTRICT	Quarterly	
ASSESSMENT					
3.C.8	Monitor and support the implementation of **ANA** improvement plans	Report indicating the following: • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016 results.			
3.C.9	Ensuring **informal assessments** for every subject as stipulated in the subject policy during monitoring of lesson preparations. Covering all **cognitive levels** to prepare learners for formal assessment	Report showing evidence of informal Assessment infused in the daily preparations for teaching and learning. Learners' evidence of informal assessment.	PROVINCES & DISTRICT	Monthly	-
3.C.10	Monitoring and support the implementation of **School-Based Assessment (SBA**). Tracking down learner performance using the quarterly results analysis for Grade 4 – 6	Report showing an analysis of the learner performance per subject; item analysis, etc presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	
3.C.11	Focused item analysis after every formal assessment task to detect early warning for each subject. Analysis of the learner performance per item for	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	every assessment to detect early warnings and the intervention				
3.C.12	Orientation of teachers on the development, moderation and marking of School Based Assessment tasks	Report indicating • Number of teachers trained on how to develop assessment tasks, • Orientation programme and • Attendance register.	PROVINCES & DISTRICT	Feb – Aug	
3.C.13	Learner retention and remedial support provided.	Report: • Indicate the timeous policy enrichment support provided to teachers on learner retention and progression requirement per grade. • Support / intervention given to learners who are experiencing barriers to learning?	PROVINCES & DISTRICT	Feb-Nov	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• Indicate the mechanism used to effect timeous communicate to parents of learners who are experiencing barriers to teaching and learning. • Indicate the role district play in supporting learners who do not achieve the required subject knowledge and skills benchmarked for the grade. • Indicate the curriculum support provided for learners who show retention potential in the Senior Phase to prevent learner drop			

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		out. • What supporting evidence do schools provide to parents abo the learner support an evidence of improveme of learner performance			
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
3.C.14	Monitor and Support to under performing Schools	Targeted-interventions plans to provide support in curriculum implementation: Curriculum coverage - Use of Text Books and other LTSM Monitor and evaluation of the improvement plans and their impact. **To track progression and promotion please indicate per term:** • Percentage of learners enrolled per	PROVINCES & DISTRICT	Quarterly	

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3.C – SENIOR PHASE GRADES 7 – 9					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		subject per Term • Percentage of curriculum coverage. • Percentage of curriculum content requiring reinforcement per grade in a term, based on learner performance • Indicate the Remediation Plan to revisit while addressing curriculum needs of the next term. • Evidence of types of remedial support provided to learners in the previous term.			

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3.D- RURAL EDUCATION					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.D.1	Improve teacher capacity and practices in multi-grade teaching.	Report indicating the following: • The number of teachers and Subject Advisors trained in multi-grade teaching. • Results of pre and post-tests. • Details of schools in which teachers were trained.	PEDs	Quarterly	
3.D.2	Improve teacher capacity and practices in using ICT to mediate teaching and learning in rural and multi-grade schools.	Report indicating the following: • The number of educators that use and apply ICT in their multi-grade classrooms. • Details of schools that are using ICTs • Improved mediation of the curriculum.	PEDs	Quarterly	
3.D.3	Implement the multi-grade toolkit in multi-grade schools.	Report on the implementation of the multi-grade toolkit indicating the following: • Number of toolkits distributed and details of schools implementing the toolkit. • Improved curriculum delivery.	PEDs	Quarterly	
3.D.4	Monitor the implementation of CAPS in rual and multi-grade schools.	Report on the implementation of CAPS indicating the following: • Compliance with CAPS. • Number of visits to schools. • Names of schools visited. • Impact of the support provided.	PEDs	Quarterly	

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3.D- RURAL EDUCATION					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.D.5	Strengthening Curriculum implementation and SBA in rural and multi-grade schools	Curriculum Coverage as per adapted ATP, Teaching Methodology, LTSM – textbooks and the use of workbooks. Number of informal activities done and assessed per week. Subject meetings Monitor and support Life-Player pilot project	PROVINCES & DISTRICT	Monthly	
3.D.6	Monitoring and support the implementation of **School-Based Assessment (SBA**) and **ANA** in rural and multi-grade schools	Readiness of districts, schools and teachers to Administer ANA 2015 is monitored and strengthened. Arrangements for the printing, packing and distribution of the test material are in place. Manage and administer the marking and moderation of ANA scripts. Teachers are trained on how to develop formal assessment tasks for SBA An analysis of the learner performance per subject; item		Feb – Sept	

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3.D- RURAL EDUCATION					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		analysis, etc presented at end of every quarter for interventions			
3.D.7	Monitor the rationalisation of small rural and multi-grade schools.	Report on merger and closer of non-viable schools: • Details of closed and merged schooled (Number and names of such schools) • Details of schools earmarked to be merged/ closed.	PEDs	Quarterly	
3.D.8	Monitor the conclusion of Section 14 Agreements for public schools on private property	Report on the database of public schools on private property and on finalized Section 14 Agreements: • Details of schools on private property (Number and names of such schools) • Details of schools that have concluded the Section 14 Agreements.	PEDs	Quarterly	
3.D.8	Improve access and retention of learners in rural and multi-grade schools.	Report on school hostels in rural areas indicating the following: • Functionality of hostels; • Number of children and staff at the hostels.	PEDs	Quarterly	
		Report on the provision of scholar transport indicating the number of children utilizing the service.	PEDs	Quarterly	

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READING AND LIBRARY INFORMATION SYSTEMS

The Sector Plan Getting the Nation TO Read and Library and Information Systems schooling 2030 sets the following related goals:

- Goal 1 Implement National Reading Campaign by mobilizing the wider community to participate in reading programmes
- Goal 2 Implement Drop All and Read Campaign for at least 30 minutes per week in Grades R to 12.
- Goal 3. Improve the reading and literacy levels of Grade R to 12 learners in all the official languages offered at Home Language and First Additional Language;
- Goal 4. Improve the quality of reading and literacy programmes offered in Grades R to 12
- Goal 5: Improve the resource provisioning and utilization in all languages in Grades R to12
- Goal 6: Improve provisioning and access to Library and Information Services.
- Goal 7: Intensify social mobilization programmes in partnership with social partners and the wider community
- Goal 8: Revitalise existing libraries and library capacity.
- Goal 9: Encourage the establishment of Reading clubs and book clubs
- Goal 10: Implement reading assessments eg EGRA and nationally accepted reading and writing norms
- Goal 11 Encourage participation in Reading festivals , events and Spelling Bee competitions

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3.E-READING AND LIBRARY INFORMATION SYSTEMS (LIS) GRADE R -12					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.E.1	Implementation of the National Reading Campaign	Report on : Social Mobilisation programmes at school, district and provincial levels	PED's	Quarterly	
3.E.2	Monitoring and support for Drop All and Read programme	Report on : Implementation of Drop All and Read programme in Grades R to 12	PED's	Quarterly	
3.E.3	Provisioning of Reading and literacy resources	Report on resources provided in : Foundation Phase	PED's (LTSM)	Quarterly	
		Intermediate Phase			
		Senior Phase			
		FET			
3.E.4	Implementation of Reading norms in Grades R to 12	Foundation Phase	PED's (CURRICULUM)	Quarterly	
		Intermediate Phase			
		Senior Phase			
		FET			
3.E.5	Implementation of Reading Assessments	Monitoring implementation of reading assessments	PED's (CURRICULUM)	Quarterly	
3.E.6	Social mobilization activities	Khari Gude Literacy programmes	PED's	Quarterly	
		Establishment of Reading Clubs			
3.E.7	Advocacy and Communication	Participation in Reading and Library events and festivals	PED's	Quarterly	
		Participation in Spelling Bee Competition			
3.E.8	Library and Information Services (LIS)	1000 School Library project: revitalization of existing libraries and establishment of new libraries	PED's	Quarterly	
		Models of different types of library provisioning			
		Training of Library assistants			
		Partnership with DAC and other social partners			

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3.E-READING AND LIBRARY INFORMATION SYSTEMS (LIS) GRADE R -12					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		Monitoring utilization of LIS resources			

3.F.-SUBJECT CHOICES AND CAREERS					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
3.F.1	Conduct open day session for Grade 9 learners on subject choice Promoting career simulation day	Scheduled dates provided by schools to LO subject advisor. Learners make informed subject choices	PED's	QUARTERLY	
3.F.2	Improving study methods through continuous training of Life Orientation teachers Guiding learners in grades 1-12 on methods of learning (study methods)	Number of teachers trained on subject methods. Report on sessions conducted	PED's	QUARTERLY	
3.F.3	Empowering and assisting learners on career choices and accessing high education through: Career exhibitions; Sponsors; Skills development; Advancement of learners through SETA programmes	Organised exhibitions held in all districts Report on the number of learners attended career exhibitions	PED's	QUARTERLY	

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SECTION FOUR: FET

HIGH / SECONDARY SCHOOLS

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basic education

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Basic Education
REPUBLIC OF SOUTH AFRICA

Purpose

- More focus on the **protection of teaching time and quality contact time**
- **Planning and preparation of lessons** to ensure adherence to curriculum needs (correct understanding and implementation of Aims and Skills).
- **Intensified monitoring, control and support** of the programme.
- Intensified and **correct management of continuous assessment**
- Focus will remain on **proficiency of language of learning and teaching** for learners
- Subject focus will be directed at **identifying learner's strength to assist career choice and access** to Higher Education.
- **Accountability** for all at school level.

Subjects to report on:

Languages, History, Geography, Arts subjects, Services Subjects, BCM Subjects, Life Orientation, Religion Studies.

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Goals specific to Secondary / High schools

GOAL NUMBER	ACTION PLAN ACTIVITY
4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university

Action Plan Management Goals

GOAL NUMBER	ACTION PLAN ACTIVITY
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
27	Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

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4. FET/HIGH SCHOOLS					
Item	**Strategic Activity**	**Performance Indicator**	**Responsibility**	**Time Frames**	**Progress**
4.1	Implementation of the Framework for Strengthening the Learning and Teaching of Languages (FSLTL), including : • Interventions to improve LOLT and the teaching and learning of African Home Languages; • Interventions to promote and strengthen the use of English FAL across the curriculum; • Progress in implementing the strategy for teaching EAC across the curriculum	• A detailed provincial report on the Implementation of the FSLTL including EFAL • EAC Training and Advocacy • Improving learner performance in African Home Languages	PED Head of Curriculum Districts	Jan – Sept	
4.2.1	Provide opportunities for learners to engage in job shadowing.	Report on activities that promoted opportunities for learners to engage in job shadowing.	PED's Life Orientation	QUARTERLY	
4.2.2	Empowering and assisting learners on career choices and accessing high education through: Career exhibitions; Bursaries; Skills development; and Advancement of learners through SETA programmes	Report on activities to improve learner knowledge on: • admission to HEIs; • filling out application forms to HEIs; and • the options for financial assistance. • Provide report on: ➢ the number of career exhibitions held , ➢ the number of learners attended	PED's Life Orientation	QUARTERLY	

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4. FET/HIGH SCHOOLS					
Item	**Strategic Activity**	**Performance Indicator**	**Responsibility**	**Time Frames**	**Progress**
		➢ quality of the career exhibitions ;and ➢ the impact it made on learners.			
4.2.3	Distribution and implementation of "Apply Now Booklet"	Report on: ➢ the number of schools that received the "Apply Now Booklet" ;and ➢ provide a report on the challenges and successes on the use of the booklet at all schools.	PED's Life Orientation		
4.3	Interventions (EBR) to improve learner performance including but not limited to: • Extra classes for high achievers or progressed learners including vacation classes; holiday revision camps etc. • Enrichment learning and / Revision classes • Teacher support / workshops • Additional resources for curriculum support (excluding textbooks)	A detailed qualitative and quantitative provincial report per subject indicating the following: • Criteria for selection of target; • Nature of intervention; • Focus of the intervention; • Duration (1hour x 10 days); • Scope : Beneficiaries vs. Target (e.g.30 out of 145) • Number of teachers affected; • Number of learners affected; • Tracking learner progress; • Pre and post-tests.	PED Head of Curriculum Districts	Quarterly	

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4. FET/HIGH SCHOOLS					
Item	**Strategic Activity**	**Performance Indicator**	**Responsibility**	**Time Frames**	**Progress**
	• Monitoring of and support to underperforming schools				
4.4	Improved quality of School Based Assessment	A detailed quarterly report on: • SBA completion per subject per term • Key findings of provincial moderation • Challenges / Interventions / Corrective measures	PED Head of Curriculum Districts	Quarterly	

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SECTION FIVE:

MATHEMATICS, SCIENCE AND TECHNOLOGY



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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TOWARDS ACHIEVING SCHOOLING 2030

The MST goals should be understood in the context of the main objectives of the National Development Plan (NDP) (2010 – 2030) to eliminate income poverty and reduce inequality by 2030. One of the three priority objectives of the National Development Plan (NDP) (2010 – 2030) is improving the quality of education, skills development and innovation.

The NDP further identifies the role that different sectors should play in overcoming poverty and inequality and reducing unemployment, and the implications these have for education and skills development. DBE needs to respond to the skills needs foregrounded by the NDP as the foundation for meeting these demands begins with sound MST education in schools.

Action Plan to 2019 – Towards Schooling 2030 outlines what the government will be doing to make Grade R to 12 schooling better

Within this plan are stipulated Goals derived from the Action Plan to 2019 – Towards Schooling 2030 for schools to implement. ***11*** *of the* ***27*** *goals as stipulated are applicable to MST.*

The NSLA attempts to strengthen the basic education system of South Africa in areas of mathematics, science and technology by producing many learners who are proficient, innovative and capable of competing nationally, internationally and beyond the schooling system through coordinated and structured systems

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GOALS SPECIFIC TO FOUNDATION PHASE, INTERMEDIATE AND SENIOR PHASE IN MST:

Goal 1: Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

Goal 5: Increase the number of Grade 12 learners who pass mathematics.

Goal 6: Increase the number of Grade 12 learners who pass physical sciences.

Goal 8: Improve the average performance in ***mathematics* of *Grade 6* learners**.

Goal 9: Improve the average performance in *mathematics* of *Grade 8* learners.

Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

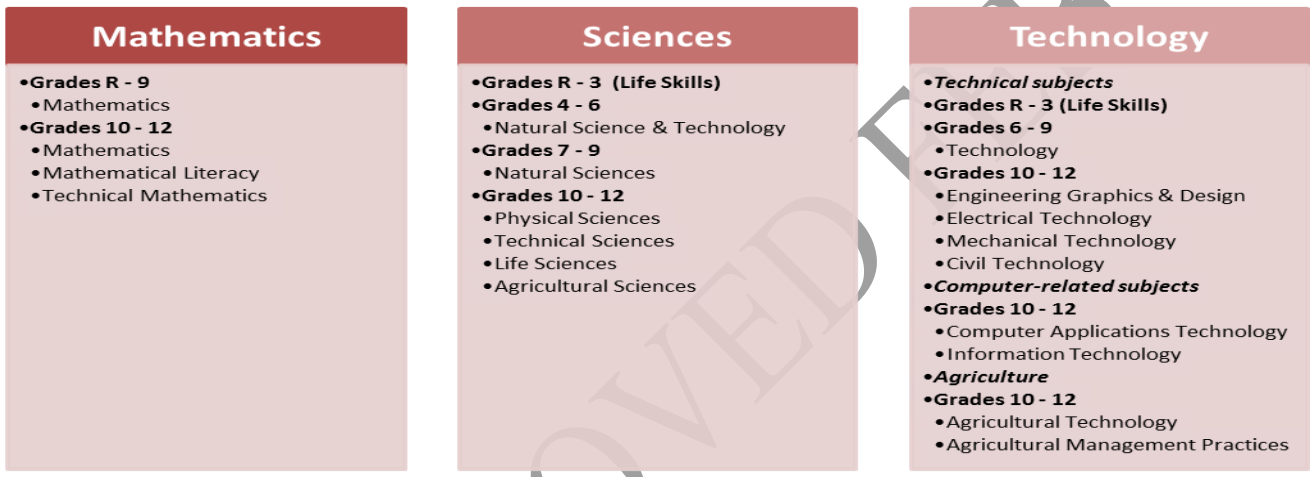
Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

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GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE

1. The following subjects listed below must be reported:



Purpose

- More focus on the **protection of teaching time and quality contact time**
- **Planning and preparation of lessons** to ensure adherence to curriculum needs (correct understanding and implementation of Aims and Skills).
- **Intensified monitoring, control and support** of the programme.
- Intensified and **correct management of school based assessment**
- Focus on **proficiency of language of learning and teaching** for learners
- Subject focus will be directed at **identifying learner's strength to assist career choice and access** to Higher Education.
- **Accountability** for all at school level.

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5.MST Subjects					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
5.1	Monitoring and support of curriculum implementation in grades 10 – 12 including: Paying scheduled visits to all schools to monitor: • Teacher, Text, Time, Task, Test; curriculum coverage; • implementation of subject improvement plans; • progress towards achieving set targets; • Tracking learner performance; • Support to and monitoring of progressed and retained learners.	A comprehensive provincial report per subject on the following: • Number of schools visited this quarter • Availability of curriculum related documents • Key findings of curriculum visits and curriculum coverage • Progress in implementing subject improvement plans • Adherence to notional time, time on task, informal assessment • An analysis of learner numbers (all grades) per subject, including girl learner numbers • An analysis of learner performance (all grades) per subject, including girl learner performance • Comment on progress towards set targets (participation rate, performance, etc.) • A comparative analysis with previous cohorts for corresponding periods (numbers and performance) • The number of learners progressed per grade per subject	PED Head of Curriculum Districts	Quarterly	

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5.MST Subjects					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
		• No of learners retained per grade per subject • Nature and impact of support provided to progressed and retained learners • Challenges impacting on curriculum delivery • Interventions to mitigate challenges of curriculum delivery • Monitor and support the of Subject committees including the number of Provincial and District subject committees; achievements; challenges and recommendations to address challenges			
5.2	Interventions (EBR) to improve learner performance including but not limited to: • Extra classes for top performers or progressed learners including vacation classes; holiday revision camps etc. • Enrichment learning and / Revision classes • Teacher support / workshops • Additional resources for curriculum support (excluding textbooks)	A detailed qualitative and quantitative provincial report per subject indicating the following: • Criteria for selection of target; • Nature of intervention; • Focus of the intervention; • Duration (1hour x 10 days); • Scope : Beneficiaries vs. Target (e.g.30 out of 145) • Number of teachers affected; • Number of learners affected; • Tracking learner progress; • Pre and post-tests.	PED Head of Curriculum Districts	Quarterly	

5.MST Subjects					
Item	***Strategic Activity***	***Performance Indicator***	***Responsibility***	***Time Frames***	***Progress***
	• Monitoring of and support to underperforming Schools				
5.3	Improved quality of School Based Assessment	A detailed quarterly report on: • SBA completion per subject, per grade per term • Key findings during provincial moderation • Challenges / Interventions / Corrective measures	PED Head of Curriculum Districts	Quarterly	
5.4	1 + 4 Intervention model	Provincial Report indicating: • Attendance : % Actual against Targeted • Number of clusters per District • Nature of support provided • Achievements • Key implementation challenges and recommendations Report on Provincial and District Monitoring indicating: • Frequency of monitoring • Number of clusters monitored • Summary of main findings • Impact: Pre and post testing	PED Head of Curriculum Districts	Quarterly	

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SECTION SIX:

COMPREHENSIVE TEACHER DEVELOPMENT PROGRAMME

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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ITEM	Activity	Performance indicator	Time –frame	Progress
6.1.	Implementation of the CPTD management system which includes reports on participation of principals and deputies in the PD points system and sign up of HODS and preparation for HOD participation including preparation for sign-up of teachers for participation in professional development programmes/activities	Reports indicating the orientation and sign-up and participation of educators in the number and types of activities as per the CPTD Management implementation schedule.	Quarterly	
6.2	NCF (In-service Training) of ECD practitioners to support implementation	Report with evidence of the following: • Number of practitioners trained • Dates of the training • Results of the pre and post -training test • Number of hours of participation Results of the pre and post- tests provided Evaluation of the impact of the programme provided	Quarterly	
6.3	Training of ECD practitioners towards the minimum qualification at Level 4 on the National Qualifications Framework	A report with evidence of the following: • Increase Number of pre- Grade R practitioners with NQF level 4 • Commencement dates of training • Ending dates of training • Name of service provider • Accreditation status of the service provider • Date of up-loading of information on ETDP SETA database • Number of hours of participation • Pre and post- test information or relevant impact information..	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
6.4	Capacity building of teachers on the development, moderation and marking of SBA tasks	Report indicates the number of teachers trained on how to develop assessment tasks, training programme and attendance register; training dates; Number of hours of participation; Pre and post- test information or relevant impact information	Quarterly	
6.5	Improve teacher capacity and practices in using ICT to mediate teaching and learning across all schools.	Report indicating the following: • Number of office based officials trained on ICT integration. • Number of educators trained and using ICTs in their classrooms. • Appointed service provider to roll-out the training • ICT Integration programmes/courses offered • Number and details of schools that are using ICTs • Results of the pre and post- tests provided • Evaluation of the impact of the programme provided • Number of hours of participation	Quarterly	
6.6	Utilising assessment data (ANA, NSC and other tests data)	A report indicating the following: • Number of teachers trained in error analysis • Results of the pre and post- tests provided • Evaluation of the impact of the programme provided • Number of hours of participation	Quarterly	
6.7	Accredited and/or endorsed skills programmes and qualifications for identified teachers in all public schools (ordinary and special)on the following national priority areas:	A record of the following as per ISPFTED per Phase : • A record of Provincial Teacher	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
		Development needs for the quarter; • Number of teachers who participated in accredited/endorsed programmes for each category (subject/topic, date/s, service provider) against the targeted number and an indication on whether targets were met or not (if not what were the reasons thereof) • Report on TUC programmes presented (subject/topic, date/s, service provider) Results of the pre and post- tests provided Evaluation of the impact of the programme provided • Number of hours of participation		
	6.7.1 Foundation Phase including Gr R (Numeracy, home language, literacy teaching, EFAL, identifying and addressing barriers to learning with focus on ANA diagnostic reports, EFAL maths, SBA and curriculum differentiation)			
	6.7.2 Intermediate: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	6.7.3 Senior Phase: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	6.7.4 FET EFAL, critical subjects other than MST, Language across the curriculum, identifying and addressing barriers to learning) 6.7.5 Multi-grade education 6.7.6 Education of learners with visual impairment 6.7.6 Education of learners who are Deaf and Hard of hearing 6.7.7 Training of Library Personnel			
6.8	Training of Library personnel	Number of library personnel trained and details of such training, including nature of programmes completed, content areas and training dates Results of the pre and post- tests provided Evaluation of the impact of the programme provided.	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
		Number of hours of participation		
6.9	CAPS orientation programmes provided to new and foreign teachers	Number of teachers trained in each Phase (Foreign and new teachers) Results of the pre and post- tests provided Number of hours of participation	Quarterly	
6.10	Training of un and under qualified teachers, including Grade R practitioners in all public schools (ordinary and special)	A record of the following as per ISPFTED : • Number of teachers trained (Diploma in Grade R teaching and B Ed in foundation phase) and names of institutions they are enrolled at, including year of completion for the course. • Number of teachers enrolled and completed, including names of institutions they are enrolled at, name/s of the course/s and year of completion. • Number of hours of participation	Quarterly	
6.11	Training of Principals (Grade R to 12) in School Leadership, curriculum management and inclusive education in all public schools (ordinary and special).	Number of principals trained and details of such training, including training dates. Results of the pre and post- tests provided Evaluation of the impact of the programme provided. • Number of hours of participation	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
6.12	Training of DSTs, subject advisors, mentor and learning support teachers in all public schools (ordinary and special) on content, curriculum support, monitoring, assessment and moderation	Number of specialists trained as well as details of such training, training dates, venues and impact of the training. Results of the pre and post- tests provided Number of hours of participation	Quarterly	
6.13	Identifying and recommending teachers with outstanding performance for National Teachers Awards Provincial incentives for nominees	Report on the: • number of teachers per school; • The number of districts that participated and numbers per district; • Provincial activities	Quarterly	
6.14	Provincial plan to celebrate the World Teacher's Day Celebrations	Report on the plan and events held are available.	Quarterly	
6.15	Funza Lushaka bursars recruited through District based and Community based recruitment strategies.	A report showing the following information is available: • Management plan for the implementation of District based and Community based recruitment; • HOD approved priority Phase and subject areas; • Advocacy and provincial briefing sessions held; • Outcome of selection committee meetings; • HOD approved lists of bursars recruited; • Number of students registered for Initial Teacher Education programmes;	Quarterly	
6.16	Providing Teachers with programmes on Employee Health and Wellness to promote a healthy and happy workforce	Number of teachers who benefited from the support programmes and information on support provided.	Quarterly	
6.17	Strengthening DTDCs and Provincial	Progress on PTDIs established or strengthened	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
	teacher development institutes to carry their mandates	and progress on teacher centre programmes delivered as per the ISPFTED Report on teacher utilisation of the strengthened Teacher Centres and PTDIs		
6.18	Re-skilling of teachers on the excess list	List of teachers trained and the nature and content of the training (information on training providers, training dates and service provider) Results of the pre and post- tests provided Evaluation of the impact of the programme provided Number of hours of participation	Quarterly	
6.19	Training teachers at all public schools (ordinary and special) on IT to facilitate e-learning, including knowledge on the use of assistive technology.	Number of teachers trained against targets per district and training dates Results of the pre and post- tests provided Evaluation of the impact of the programme provided Number of hours of participation	Quarterly	April – March
6.20	Teachers are participating in Professional Learning Communities (PLCs) to enhance their content knowledge and teaching skills.	• Number of PLCs established per subject. • List of teachers participating in the PLCs. • List of activities and their impact on teacher competence in curriculum delivery • Number of hours of participation	Quarterly	
6.21	Conducting Teacher Diagnostic Assessments •Time-table on testing done per centre; •Headsets provided; •Collection of Teachers Name lists; •Teachers uploaded and key codes created	Name/s of Centres where test is taken. Number of teachers who took the test against the number targeted Breakdown in terms gender (male/female) Number of hours of participation	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
	•Testing completed			
6.22	Strengthening capacity of teachers to implement Inclusive Education through Curriculum Differentiation and SIAS Policy	A report on the following: • Number of educators trained in Curriculum Differentiation per school, per district and per subject • Number of teachers trained on management of the accommodations and concessions policy • Number of teachers trained on the implementation of the SIAS Policy per District per school per phase • Number of hours of participation	Quarterly	
6.23	Training teachers on specialised skills to support learners with specific learning difficulties and disability	A report is submitted indicating the number of teachers who have attended short courses in areas of specialisation per area (e.g. dyslexia, autism, AAC, ADHD, etc.): Number of hours of participation	Quarterly	
6.24	Strengthening implementation of the South African Sign Language CAPS:	• The number of teachers trained through short courses in SASL CAPS as subject • The number of teachers enrolled in University Qualification for SASL CAPS • The number of teachers trained in SASL as LOLT Report on teacher utilisation of the strengthened Teacher Centres and PTDIs is provided Number of hours of participation	Quarterly	
6.25	Building capacity of transversal District-	A report is submitted indicating the following:	Quarterly	

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ITEM	Activity	Performance indicator	Time –frame	Progress
	Based Support Teams (DBSTs)	• Number of DBST members trained on: ○ SIAS ○ Full service school guidelines ○ Guidelines on responding to diversity ○ Guidelines on Special Schools		

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SECTION SEVEN:

RESOURCE PROVISIONING



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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GOALS SPECIFIC TO LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy

Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
7.1.	Monitoring procurement and delivery of textbooks in all public schools (including special schools)	A detailed report on the: • total number of schools in the province; • total number of schools procured for; • total number of books procured per grade per subject; • total number of Siyavula textbooks printed and distributed to learners per subject per grade • total number of Mind the Gap study guides printed and distributed to Grade 12 learners; • total number of learners per grade per subject that have received textbooks.	PED	Quarterly	
7.2.	Monitoring procurement and delivery of stationery in all public schools (including special schools)	A detailed report on the: • total number of schools in the province; • total number of schools procured for; • total number of stationery packs procured per grade per subject; and • total number of learners per grade per subject that have received stationery.	PED	Quarterly	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
7.3.	Monitoring Textbook retention and retrieval (including special schools)	A detailed report on the: • total number of schools; • total number of textbooks procured per grade per subject; • total number of textbooks issued to learners per grade per subject; • total number of Siyavula textbooks issued to learners per grade per subject; • total number of MTG study guides issued to learners in Grade 12 per subject; • total number of textbooks retrieved from learners per grade per subject • total number of Siyavula textbooks retrieved form learners per grade per subject; and • total number of MTG study guides retrieved from learners in Grade 12 per subject.	PED	Annually	
7.4	Monitoring delivery of workbooks and reporting shortages in all public schools (including special schools)	A detailed report on the • total number of schools monitored; • total number of schools that reported shortages; and • total number of workbook shortages per subject, per grade and per language.	DBE and PED	3rd and 4th Quarter	
7.5	Monitoring of Universal Coverage: every learner has a textbook for every subject (including special schools)	A detailed report on the: • total number of schools in the province; • total number of schools and the percentage procured for; • total number of books and percentage procured per grade per subject; and • total number of learners and percentage per grade per subject that have received	PED	3rd and 4th Quarter	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		textbooks.			
7.6	Monitoring procurement and delivery of Braille, Large Print, and ICT for learners with visual impairment.	A detailed report on the: • total number of Special schools in the province; • total number of Special schools procured for; • total number of Braille, Large Print and ICT resources procured per grade per subject; • total number of learners with visual impairment per grade per subject that have received relevant resources.	PED	Quarterly	
7.7	LTSM for South African Sign Language (SASL)	A detailed report on the: • total number of schools for the Deaf in the province; • total number of schools for the Deaf procured for; • total number of Sign Language resources procured per grade per subject; and • total number of deaf learners per grade per subject that have received Sign Language resources.	PED	Quarterly	• One school, Retlameleng • One school **Grade R - 3 = 55** white boards, projector, educator laptop, resources for stimulation, memory sticks, cd, and interactive white board, data projector, laptops, talking calculators and books **Grade 4 - 6 =25** memory sticks, cd, interactive white board, data projector, laptops, talking calculators and books **Grade 9 = 5** tablets, interactive white board, data projector, laptops, talking calculators and books **Grade 10 = 11** tablets, interactive white board, data projector, laptops, talking calculators and books **All classes have interactive white boards**

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
					and data projector, Jaws, each teacher a laptop,
7.8	Monitoring and reporting on implementation of the Incremental Introduction of African Languages (IIAL)	A detailed report on the • total number of schools implementing IIAL in the province per district; • total number of learners taking IIAL; • total number of schools that reported shortages on the type of resources per grade and language; and • the language choices per school per district	DBE and PED	Quarterly	

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SECTION EIGHT:

IMPLEMENTATION OF EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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IMPLEMENTATION OF EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

The implementation of Education White Paper 6 on Special Education Needs: Building an Inclusive Education System (2001) is now in its 15th year.

*In South Africa, Inclusive Education as outlined in **Education White Paper 6** (2001) is about transformation of an education system which has previously been divided into "special education" and "mainstream education" into one integrated system which embraces equity, quality and access for all.*

It is about acceptance of equal rights for all learners and social justice and about transforming the education system to effectively respond to and support learners, parents and communities by promoting the removal of barriers to learning and participation in that education system in an incremental manner.

Central to supporting all learners is the early identification and addressing of barriers to learning, recognizing that barriers to learning could be systemic, social and individual. The Policy on Screening, Identification, Assessment and Support (SIAS) of 2014 outlines the procedures through which the barriers to learning can be identified and addressed through appropriate support provision. The key strategy for teachers to respond to diverse needs of learners in their classroom (including learners with disabilities) is that of curriculum differentiation.

Ongoing training of School-based Support Teams and transversal District-based Support Teams is critical for the effective implementation of the policy as well as multi-sectoral collaboration with relevant government departments, stakeholder organisations and Higher Education Institutions.

ACTION PLAN TO 2014

***GOAL 25 -** Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.*

***GOAL 26 -** Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.*

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Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
8.1	Early identification of and intervention in barriers to learning in all schools	A management plan is submitted outlining provincial and district implementation of an Early Identification and Intervention Programme as per the SIAS Policy	PED Districts DBST	Annually – end of the first term	Provincial Management plan which is being implemented and approved in line with APP to implement SIAS policy.
		Report is submitted to report progress on implementation of the plan including information on: • Learners per grade screened through the integrated school health programme (ISHP) • Learners identified through the ISHP per category (e.g. vision, hearing, etc) who have received interventions • Learners for whom Learner Profiles have been completed • Learners for whom the Support Needs Assessment (SNA) 1 form in SIAS has been completed	PED Districts DBST	Quarterly	• Learners per grade screened through the integrated school health programme (ISHP**) = None this term** • Learners identified through the ISHP per category (e.g. vision, hearing, etc) who have received interventions **= None this term** • Learners for whom Learner Profiles have been completed **= 423 Learner profiles completed** • Learners for whom the Support Needs Assessment (SNA) 1 form in SIAS has been completed **= 351 SNA 1 completed** • Learners for whom the SNA 2 form in SIAS has been completed **= 201 SNA 2**

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Learners for whom the SNA 2 form in SIAS has been completed • Learners that have Individual Support Plans			**completed** • Learners that have Individual Support Plans **= 33 ISP completed and in progress**
8.2	Strengthening district- and schools based support systems	A provincial plan is submitted for strengthening DBSTs in support of Inclusive Education including information on: • Collaboration between Inclusive Education, Curriculum, EMG, Districts, Teacher Development, Psycho-Social Support, ECD and Assessment to support SIAS and Curriculum Differentiation • Clarification of roles of all members in relation to supporting the implementation of inclusive education	PED Districts	Annually – end of the First Term	District plans been developed. See attachment.
		A report on implementation of plan is submitted indicating the following: • Progress in transversal roll-out of Inclusive	PED District Inclusive Education	Quarterly	Progress in transversal • Learners with the following barriers are at the mainstream schools: • Academic/Scholastic • Physical

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Education • Challenges being experienced • Number of posts available, filled and vacancies in Inclusive Education Units at provincial and district level			• Cognitive • Assessment of learners has been done to determine level of support and provisioning of assistive devices • Training is minimal due to lack of funding • In each district schools were identified to cater for these learners in in classes called Support/ Resource centres • In the main educators have been trained and continue to receive support. Challenges • Learners with severe behavioural needs such as Autistism need hostel accommodation too. • Braille production for certain subjects is a lingering problem • Appointment SASL Subject Advisor in the system • No transportation of learners in SSs and FSs • Waiting list 143 of learners who need placement in SSs Posts **Attached 8.2**

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Report on School-based Support Teams submitted that includes the following information: • Number of schools that have established School-based Support Teams disaggregated by primary, secondary (ordinary, full service and special schools) • Percentage of SBSTs that are functional (meet regularly, keep minutes, track learner support intervention, submit quarterly reports to district) • Percentage of SBSTs that are non-functional • Percentage of cases resolved by school • Percentage of cases referred to DBST	PED Districts Inclusive Education	Quarterly	• Number of schools that have established School-based Support Teams disaggregated by primary, secondary (ordinary, full service and special schools) ○ Primary schools= 382 (Out of 422) ○ Secondary schools= 60 (Out of 130) ○ Full Service Schools= 12 (Out of 12) ○ Special Schools= 11 (Out of 11) • Percentage of SBSTs that are functional (meet regularly, keep minutes, track learner support intervention, submit quarterly reports to district) ○ Primary schools= 382 (Out of 422) ○ Secondary schools= 60 (Out of 130) ○ Full Service Schools= 12 (Out of 12)

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
					○ Special Schools= 11 (Out of 11) • Percentage of SBSTs that are non-functional ○ Primary schools= 82 (Out of 422) ○ Secondary schools= 14 (Out of 130) ○ Full Service Schools= 0 (Out of 12) ○ Special Schools= 3 (Out of 11) • Percentage of cases resolved by school ○ 96% resolve internally and referred • Percentage of cases referred to DBST 4% - 10% cases that were referred
8.3	Supporting **all** teachers to be inclusive and address barriers to learning and supporting learners who are vulnerable, experience barriers to learning (including children with disabilities)	DBE Framework for Remediation and Support is implemented with transversal responsibilities shared by Curriculum and Inclusive Education and support is provided to address psycho-social support needs	PED Districts: Inclusive Education Curriculum (GET and FET) Psycho-social Support Services	Annually	A well developed a programme for support of the under-performing schools

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Report on implementation of the Framework includes the following: • Number of learners/ learner groups per school, per grade that receive remedial/ learning support • Number of learners/ learner groups per school, per grade that receive psycho-social support • Number of remedial and/or learning support teachers appointed at school-level • Number of remedial and/or learning support teachers that are itinerant • Records submitted on improved promotion and progression rates • Number of teacher support interventions per school • Number of programmes available for progressed and promoted learners (especially focusing on	PED Districts: Inclusive Education Curriculum (GET and FET) Psycho-social Support Services	Quarterly	• Number of learners/ learner groups per school, per grade that receive remedial/ learning support = 2352 • Number of learners/ learner groups per school, per grade that receive psycho-social support = 33 • Number of remedial and/or learning support teachers appointed at school-level = 30 • Number of remedial and/or learning support teachers that are itinerant = 0 • Records submitted on improved promotion and progression rates = • Number of teacher support interventions per school = 372 • Number of programmes available for progressed and promoted learners (especially focusing on transitional grades, e.g. Gr 4) = 1 • Impact of support provision in terms of retention of learners with additional support needs and disability in ordinary schools ○ Can e measured in few

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		transitional grades, e.g. Gr 4) • Impact of support provision in terms of retention of learners with additional support needs and disability in ordinary schools • Number of schools that have been visited to monitor *Curriculum Differentiation*			years time. ○ Not quantifiable • Number of schools that have been visited to monitor Curriculum Differentiation = 50 schools
		Programme submitted for ongoing transversal support and monitoring of **learner support in full service schools** against criteria outlined in Guidelines for Full service Schools	PED Districts: Inclusive Education Curriculum	Annually – by the end of First Term	All Full Service schools have been visited this term. Monitoring is based on the Guidelines for Full Service Schools. However, some FS have inherent challenges that are beyond them as a school such as location and development.
		Reports available including the following information: • Number of learners with additional support needs and disabilities that are enrolled in full service schools, per category of need or disability • Number of learners who have an Individual	PED Districts: Inclusive Education Curriculum	Quarterly	In 12 Full service Schools there 900 learners who have undergone a SIAS process mainly cognitive disabilities 46 ISP for the current learners

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Support Plan • Number of full service schools visited by DBST • Number of full service schools that have been visited by circuit or district itinerant support teams • Number of full service schools that have received support from special school resource centres.			12 FS have been visited by DBST 12 FS have been visited by Circuit Teams 0 FS have been visited by SSRS
8.4	Strengthening of special schools and conversion into Special School Resource Centres (SSRCs)	Report on status of **NCS implementation** in special schools is submitted outlining the following: • Number of special schools that offer NCS and number of learners per category of disability per school that offer NCS. • Number of special schools that offer NCS Gr 10 – 12 and number of learners per category of disability per school per grade	PEDs Districts Inclusive Education Institutional Management and Governance Districts Curriculum (GET and FET) Inclusive Education	Quarterly	• Number of special schools that offer NCS and number of learners per category of disability per school that offer NCS.= **4 schools and 480 learners** • Number of special schools that offer NCS Gr 10 – 12 and number of learners per category of disability per. **= 0 schools and 0 learners**

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Strategy in place for monitoring roll-out of South African Sign Language (SASL) CAPS in schools that outlines targets for training of teachers and procurement of resources as well as a monitoring plan by dedicated officials	PED Districts	Annually	• One school implementing SASL and there are 96 (ninety six) • In 2016 the SASL is bein implemented in Intermediate Phase and Grade 10 • Seven Educators from Retlameleng School have been trained in November 2015. (4 teachers & 3 class assistants) and January 2016. • In January officials from Curriculum were trained on support by DBE • Siyakha Education Trust has provided most of the LTSM and ICT/ Assistive technology to the school (white boards, all educators' laptops, 10 white boards and 10 projectors). **All classes have interactive white boards and data projector, Jaws, each teacher a laptop,** • Inclusive Unit has already provided the white boards, laptops and tablets to the school as well. • Head office and district inclusive have been to the school to monitor and support o School needed a teacher for Grade 10 and was provided with

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Report available that outlines: • The number of schools that offer SASL CAPS per grade • The number of learners per grade that take SASL CAPS • The number of visits by district officials to monitor implementation of SASL	PED Districts: Curriculum (GET, FET) Inclusive Education	Quarterly	• . One school implementing SASL and there are 96 (ninety six) • Total number of learners in Foundation , Intermediate Phases and Grades 9 & 10 (Deaf Section): ○ **Grade R - 3 = 55** white boards, projector, educator laptop, resources for stimulation, memory sticks, cd, and interactive white ○ board, data projector, laptops, talking calculators and books ○ **Grade 4 - 6 =25** memory sticks, cd, interactive white board, data projector, laptops, talking calculators and books ○ **Grade 9 = 5** tablets, interactive white board, data projector, laptops, talking calculators and books ○ **Grade 10 = 11** tablets, interactive white board, data projector, laptops, talking calculators and books • Head office and District officials have visited Retlameleng schools to support SASL implementation
		Monitor quality of curriculum delivery in special schools	Districts	Quarterly	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		that **do not offer the NSC** • Number of special schools that offer adapted curriculum (e.g. for Severe Intellectual Disability (SID) • Report on progress of learners is available • Records available of progression and retention of learners • Number of schools for SID that offer reading • Number of schools for SID that offer Mathematics			• Number of special schools that offer adapted curriculum (e.g. for Severe Intellectual Disability (SID) = 4 • Report on progress of learners is available = Yes report are available • Records available of progression and retention of learners = Yes records available • Number of schools for SID that offer reading = 4 schools • Number of schools for SID that offer Mathematics = 4 schools
		Report is submitted on delivery of the **skills and vocational learning programmes** in schools of skill, including the following information: • Number of schools that offer skills curriculum • Number of learners that follow skills curriculum per grade/year • List of skills subjects	Districts Inclusive Education Curriculum (GET and FET)	Quarterly	• Number of schools that offer skills curriculum = 2 schools • Number of learners that follow skills curriculum per grade/year o Pre-Grade 8 = 100 o Grade 8 = 260 o Grade 9 = 120 o Grade 10 = 100 (Total = 580) • List of skills subjects offered

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		offered • Number of schools of skill that have been visited by subject advisors to monitor standard of curriculum delivery • Challenges experienced by Schools of Skill			○ Motor mechanic ○ Computers studies ○ Hospitality management ○ Metal sheet work ○ Woodwork ○ Agriculture ○ Hair dressing ○ Bid work • Number of schools of skill that have been visited by subject advisors to monitor standard of curriculum delivery = 2 • Challenges experienced by Schools of Skill ○ Old workshops that need renovations ○ LTSM provision that does not provide the resources for skills ○ HR: appointment of Skills Educators (previously were Artisans and competition with private sector) ○ Shortage of artisans ○ Accreditation of training offered in these schools of skills

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Plan for strengthening special schools to deliver quality education and support in a specific area of specialisation and to become resource centres (SSRCs) is submitted	PEDs District Inclusive Education PEDs District Inclusive Education	Annually – by end of First Term Quarterly	All SSRCs have been visited this term. Monitoring is based on the Guidelines for SSRCs. However, some SSRCs have inherent challenges that are beyond them as a school such as location and development. • Number of special schools that have been designated as resource centres **= 3** • Number of SSRCs providing outreach support to districts and ordinary schools **= 1** • Disaggregated data available on the areas of specialisation in which outreach services are available = o Autism o ADHD o Reading o Behavior modification o Specific learning disorders

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
					○ Skills training ▪ Computer studies ▪ Hair dressing ▪ Wood work
		A report is submitted on progress made in implementation of plan: • Number of special schools that have been designated as resource centres • Number of SSRCs providing outreach support to districts and ordinary schools • Disaggregated data available on the areas of specialisation in which outreach services are available in the province			
8.5	Increasing capacity of ordinary and full service schools to include learners who experience barriers to learning	Plan is submitted for the monitoring of implementation of Guidelines for Full service/Inclusive Schools that outlines: • Targeted number of new	PEDs Districts Inclusive Education School Infrastructure	Annually – by end of First Term	• Targeted number of new full service schools = 5 new FS • Criteria for designation of new Full service schools = ○ Meet Guidelines (2010)

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		full service schools • Criteria for designation of new Full service schools • Number of Full service schools that have been placed on priority lists for infrastructure upgrading • Mechanisms to share examples of good practice amongst full service schools • Establishment of Forum of full service schools that meets at least once a year. • Details on full service schools that are linked to special school resource centres. • Transport arrangements to ensure access for children with disabilities. • District monitoring plan of full service schools.	IMG District development		criteria ○ Community needs and access • Number of Full service schools that have been placed on priority lists for infrastructure upgrading = None at the moment • Mechanisms to share examples of good practice amongst full service schools = ○ Organised teacher presentations ○ Lesson plan exchanges ○ Exchange school visits • Establishment of Forum of full service schools that meets at least once a year.= none for this term • Details on full service schools that are linked to special school resource centres. = ○ 1 FB and 1 JTG ○ Geographical location only provides for two FS to be linked. • Transport arrangements to ensure access for children with disabilities= ○ Currently there is no transport or formal provision

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
					to FS ○ Policy revision is recommended in this regard • District monitoring plan of full service schools. ○ It is done as part of plans for school visits ○ All FS are visited frequently
		A report is submitted on progress made in implementation of the plan that includes the following: • Designated Full Service Schools that have been physically upgraded • Designated Full Service Schools that have not yet been physically upgraded but have been trained and equipped to support learners with disabilities. • Number of learners in full service schools that have access to ICT and assistive technology • Number of full service schools that have been	PEDs Districts Inclusive Education School Infrastructure IMG District development	Quarterly	• Designated Full Service Schools that have been physically upgraded = 1 school • Designated Full Service Schools that have not yet been physically upgraded but have been trained and equipped to support learners with disabilities = 6 • Number of learners in full service schools that have access to ICT and assistive technology = 15 learners ○ FM system 4 learners ○ Diapers 4 learners ○ Spectacles 7 learners • Number of full service schools that have been visited by DBST

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		visited by DBST			
8.6	Strengthening inter-sectoral collaboration and stakeholder engagement	Strategy in place for support to schools within the 9 Pillars of the CSTL Framework through intra- and inter-sectoral collaboration	PED Districts	Annually	Yes there is a strategy in place for CSTL. There is also a provincial plans that speak to the strategy.
		Report submitted including the following information: • Number of schools and learners receiving support within the CSTL Programmes • Number of schools that access psycho-social support services • Number of CSTL inter-sectoral fora in place	Inclusive Education Care and Support and Teaching and Learning (CSTL)	Quarterly	• Number of schools and learners receiving support within the CSTL Programmes o 25 schools o 87 learners • Number of schools that access psycho-social support services = 216 Primary schools (JTG, FB and PKS) • Number of CSTL inter-sectoral fora in place • Yes there are close collaboration with Heal and Social Development Departments

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Manage and monitor registration of learners of school-going age in Special Care Centres (Children with Profound Intellectual Disability) Report with evidence of the following is available: • Number of Special Care Centres (SCCs) • Number of children at SCCs • Number of children on the waiting lists of centres • Number of centres that are supported by PEDs	PEDs	Quarterly	• Number of Special Care Centres (SCCs) = 0 • Number of children at SCCs = 0 • Number of children on the waiting lists of centres = None • Number of centres that are supported by PEDs = 0
		Plan submitted for collaboration and consultation of stakeholder organisations and organisations for and of persons with disabilities as well as parent organisations	Province District	Annually: By end of First Term	• Department of Health • Department of Social Development • South African Police Services • SANCRA, and NGO • Maphalane Trust and IsiBindi NGO.
		Report submitted providing the following information: • Names of stakeholder	Inclusive Education	Quarterly	• Names of stakeholder organisations

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		organisations consulted and collaborated with • Number of meetings held with stakeholder organisations • Number of joint events organised with stakeholder organisations • Number of disability advocacy events organised	Psycho-social Support Services		consulted and collaborated with • Number of meetings held with stakeholder organisations • Number of joint events organised with stakeholder organizations • Number of disability advocacy events organised
8.7	Manage and monitor registration of learners for Home Education.	A report on with evidence of the following is available: **EMIS** • Number of sites registered • Disaggregated data of registered learners (per race, gender, phase and disability)	PEDs	Quarterly	
8.8	Monitor curriculum provision and delivery in Home Education sites.	**CURRICULUM** • A report is available on curriculum provision and delivery in Home Education sites (number of sites monitored and curriculum followed)	PEDs	Quarterly	

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SECTION NINE:

ICT SUPPORT TO CURRICULUM

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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The **Sector Wide Action Plan 2019: Towards the realization of schooling 2030** sets the following ICT-related goals:

- **Goal 16.** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

- **Goal 20.** Increase access amongst learners to a wide range of media, including computers, which enrich their education.

- **Goal 27.** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

- **Goal 24.** Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.

- **Goal 22.** Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
9.1.	ICT professional development for management, teaching and Learning	Report with the following information: Number of teachers with the following ICT skills: • Basic Skills • Intermediate Skills • Advance Skills	PED	Quarterly	
9.2	Electronic content resource development and distribution	Report with the following information: Number of : • Electronic content resources available to schools (including special schools) • Schools with access to electronic content (Online/Offline) • Schools using electronic content (Online/Offline)	DBE and PED	Quarterly	
9.3	Access to ICT infrastructure	Report with the following information: Number of schools (including special schools) with: • Computers for administration • Computers for teaching and learning • Other technologies for teaching and learning • Access to an educational broadcasting	PED	Quarterly	
9.4	School connectivity	Report with the following information: Number of schools (including special schools) with:	PED	Quarterly	

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Email addresses • Connectivity for administration • Connectivity for Teaching and Learning			
9.5	Monitor availability of ICTs, Assistive Technology/Devices and specialised equipment in special, full service and ordinary schools	A strategy and budget is available for provision, management and monitoring of ICTs, Assistive Technology/Devices which outlines: • Alignment of provision between DBE and DOH • Collaboration with E-Learning and ICT • Utilisation of Teacher Centres and Vodacom Centres • Establishment of an Assistive Devices Loans and Resource Centre A report is available that includes the: • Number of special and full service schools that have procured assistive technology with disaggregated data on number and types of devices procured and availability of a management plan for assessment and maintenance of devices.	PED Districts	Annually Quarterly	• Establishment of an Assistive Devices Loans and Resource Centre A report is available that includes the: • Number of special and full service schools that have procured assistive technology with disaggregated data on number and types of devices procured and availability of a

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Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Number of special schools for visual impairment that have fully equipped Braille production rooms, maintenance plans and trained technicians/braillers.			management plan for assessment and maintenance of devices. ○ **Grade R - 3 = 55** white boards, projector, educator laptop, resources for stimulation, memory sticks, cd, and interactive white ○ board, data projector, laptops, talking calculators and books ○ **Grade 4 - 6 =25** memory sticks, cd, interactive white board, data projector, laptops, talking calculators and books ○ **Grade 9 = 5** tablets, interactive white board, data projector, laptops, talking calculators and books ○ **Grade 10 = 11** tablets, interactive white board, data projector, laptops, talking calculators and books • Number of special schools for visual impairment that have fully equipped Braille production rooms, maintenance plans and trained technicians/braillers **= Not this Term**

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ATTACHMENTS

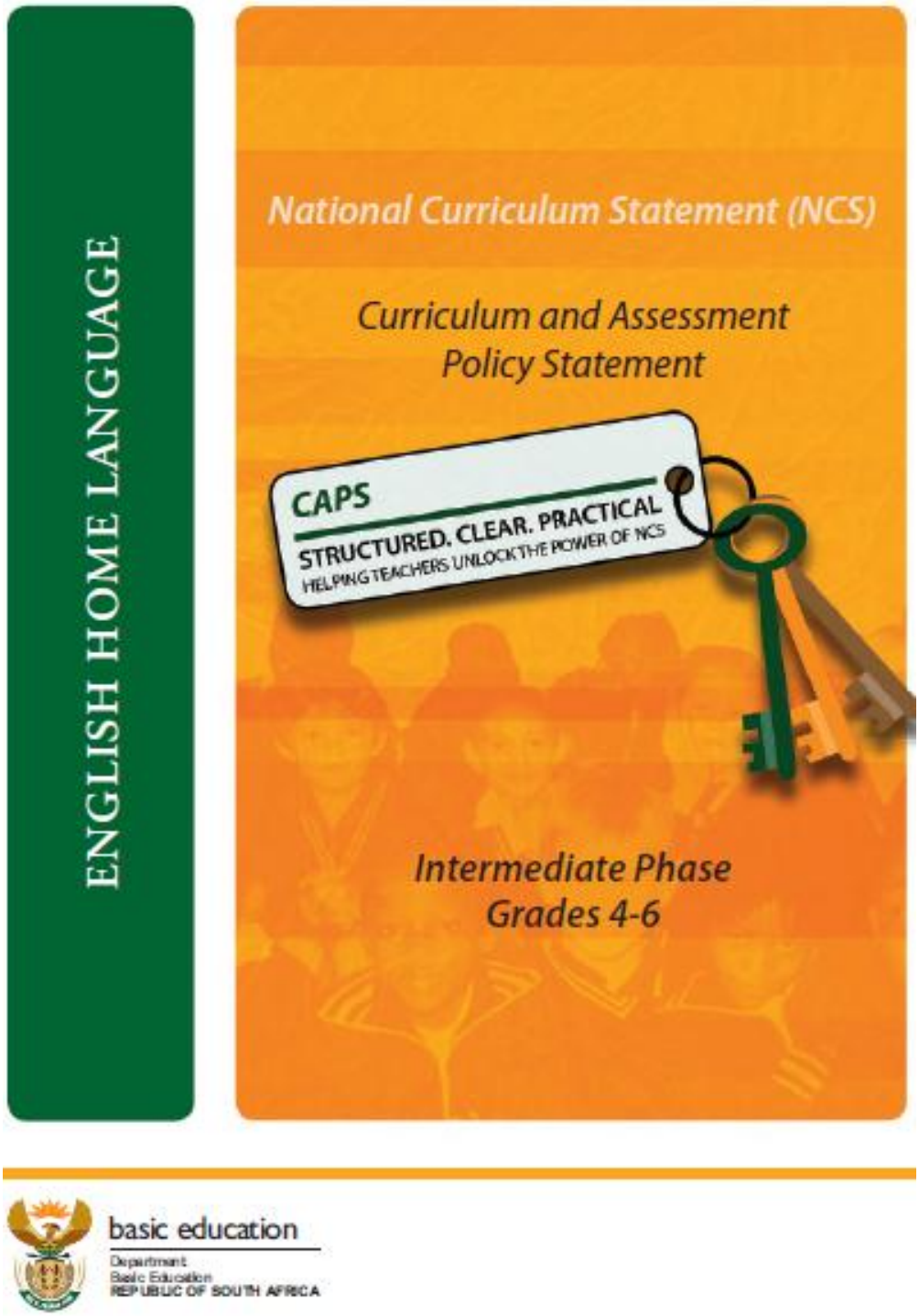
Attachment 8.2 Vacancy List 2016

Head Office			Frances Baard			Pixley KaSeme			JTG			ZFM			Namaqua		
POSTS	**F**	**V**	**POSTS**	**F**	**V**	**POSTS**	**F**	**V**	**POSTS**	**F**	**V**	**POSTS**	**F**	**V**	**POSTS**	**F**	**V**
CES	1	**0**	**DCES**	0	**1**	**DCES**	0	**1**	**DCES**	1	**0**	**DCES**	1	**0**	**DCES**	0	**1**
SENIOR ADMIN CLERK	1	**0**	**SENIOR ADMIN CLERK**	1	**4**	**SENIOR ADMIN CLERK**	0	**1**	**SENIOR ADMIN CLERK**	0	**1**	**SENIOR ADMIN CLERK**	1	**0**	**SENIOR ADMIN CLERK**	0	**1**
SES LEARNER SUPPORT	3	**1**	**LEARNER SUPPORT**	3	**4**	**LEARNER SUPPORT**	0	**5**	**LEARNER SUPPORT**	4	**2**	**LEARNER SUPPORT**	2	**3**	**LEARNER SUPPORT**	3	**1**
OCCUPATIONAL THERAPISTS	0	**2**	**OCCUPATIONAL THERAPISTS**	4	**4**	**OCCUPATIONAL THERAPISTS**	0	**5**	**OCCUPATIONAL THERAPISTS**	0	**6**	**OCCUPATIONAL THERAPISTS**	1	**4**	**OCCUPATIONAL THERAPISTS**	1	**3**
SOCIAL WORKER	0	**1**	**SOCIAL WORKER**	1	**7**	**SOCIAL WORKER**	1	**4**	**SOCIAL WORKER**	0	**6**	**SOCIAL WORKER**	1	**4**	**SOCIAL WORKER**	0	**4**
SPEECH AND HEARING THERAPISTS	0	**1**	**SPEECH AND HEARING THERAPISTS**	1	**7**	**SPEECH AND HEARING THERAPISTS**	0	**5**	**SPEECH AND HEARING THERAPISTS**	0	**6**	**SPEECH AND HEARING THERAPISTS**	0	**5**	**SPEECH AND HEARING THERAPISTS**	0	**4**
PSYCHOLOGISTS	0	**1**	**PHYSIOTHERAPISTS**	1	**7**	**PHYSIOTHERAPISTS**	0	**5**	**PHYSIOTHERAPISTS**	0	**6**	**PHYSIOTHERAPISTS**		**5**	**PHYSIOTHERAPISTS**	0	**4**
			PSYCHOLOGISTS	1	**7**	**PSYCHOLOGISTS**	1	**5**	**PSYCHOLOGISTS**	0	**6**	**PSYCHOLOGISTS**	3	**4**	**PSYCHOLOGISTS**	2	**2**

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Appendix D

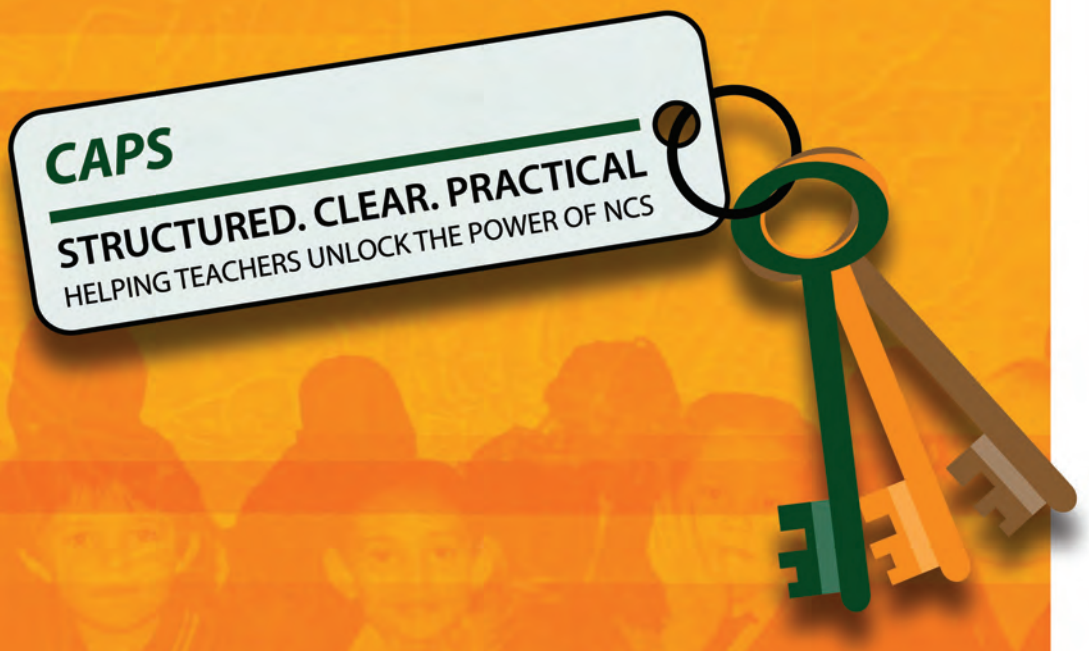
National curriculum statement: curriculum and assessment policy statement – English Home Language for the Intermediate Phase Grade 4-6



ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Intermediate Phase
Grades 4-6

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 4-6

ENGLISH HOME LANGUAGE

In view of the stringent time requirements encountered by the Department of Basic Education to effect the necessary editorial changes and layout to the Curriculum and Assessment Policy Statements and the supplementary policy documents, possible errors may occur in the said documents placed on the official departmental websites.

There may also be vernacular inconsistencies in the language documents at Home-, First and Second Additional Language levels which have been translated in the various African Languages. Please note that the content of the documents translated and versioned in the African Languages are correct as they are based on the English generic language documents at all three language levels to be implemented in all four school phases.

If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A

qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2: INTRODUCING THE HOME LANGUAGE IN THE INTERMEDIATE PHASE

2.1 LANGUAGES IN THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

2.1.1 Language levels

Language learning in the Intermediate Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and the weighting for Listening and Speaking from Grade 7 onwards are lower than those of the reading and writing skills.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English.

The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Senior Phase, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in the Intermediate Phase, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their Additional Language at a high level of proficiency to prepare them for further or higher education or the world of work.

2.1.2 The language skills

The Home Language curriculum is packaged according to the following skills:

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective Listening and Speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

In the Intermediate Phase, **Home Language learners** will use Listening and Speaking skills to interact and negotiate meaning. They will build on skills developed in the Foundation Phase to carry on more sustained conversations, discussions and short oral presentations.

In this phase, learners' spoken language still needs to be strengthened (i.e. modelled and supported, for example, with vocabulary and sentence frames). The teacher needs to make sure that all the children get opportunities to speak in their Home Languages. Because learners will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the learners move through the grades, the teacher should expect learners to speak more and their utterances should become longer and more complex. Learners will transmit these skills into their additional languages.

Learning will build on the text types introduced in the Foundation Phase (e.g. story, personal recounts, and instructions) and learners will be introduced to new text types (e.g. factual recounts, different story genres, oral reports, short talks).

Teaching time should include daily practice of short Listening and Speaking activities as well as longer focused activities spread out through the week.

Reading and Viewing

Well-developed **Reading and Viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in Reading and Viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers.

Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do.

In the Intermediate Phase, you will build on the foundation set in Grades R to 3. If necessary, use shared reading at the beginning of Grade 4 to guide learners into this phase. You can use this method some of the time if you have sufficient Big Books at this level, and alternate with storytelling. If you do not have Big Books at this level, then use texts from your textbook or reader/s. You may also use methods such as Reading with and Reading to the whole class.

Use guided group reading and independent/pair reading methods and gradually get learners to do more and more independent reading. The independent reading stipulated in the teaching plans must be accommodated within the time allocated for reading. Encourage your learners to do independent reading in any spare time that they have.

You will also set a variety of comprehension activities to ensure that learners understand what they read.

The reading process

The reading process consists of pre-reading, reading and post reading stages. The activities the learner will be engaged in can be summarised as follows:

Pre-reading:

- Activating prior knowledge
- Looking at the source, author, and publication date.
- Reading the first and last paragraphs of a section.
- Making predictions.

Reading:

- Pause occasionally to check your comprehension and to let the ideas sink in
- Compare the content to your predictions
- Use the context to work to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualise what you are reading
- Keep going even if you don't understand a part here and there.
- Reread a section if you do not understand at all. Read confusing sections aloud, at a slower pace, or both.

- Ask someone to help you understand a difficult section
- Add reading marks and annotate key points
- Reflect on what you read

Post reading:

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details
- Draw conclusions
- Write a summary to help you clarify and recall main ideas.
- Think about and write new questions you have on the topic
- Ask yourself if you accomplished your purpose?
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in text

Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy. Learners will learn to write a range of creative and informational texts, initially using writing frames as support and gradually learning to write particular text types independently. They will also employ the writing process to produce well organised, grammatically correct writing texts.

Process approach to writing

Writing and designing texts is a process which consists of the following stages:

- Pre-writing/planning
- Drafting
- Revision
- Editing/Proofreading
- Publishing/presenting

Learners need an opportunity to put this process into practice and they should:

- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example, mind maps, flow charts or lists;
- consult relevant sources, select relevant information and organise ideas;
- produce a first draft which takes into account purpose, audience, topic and text structure
- read drafts critically and get feedback from others (classmates or the teacher);
- edit and proofread the draft; and
- produce a neat, legible, edited final version.

Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language. Intermediate Phase learners will build on the foundation that was laid in Grades R – 3.

Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**.

It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the writing texts learners will write will include some of the language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. In the Intermediate Phase, thirty minutes is set aside for formal instruction and practice in language structure and conventions.

2.1.3 Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be carried over into the classroom where literacy skills of reading/ viewing and writing/presenting are learned through frequent opportunities to read and write.

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually. The terms used are **Listening and Speaking**, **Shared Reading and Writing**, **Group, Guided and Independent Reading/Writing**.

2.2 TIME ALLOCATION FOR THE HOME LANGUAGE

The teaching time for Home Language is 6 hours per week. All language content is taught within a two-week cycle (12 hours). Timetabling should make provision for continuous double periods per week. In a two-week cycle the following time allocation for the different language skills is suggested.

Skills	Time Allocation per Two-week Cycle (Hours)		
	Grade 4	Grade 5	Grade 6
*Listening & Speaking (Oral)	2 hours		
*Reading and Viewing	5 hours		
*Writing & Presenting	4 hours		
Language Structures and Conventions	1 hour		
	***Language Structures and Conventions** and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

Suggestions for teaching times per week

The following grid gives an indication of how teaching time could be allocated to the different language skills. Throughout the two-week cycle language/grammar must be taught explicitly.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	Shared reading (for Listening purposes)	Shared writing – establishing a frame	Shared reading (a new text or continuation of a text read previously)	Shared writing – reflecting on progress and specific skills	Shared reading (a new text or continuation of a text read previously)
	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing – peer and or teacher reviews of planning or writing	Discussions on the text using appropriate language structures (Speaking)
	Group guided reading (including individuals reading aloud)		Group guided reading (including individuals reading aloud)		Comprehension exercise (every second week) using the same text type
	Reflecting on independent reading		Reflecting on independent reading		
30 minutes		Individual writing		Individual writing	

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

Learners should have the following for Home Language study in Grades 4 – 6:

Grades 4 – 6	
Core materials	
Prescribed language textbook	√
Dictionary	√
A reader/readers containing the following text types	
Folklore	√
Short stories	√
Novel	√
Drama	√
Poetry	√
Media materials	
Newspapers	√
Magazines	√
Television programmes	√
Radio programmes	√

Home language teachers should have:

(a) A Curriculum and Assessment Policy Statement document

(b) Language in Education Policy

(c) The prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one

(d) Dictionary (monolingual, bilingual, multilingual, thesaurus, encyclopaedia)

(e) Prescribed literature genres

(f) A variety of media materials: newspapers, magazines, brochures

(g) Access to audio/visual aids to be used in the classroom

Classroom resources

a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class.

b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.

c) Audio/visual aids

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

3.1 OVERVIEW OF SKILLS, CONTENT AND STRATEGIES

The following is an overview of the content, skills and strategies to be found in the teaching plans.

Overview of content, skills and strategies table

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Listening and Speaking	• Listening comprehension • Different forms of oral communication: • Prepared and unprepared speech • Prepared and unprepared reading aloud • Speaking: directions and instructions • Story telling • Vote of thanks • Role-play • Group discussion • Debate • Interview	**Listening comprehension and speaking** • Re-tell the story • Recall specific detail in a text • Reflect on values and messages in a text • Reflect on stereotyping and other biases • Discuss character, plot and setting • Express opinions • Clarifying questions **Communication for social purposes** • Initiating and sustaining conversations • Turn taking conventions • Defending a position • Negotiation • Filling in gaps and encouraging the speaker • Sharing ideas and experiences and show understanding of concepts **Prepared speech** • Research • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions • Tone, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Incorporate appropriate visual, audio and/ or audiovisual aids such as charts, posters, images

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Reading & Viewing	Prescribed literature genre • Folklore • Short story • Drama • Poetry Reading and Viewing strategies • Summary • Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram/graph/ table/ charts • Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions) • Comprehension • Prepared and unprepared reading aloud	**Reading/viewing strategies:** Use pre-reading, reading and post reading strategies: • To understand the text • For close and critical reading of the text (reading comprehension) • To demonstrate independent reading (reading widely for pleasure, information and learning) Introduce learners to : • **Text features** – titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format, e.g. newspaper columns, etc. • **Text structures** – lists, sequential order, description, procedures, main point and supporting points, narrative sequence. • **Parts of a book** – title page, table of contents, chapters, glossary, etc. • Reading and Viewing strategies - Skimming for main ideas - Scanning for supporting details - Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues - Rereading - Making notes (main and supporting ideas) - Summarise main and supporting ideas in point form/paragraph as per required length - Clarifying - Making inferences - Explaining writer's point of view - Drawing conclusions/own opinion • **Visual literacy** (range of graphic and visual texts e.g. advertisements, notices, posters, comics, cartoons, photographs, pictures): • Persuasive techniques: emotive language, bias • Impact of use of layout and design features, e.g. font types and sizes, headings and captions, images

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
		Poetry • Literal meaning • Figurative meaning • Theme and message • Imagery, e.g. simile and personification, word choice, tone, emotional responses • Sound devices, e.g. Lines, words, stanzas, rhyme, rhythm, punctuation, repetition, refrain, alliteration (assonance and consonance), onomatopoeia **Stories, Drama,** **Key features of texts** • Plot • Characters • Characterisation • Theme and messages • Background and setting – relation to character and theme • Text structure and format • Key features of the text **Information and social texts** • Audience and purpose • Main idea and supporting ideas/specific details • Text structure and format • Key features of the text **Prepared Reading (Reading aloud)** • Use of tone, voice projection, pace, eye contact, posture and gestures • Pronounce words without distorting meaning **Unprepared reading (reading aloud)** • Read fluently according to purpose • Pronounce words without distorting meaning • Use tone, voice projection, pace, eye contact, posture and gestures correctly

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Writing & **Presenting**	• Word writing, e.g. lists • Sentence writing • Paragraph writing Creative writing • Descriptive, e.g. descriptions of people, places, animals, plants, objects, etc. • Narrative, e.g. stories, personal recounts • Imaginative, e.g. short poems • Dialogues and short play scripts based on stories Transactional writing (social, functional, media and information texts) • Notes, messages, letters, greeting cards, invitations • Posters, notices, brochures, advertisements • Short written speeches • Procedural texts and recounts • Factual recounts, information texts, e.g. news reports, texts for other subjects, graphic texts	**Process writing** • planning / pre-writing, • drafting, • revising, • editing, • proofreading, and • presenting **Pre-writing/planning** • Consider target audience and purpose • Consider type of writing • Brainstorm using mind-maps/lists • Organise ideas **Drafting** • Word choice • Structuring sentences • Main and supporting ideas • Specific features of the required text (e.g. direct speech for dialogue) • Reads own writing critically • Gets feedback from peers and teacher **Revising, editing, proofreading and presenting** • Revises: improves content and structure of ideas • Refines word choice, sentence and paragraph structure • Edits: corrects mistakes in grammar, spelling and punctuation • Presents neat, legible final version

Example of Language Structures and Conventions	
Punctuation	Full stop, exclamation mark, question mark, comma, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, hyphen
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, dictionary usage
Parts of words	Prefixes, roots, and suffixes
Nouns	Noun prefixes (including gerund / infinitive class prefix (African languages)) Countable (e.g. *chair/chairs*) and uncountable (e.g. *furniture*) nouns Number (singular and plural), e.g. *chair/chairs* Nouns with no change in number in the singular form, e.g. *scissors, trousers* Common nouns (e.g. *woman*) and proper nouns (e.g. *Thandi*) Abstract nouns, e.g. *love, fear, respect, honesty* Compound noun, e.g. *rainbow, childlock* Concrete nouns*, e.g. ball, chair* Possessive forms of nouns, e.g. *Lesego's desk, learners' desks children's toys* Collective nouns and classifiers, e.g. *a swarm of bees, a bar of soap* Gerunds, e.g. *swimming* is good, *driving* is pleasant, *crying is therapeutic* Predicate and object, Gender, e.g. cock, hen, stallion, mare Diminutives, e.g. cigar, cigarette, river, rivulet Augmentatives Articles, e.g. *a*, *an* and *the* Nouns derived from other parts of speech
Determiners	Indefinite article*: **a** book, **an** apple* Definite article: ***the** book, **the** furniture, **the** apples* Demonstratives: *this, that, those, these (e.g. **That** book is mine.)* Quantity 1: *all, some, most, no, none (e.g. **Most** learners understood the lesson.)* Quantity 2: *both, either, neither (e.g. **Both** learners stood up.)* Quantity 3: *much, little, many, few, more, less, fewer (e.g. The school has **many** learners.)* Quantity 4: *some, any, another, other, each, every (e.g. **Each** learner received a book.)*
Pronouns	Personal pronouns as subject: *I, you, he, she, it, we, they (e.g. **She** is reading the book.)* Personal pronouns as direct or indirect object: *me, you, him, her, it, us, them (e.g. She gave **it** to **me**.)* Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves (e.g. He washed **himself** with soap.)* Relative pronouns: *which, who, that, whose, where (e.g. The man **who** is standing by the window is my teacher.)* Interrogative pronouns: *who, what, which, whose, whom (e.g. **Whose** book is this?)* Demonstrative pronouns*: I don't like **that** one.* Indefinite pronouns: *anyone, anywhere, everyone*

Adjectives	Position of adjectives, e.g. *The **old** man* (before a noun); *The boy was **mischievous*** (after a verb) Adjectives ending in -ing, e.g. *amazing, boring, exciting (e.g. The lesson was **boring**.)* Adjectives ending in -ed, e.g. *amazed, bored, excited (e.g. The student was **bored**.)* Comparison of adjectives, e.g. *happy, happier, happiest; intelligent, more intelligent, most intelligent (e.g. It was the **happiest** day of my life./She is the **most intelligent** student in the class.)* Numerical*: one, two, second, single* Demonstrative*: this, that, such* Relative*: which, whatever*
Adverbs	Adverbs of manner, e.g. *quietly, carefully, politely, softly, quickly* Adverbs of time, e.g. *yesterday, tomorrow, last year, last week, the other day, next month, previous day, following day* Adverbs of frequency, e.g. *always, usually, often, sometimes, never* Adverbs of probability, e.g. *certainly, definitely, maybe, perhaps, possibly* Adverbs of duration, e.g. *still, yet, any more* Adverbs of degree, e.g. *completely, strongly, totally, quite, rather* Adverbial phrases, e.g. *in the garden, on the table*
Prepositions	Simple preposition (one word preposition), e.g. *to, in, on, at, with*, etc Compound preposition (two words preposition), e.g. *according to*, Complex preposition, (three and more words preposition), e.g. *as far as, by means of, in addition to, in front of,* etc Preposition of time: *She came **on** Monday* Preposition of place: *I live **on** 780 Giyani Street; The dog is **in** the garden* Preposition of movement: *He ran **to, through, across, along, down, over, round*** Preposition of mathematics: Divided by – Ten **divided by** two is five; Ten **minus** eight is two; etc. Adjective + preposition, e.g. *afraid of, ashamed of, bored with, impatient with, rude to* Noun + preposition, e.g. *invitation to, approach to, reason for, respect for, comment on*

Verbs	Main, transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), Verbs with two objects (direct and indirect), e.g. *He gave **me** **the book**.*
	Moods • Subjunctive: If I should see her, I will show her. • Imperative: Don't drink and drive! Be careful! • Indicative: Ostriches cannot fly.
	Auxiliary linked to modals To express ability/inability, e.g. *I **can** speak German./I **can't** speak French./He is **able to** return to work./He is **not able to** return to work.* To express permission, e.g. ***May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.* To express instructions/requests, e.g. ***Would** you open the window, please./**Could** you let me in?* To express possibility/impossibility, e.g. *This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** have known.* To express probability/improbability, e.g. *We **should** arrive in Jo'burg at 10 p.m./We **ought to** arrive in Jo'burg at 10 p.m./There **shouldn't** be any problem/There **ought not** to be any problem.* To express certainty, e.g. *They **must** have forgotten*.
	Verb tenses Simple present tense, e.g. *I **play** tennis every week./Snakes **are** reptiles.* Present progressive (or continuous) tense, e.g. *She **is watching** television at the moment.* Present perfect tense, e.g. *I **have lived** in Durban all my life.* Present perfect progressive (or continuous) tense, e.g. *He **has been studying** hard the whole week.* Simple past tense, e.g. *He **woke up** early and **got** out of bed.* Past progressive (or continuous) tense, e.g. *The children **were sleeping** when the fire broke out.* Past perfect, e.g. *He went home because he **had forgotten** his keys.* Past perfect progressive (or continuous), e.g. *I **had been waiting** for two hours by the time he finally arrived.* Expressing future time: Will/shall + infinitive, e.g. *Mrs Molefe **will teach** the Grade 10 class./I am sure **you will enjoy** the movie. I **shall come** to see you tomorrow.* Going to + infinitive, e.g. *They **are going to visit** her grandparents./I think it **is going to rain** tomorrow.* Simple present tense used to talk about the future, *e.g. Tomorrow is a holiday.* Future progressive (or continuous), e.g. *I **will be working** the whole of next week.* Future perfect, e.g. *By next week **I will have finished** the job.* Future perfect progressive (or continuous), e.g. *Next year I **will have been teaching** at this school for twenty years.*
	Concord Subject–verb concord, e.g. *He has just arrived./They have just arrived; I was going./They were going.*

Conjunctions and transition words	Chronological/sequential order**:** first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards Explanation/cause and effect**:** *hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then* Procedure: *first, second, third* Compare/contrast: *similar, different, smaller than, bigger than, however, but* Order of importance: *always, finally* Spatial order**:** *above, below, left, right, etc.* Generalisations: *generally, in conclusion* Choice paragraph*: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel* Classification paragraph**:** is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles Evaluation paragraph**:** good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue Definition paragraph: is defined as, is a kind of Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see
Interjectives / ideophones	E.g. boom, splash, oh, wow
Vocabulary development and figurative language	Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, alliteration (consonance and assonance), one word for a phrase Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words)
Clauses	Main clause (independent), e.g. We visited Durban last June. Dependent clause (subordinate), e.g. We visited Durban last June, and then we went to Phalaborwa in December. Adverbial clause, e.g. We visited Durban in June because it is warm in winter. Adjectival clause, e.g. This is the town that we visited last year. Noun clause, e.g. What we saw at Table Mountain was amazing. Conditional clause (if), e.g. If I see you tonight, I will give you your money.
Phrases	Absolute phrases: Heritage sites being the top Limpopo attraction, the Mapungubwe is the place to go. Noun phrase: *The University of Cape Town* is one of the best in Africa. Gerund phrase: Visiting Kruger National Park, we were excited about the beauty of nature. Verb phrase: The first democratic election was held in 1994. Prepositional phrase: During my last visit to Johannesburg in 2002, I took the Gautrain to O R Tambo Airport.
Sentences	Simple, compound and complex

Conditional sentences	First conditional to express a real possibility, e.g. *If it rains, we will cancel the trip*. Second conditional to express something that is unlikely or improbable, e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.* Third conditional to express something that is hypothetical, e.g. *If I had worked harder at school, I would have passed matric.*
Passive voice	Simple present tense, e.g. *The gate **is locked** at 6 o'clock every night.* Present progressive (continuous) tense, e.g. *The room **is being cleaned** at the moment*. Present perfect tense, e.g. *A new supermarket **has been opened** this year*. Simple past tense, e.g. *The library **was closed** for the holidays*. Past progressive (or continuous), e.g. They had to wait because the car was still being cleaned. Past perfect, e.g. *He **had been poisoned** by his girlfriend*. Future time, e.g. *Next year the class will be taught by Mr Dube./ Next year a new library **is going to be built.***
Reported speech	Reported questions, e.g. *She asked me why I was so late./ He asked me what kind of music I liked.* 'That' clauses, e.g. *She said that she didn't know./ He told me that he had lost the book.*

3.2 SPREAD OF TEXTS ACROSS GRADES 4 – 6

To ensure that a variety of types of text are addressed throughout the year in each grade and also across the grades in the phase, a grid is used to plot the use of texts for the teaching plan for each grade. Six different types of text are used to organise texts for the phase, namely, informational, narrative, persuasive, instructional (procedural), transactional and literary (poetry, drama and prose) texts. A number of texts of the same variety could be used within the two-week unit depending of the length of the source (first) text. Texts should be chosen as good examples of the genre as it could be used as a writing frame.

A variety of texts have been selected for each two-week period. The key texts are captured below. Learners will engage with some or all of the texts in a two-week period, that is, they will listen to or present orally or read or write a text. All learning and teaching should be based on these texts, focusing on the development of language skills and sub-skills as detailed above.

3.2.1 Spread of texts table

Weeks	Grade 4	Grade 5	Grade 6
Term 1			
Weeks 1&2	Short story and personal recount	Short story and personal recount	Newspaper / magazine / radio article
Weeks 3&4	Poetry	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs; conversation; factual recount	Folklore
Weeks 5&6	Folklore	Newspaper / magazine article	Persuasive text – advertisement
Weeks 7&8	Instructional text	Folklore	Drama
Weeks 9&10	Newspaper or magazine text	Poetry	Poetry
Term 2			
Weeks 1&2	Information text - weather	Information text: instructions	Information text: instructions
Weeks 3&4	Short story	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs; descriptions of object/s/ plants/animals/places	Novel
Weeks 5&6	Folklore	Poetry	Short story
Weeks 7&8	Procedures, instructions information text with visuals e.g. charts/ tables/ diagrams/ pictures/graphs.	Folklore	Information text: weather chart
Weeks 9&10	**SUMMATIVE ASSESSMENT**		

Weeks	Grade 4	Grade 5	Grade 6
Term 3			
Weeks 1&2	Novel	Novel	Novel
Weeks 3&4	Information text e.g. factual recount/news article/report; visual text e.g. poster/ notices; conversation	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs;	Folklore
Weeks 5&6	Poem	Folklore	Short story, letter, diary
Weeks 7&8	Information text with visuals e.g. charts/ tables/ diagrams/ pictures; descriptions of places/plants/animals/objects procedures	Information text – weather report	Visual text
Weeks 9&10	Drama	Drama	Drama
Term 4			
Weeks 1&2	Newspaper or magazine article	Short story	Information text Descriptive essay
Weeks 3&4	Short story	Information text with visuals e.g. charts/tables/ diagrams/ / pictures	Instructional text
Weeks 5&6	Information text: advertisement	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/graphs;	Short story
Weeks 7&8	Drama	Information text – procedures/ instructions	Poetry
Weeks 9&10	**SUMMATIVE ASSESSMENT**		

3.2.2 Summary of text types across the phase

The tables below describe the range of text types that learners should be taught to write in Grades 4-6; other texts could also be included where appropriate. Some of these texts are not included in the teaching plan tables. This does not mean that they should not form part of teaching and learning as they are equally important.

Essays			
Text type	**Purpose**	**Text structure**	**Language features**
Narrative text/essay	To entertain	Orientation that introduces characters and setting, e.g. *Once upon time there was an old woman who lived with her son called Jack. They were very poor.* Events leading to a complication, e.g. *Jack spent all the money his mother gave him on some magic beans. His mother was angry.* Resolution and ending, e.g. *Jack came back with the Giant's treasure and they lived happily ever after.*	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader, e.g. adverbs, adjectives, images
De**scriptive text/essay**	To describe something in a vivid way	Identification: gives a general orientation to the subject, e.g. *There was a huge beast* Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*	May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language, e.g. simile, metaphor, personification, alliteration

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal (friendly) letter	To inform and maintain a relationship	Address, date and salutation Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) May use personal recount text type (see below) Closing, signature	Usually informal in style but can vary, e.g. letter of condolence will be more formal Language features will vary according to purpose of message
Official letter	Various, e.g. to apply for a job or bursary; to complain, request, etc.	Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose, e.g. letter to the press Closing, signature	Usually formal in style Makes use of language conventions, e.g. *Dear Sir/ Madam, Yours sincerely* Generally concise – brief and to the point

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Curriculum vitae (CV)	To provide a summary of a person's life	Personal details: name, date of birth, gender, nationality, ID number, physical address, postal address, contact number (can be of parents / guardian), etc. Hobbies and interests Referees Design and layout is important	Concise – half a page Headings and bullets Formal and direct in style
Diary/journal	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type	Usually written in past tense Informal in style The writer is writing for him or herself
E-mail / sms	To inform and maintain a relationship	The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloiq *(name)*@ webmail. (server) za *(country). Moloi.q@webmail.co.za* • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender's name. NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature	**speech-like communication**

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Invitation	To invite someone to an event or to do something (and either accept or decline)	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element The response may be in the form of a note or letter.	Can be formal or informal in style Generally concise – brief and to the point Makes use of conventional phrases, e.g. *I would like to invite you …* Response is polite, e.g. *Thank you so much for inviting me but I'm afraid I won't be able to attend.*
Obituary	To commemorate and inform others of someone's death	*Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral* *Some of the following may also be included: Cause of death; biographical information; memorial tribute information*	Formal in style May use euphemisms, e.g. *passed away* instead of *died* Usually concise Makes uses of language conventions, e.g. *In lieu of flowers, donations may be made to*
Giving directions	• To tell someone how to get somewhere	• Use chronological order • **Refer to a specific direction** • **Indicate the approximate distance** • **Provide information about landmarks** along the way	• Use mostly the imperative form • Use concise and clear sentences
Procedures (e.g. instructions, directions, and rules)	To describe or instruct how something is done through a series of sequenced steps	Goal: a statement of what is to be achieved, e.g. *How to make a cover for a portfolio* Materials/equipment needed listed in order, e.g. *Large sheet of art paper, paints, etc.* Sequenced steps to achieve the goal, e.g. *First, paint a blue background on the paper.* May have accompanying visual text, e.g. storyboard, diagrams, etc.	Written in the imperative, e.g. *Paint a blue background …* In chronological order, e.g. *First … next …* Use of numbers and bullet points to signal order Focus on generalised human agents rather than named individuals Expressions of cause and effect

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Advertisement/ posters/notices	To persuade someone to buy something or use a service	Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm

Literary and media texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal recount	To tell about a personal experience	Orientation: scene setting or establishing context, e.g. *It was in the school holidays* An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place … Then …* Some additional detail about each event, e.g. *He was surprised to see me.* Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*	Usually written in the past tense Told in first or third person Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile* Tends to focus on individual or group participants Can be informal in style
Dialogue	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue; •write the names of the characters on the left side of the page; •use a colon after the name of the character who is speaking; •use a new line to indicate each new speaker; •advice to characters(or readers) on how to speak or present the action must be given in brackets before the words are spoken; •sketch a scenario before you start writing.	When the dialogue involves family or close friends the (casual style" is used .Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Review (e.g. story, book or film review)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. *enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding*
Newspaper article/factual recounts	To inform, educate, enlighten and entertain the public	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct title and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.	• Clear and concise language • written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
Magazine article	To inform, educate, enlighten and entertain the public	• The heading must be attractive and interesting. • The style should be personal, speaking directly to the reader. • The style can be descriptive and figurative, appealing to the imagination of the readers • Names, places, times, positions, and any other necessary details should be included in the article. • The article should stimulate interest and keep the reader absorbed.	• Quotes from people; direct quotes • Longer paragraphs • Descriptive writing • May use a mixture of formal and informal language including everyday expressions and colloquialisms • Rhetorical questions • Emotive words • Use of imagery and description

3.2.3 Length of Texts for Home Language (to be produced by learners)

Task	Grade 4	Grade 5	Grade 6
• Paragraph	50 – 60 words	60 – 80 words	80 – 100 words
• Words	5 – 6 sentences	6 – 8 sentences	8 – 10 sentences
• Sentences	2-3 paragraphs	3-5 paragraphs	4-6 paragraphs
Oral creative texts, e.g. recounts, retelling or telling stories, short talks	2 min	2min	2-3 min
Essay	100 – 120 words 2-3 paragraphs	120 – 140 words 3-5 paragraphs	140 – 150 words 4-6 paragraphs
Short story, inc folktale	120 – 140 words 3-5 paragraphs	140 – 160 words 4-6 paragraphs	160 – 170 words 6 – 8 paragraphs
Summary	40 – 50 words	50 – 60 words	60 – 70 words
Longer transactional texts, e.g. letters	Body text 60 – 80 words	80 – 100 words	100 – 120 words
Shorter texts	30 – 40 words	40 – 60 words	60 – 80 words
Comprehension	150 – 160 words	160 – 180 words	180 – 200 words
Summary	40 – 50 words for 230 words text	50 – 60 words for 250 words text	60 – 70 words for 280 words text

3.2.4 Length of Texts for Home Language (for learners to engage with)

Task	Grade 4	Grade 5	Grade 6
Longer listening comprehension texts e.g. story, interviews, plays, news reports	150-200 / up to 5 mins	200-250 / up to 5 mins	250-300 / up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	60-70 words / 1-2 mins	70-80 words / 1-2 mins	80-100 words / 1-2 mins
Reading comprehension/ intensive reading texts	150-200 words	200-250 words	250-300 words

The length of texts for extended reading is not prescribed as this depends on the type of text, the complexity of the language and the reading level of the learners.

3.2.5 Vocabulary to be achieved by Home Language learners

	Term	1	2	3	4
Vocabulary	Grade 4	1700–2500	1850–3000	2000–3500	3500-4000
Common spoken words	Grade 5	2400–4000	2700–4250	3000–4500	4500-5000
	Grade 6	3500–5000	3700–5250	4000–5500	5500-6000
Reading vocabulary (new words)	Grade 4	800–1900 (75–250)	900–2200 (75–250)	1000–2500 (75–250)	2500-3000 (75–250)
	Grade 5	1500–3000	1750–3300	2000–3500	3500-4000
	Grade 6	2200–3800	2400–4200	2700–4600	3000–5000

3.3 TEACHING PLANS

The teaching plan indicates the minimum content to be covered every two weeks per term. Teachers are not compelled to exhaust all the contents prescribed over a two week cycle. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. It shouldn't be followed as is. Teachers should design their lesson plans from their textbook and from any other relevant sources and teach the content per term using an appropriate sequence and pace. Teachers are encouraged to also use content or concepts that are contextual to their environment.

3.3.1 How texts link together in the two-week cycle

Different texts have been used as a basis for designing the two-week teaching cycle. They have been selected on the basis of how they link together to form an integrated unit, for example learners will listen to a story and then read a story. They will be asked to write a short oral description of a place or person (that will link to the story) or they might be asked to write a letter to a character in the story. Select a theme for each two-week cycle that will enable you to link the activities successfully. The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts.

3.3.2 How the texts/activities are sequenced across the two-week cycle

The texts do not have to be taught in a particular order. In most cases, there should be a Listening and Speaking activity/text to prepare for the reading or writing activity. Sometimes, the Listening and Speaking activity should derive from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to, e.g. a story or news report, will be different to and at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.3.3 The type of texts prescribed and recommended

There are prescribed text types that are to be taught in every two-week cycle. These are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. adventure, science fiction) historical stories (e.g. biographies) and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and plays.

There is also a section entitled 'Reflects texts read during independent or pair reading'. These will be texts chosen from the reader/readers/other books and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle. It should however be kept in mind that ultimate aim should be to get learners to read independently and to develop reading habit. During the individual reading session, children should therefore be given the opportunity to read books within their own field of interest and to reflect on what they have read.

3.3.4 Number of key texts in a two-week cycle

In the early part of the year, there is usually only one text type or activity per two-week cycle. Later on, there will be two and sometimes three text types or activities per two-week cycle. Teach these text types and the related activities bearing in mind that learners will be exposed to them numerous times during the course of the year.

3.3.5 How the Language Structures and Conventions are addressed

The content of the 'Language Structures and Conventions' section is related in most cases to the types of texts prescribed under the headings Listening and Speaking, Reading and Viewing, and Writing and Presenting, and will naturally be given attention in the process of engaging with the texts and during the time allocated for Listening and Speaking, Reading and Viewing, Writing and Presenting. For example, if a story is being done, learners will naturally use the simple past tense and will read texts using this tense. However, it is also important that activities be developed that focus on particular language structures, in context. Choose items from the 'Language Structures and Conventions' section to teach learners language that appears naturally in the focus text type and in an order that supports a natural and logical approach to language acquisition. Not all items must be taught within that given cycle but ensure that all the items listed in the overview are covered by the end of the year.

Construct activities that are meaningful to learners and that relate to the texts they are studying in the two-week cycle. More activities of this nature should be done as learners make progress from Grade 4 to 6. Select very carefully which rules you explain to learners and keep these to a minimum. Practice in Language Structures and Conventions will refine these skills. Teaching should integrate all the language skills and language structures as they are interrelated. All of these should be taught in context. Note however that there is also specific time allocated to formal instruction in Language Structures and Conventions.

3.4 CONTENT AND TEACHING PLANS FOR ENGLISH HOME LANGUAGE

GRADE 4

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a short story** Text from the textbook or TRF • Introductory activities: prediction • Identifies characters • Recalls main idea • Answers oral questions **Retells a story** • Retells events in correct sequence • Names the characters correctly	**Reads a short story** Text from the textbook or TRF Pre-reading: predicting from title and pictures • Uses reading strategies: making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Identifies and comments on the characters • Gives and explains own feelings about the text • Reads aloud with clear pronunciation, phrasing, tempo, • Uses a dictionary **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life	**Writes a story based on a personal experience/ event** • Chooses appropriate content for the topic • Uses the story structure as a frame • Includes characters • Uses appropriate grammar, spelling and punctuation. • Uses a range of vocabulary related to topic • Creates a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** common nouns, proper nouns, countable and uncountable nouns **Sentence level work:** simple sentences **Spelling and punctuation**: full stop, capital and lower case (small) letters

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to a poem/song** Text from the textbook or TRF • Introductory activities: prediction • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm • Expresses feelings stimulated by the poem • Performs song/selected lines	**Reads a poem/song** Text from the textbook or TRF • Discusses main idea/s • Expresses feelings stimulated by the song • Identifies rhythm and rhyme and their effects • Breaks up words into syllables to understand rhythm **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a simple poem/song** • Selects appropriate content • Uses the relevant structure and format • Plans, drafts and revises a song • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop rhythm of the text • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: abstract and concrete nouns, compound nouns **Sentence level work**: simple sentences **Word meaning**: rhymes, borrowed words **Spelling and punctuation**: full stop, comma

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to a story, e.g. folklore (myth or legend)** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies plot, characters and setting • Discusses main message • Answers oral questions **Retells a story** • Retells events in correct sequence • Names the characters correctly • Expresses thoughts and feelings	**Reads a story, e.g. folklore (myth or legend)** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies: makes predictions, uses contextual clues to find meaning • Discusses plot, main characters and setting • Discusses the message • Expresses opinions and own feelings about the text • Distinguishes between realistic and unrealistic events **Reflects on texts read independently** • Relates to own life	**Writes a story/(folklore, e.g. myth/ legend)** • Develops structure (beginning, middle and ending) plot)), characters and setting • Uses language imaginatively especially a variety of vocabulary • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** prefix, roots and suffix **Sentence level work**: simple sentences, complex sentences **Word meaning**: proverbs, idioms **Punctuation**: full stop, comma, colon, semi-colon

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses an instructional text, e.g. recipe** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads instructional text** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions	**Writes instructions e.g. how to make a cup of tea** • Lists materials and ingredients • Uses correct specific details • Uses correct sequence • Uses the command form of the verb • Uses correct structure and format • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: personal pronouns, possessive pronouns, demonstrative **Sentence level work**: subject, object **Word meaning**: borrowed words

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to and discusses current issues based on newspaper or magazine article** • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a discussion **Presents a prepared speech** • Selects relevant content • Uses beginning, middle and ending • Stays on topic • Uses logical organisation of ideas • Uses presentation skills, e.g. volume, pause, posture	**Reads information text, e.g. news article** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Discusses headlines • Discusses central idea and specific details • Comments on choice of pictures in text • Explains meaning of unfamiliar words **Reflects on texts read independently** • Expresses emotional response to texts read	**Writes a news report based on personal experience/event** • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects appropriate content • Uses an appropriate frame • Writes a headline/title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary. Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: Articles (English & Afrikaans), plurals (noun prefixes – African languages) **Sentence level work**: simple sentences, statements, questions **Word meaning**: antonyms **Spelling and punctuation**: question mark, exclamation mark, dictionary use

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to weather reports** Text from the textbook or TRF • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations	**Reads information texts with visuals,** e.g. charts/tables/maps Text from the textbook or TRF • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses dictionary to check meaning of new vocabulary	**Writes information text e.g. weather chart** • Organises information logically • Includes specific details • Uses topic and supporting sentences to develop coherent paragraphs • Designs appropriate visuals, e.g. charts/tables/maps • Uses appropriate grammar, spelling and punctuation • Uses appropriate vocabulary • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adjectives, degrees of comparison **Sentence level work:** simple past tense, future tense

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to and discusses a short story** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and specific details • Discusses plot, setting and characters • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak	**Reads a short story** Pre-reading: predicting from title and pictures • Identifies and comments on the main character, plots and setting • Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues • Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her • Infers reasons for actions in the story • Gives and explains own feelings and opinions about the text • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a description of a character** • Gives specific details • Uses topic and supporting sentences to develop coherent paragraphs • Uses a variety of vocabulary including synonyms and antonyms and adjectives • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Editing • Proofreads • Writes final draft	**Word level work**: Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs **Sentence level work**: subject, object, subject-verb agreement, present tense **Spelling and punctuation**: full stop, comma, question mark, exclamation mark, etc.

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses a fable/ myth/legend** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback • Gives balanced and constructive feedback on: plot, theme, setting	**Reads fables/ myth/legend** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot, setting and characters • Gives reasons for actions of characters • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a fable/ myth/legend** • Uses animals as characters • Selects appropriate content for the topic • Uses the story structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs • Links paragraphs using connecting words and phrases • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Edit • Revises • Proofreads • Writes final draft	**Word level work**: regular and irregular verbs, finite and infinite verbs, stative verbs **Sentence level work**: subject-verb agreement, past tense **Word meaning**: idioms and proverbs

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and carries out instructions,** e.g. recipe/instructions for making something Text from the textbook or TRF • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a sandwich • Makes notes and applies instructions read • Asks questions for clarity • Comments on clarity of instructions **Listens to and gives directions** • Listens for specific details • Uses details accurately • Uses the correct language form	**Reads an instructional text** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Uses the dictionary to check spelling and meanings of words	**Writes an instructional text e.g. how to make a sandwich** Text from the textbook or TRF • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Orders information logically • Uses topic and supporting sentences to develop coherent paragraphs • Uses appropriate grammar, spelling and punctuation • Presents work neatly using headings, spacing for paragraphs • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: auxiliary verbs, modal verbs, moods **Sentence level work:** future tense **Spelling and punctuation:** word division, dictionary use
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1-2	**Listens to an extract from a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to questions • Discusses the social, moral and cultural values in the text **Participates in group discussion** • Takes turns • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect	**Reads a novel** Text from the textbook or TRF Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences • Describes feelings about the text giving reasons • Discusses characters ,plot ,setting • Uses the dictionary to check spelling and meanings of words **Reflects on texts read independently**	**Writes diary entries** • Uses a correct format • Selects appropriate content for the topic • Uses emotive words • Uses first person narration • Uses the appropriate structure as a frame • Uses topic and supporting sentences to write their text • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: Adverbs **Sentence level work**: complex sentences **Word meaning**: one word for a phrase

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens and discusses information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Discusses specific details • Asks questions to obtains information • Listens and responds appropriately • Answers oral questions • Relates own experiences	**Reads information text**, e.g. on social issues Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. scans for specific details, skims for general idea • Reads short printed resources • Locates information from different sources • Selects the relevant ideas • Identifies different purposes of texts • Identifies and discusses values in the text **Reflects on texts read independently** • Compares books/texts read	**Writes a descriptive paragraph (2 paragraphs)** • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs) • Creates visual aids for presentation • Uses the dictionary to check spelling and meanings of words	**Word level work**: conjunctions, prepositions **Sentence level work**: past continuous tense, future continuous tense **Word meaning**: figurative, similes, metaphors **Spelling and punctuation:** Capital and small letters, full stop, comma

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to a poem** • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem **Performs a poem/selected lines** • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation	**Reads a poem** • Pre-reading: predicting from title • Describes and analyses emotional response to texts • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Uses dictionary to check the meaning of words	**Writes a poem** • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: conjunctions **Sentence level work**: statements, simple sentences **Word meaning**: personification, alliteration, similes, metaphors, rhythm, rhyme **Spelling and punctuation:** dictionary use, abbreviations – acronyms, truncation, initialisation

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to information texts with visuals e.g.** charts/tables/maps Text from the textbook or TRF • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Interprets visuals • Links information to own life • Participates in discussions, justifying own opinion • Uses interaction strategies to communicate effectively in group situations	**Reads information texts with visuals,** e.g. charts/tables/maps Text from the textbook or TRF • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies: skims to get the general idea, scans for specific details • Reads an information text with visuals e.g. map • Identifies the way the text is organised • Interprets visuals	**Writes information from a table/ graph/map into a paragraph** • Selects relevant information • Translates graphical information correctly into paragraphs • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work:** stems **Sentence level work**: simple sentences, complex sentences **Sentence level work**: verb clause **Spelling and punctuation**: colon

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to a drama** from radio, TV or written text • Introductory activities: prediction from title • Retells the drama scene in sequence • Names characters correctly • Listens to specific details • Uses details accurately • Expresses thoughts and feelings about the text • Uses the correct language form **Role plays a character**	**Reads a drama** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Discusses characters, central idea and setting • Expresses feelings stimulated by the text • Uses a dictionary to check the meaning of words **Reflects on texts read independently**	**Writes a dialogue** • Selects appropriate characters • Uses a correct format • Organises the conversation logically • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: collective nouns, reflexive pronouns, stems **Sentence level work**: subject-verb agreement **Spelling and punctuation**: full stop, commas, colon, semi-colon, question marks

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a newspaper article / magazine** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Discusses the social, moral and cultural values in the text **Participates in discussions** • Asks relevant questions and responds to questions • Compares own ideas with others • Respects others' ideas • Gives opinions and constructive feedback	**Reads a newspaper article / magazine that highlights social issues** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies • Infers reasons for actions in the story • Explains the cause and the effects in a story • Expresses feelings about the text giving reasons • Discusses values in the text • Discusses the choice of words and imagery • Recognises the structure, language use, purpose and audience of the story • Discusses new vocabulary from the read text • Uses a dictionary **Reflects on texts read independently** • Compares books/texts read	**Writes a newspaper article / magazine about a social issue** • Uses content appropriate to the audience and purpose of the text • Uses a frame • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Links paragraphs using connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses different tenses consistently • Uses the dictionary to check spelling and meanings of words Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: conjunctions, auxiliary verbs **Sentence level work**: subject, object, subject-verb agreement, tenses **Word meaning**: synonyms, antonyms **Spelling and punctuation**: dictionary use, word order, word division

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to short story** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens and relates to own experience • Identifies specific details • Keeps to the topic • Identifies plot setting and characters • Answer oral questions based on the story • Retells the story **Participates in group discussions** • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback	**Reads short story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot, setting and characters • Gives reasons for action of the characters • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a friendly letter/diary entry** • Uses a correct format • Selects appropriate content for the topic • Uses topic and supporting sentences to develop coherent paragraphs • Links paragraphs using connecting words and phrases • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing between paragraphs	**Word level work:** adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered) **Sentence level work**: noun phrase, noun clause **Spelling and punctuation**: Capital letters, full stops, commas, word division

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to advertisements** Text from the textbook or Teacher's Resource File (TRF) or any other source • Introductory activities : Prediction • Interprets and discusses message including the values in the text • Discusses the structure, language use, purpose and audience of the text **Participates in group discussion** on a social issue related to the advertisements • Discusses social values • Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why	**Reads information text, e.g. advertisement** Text from the textbook or Teacher's Resource File (TRF) or any other source • Interprets and discusses the message including the values in the text • Discusses the structure, purpose and audience of the text • Discusses language use including persuasive and emotive language and the economical use of language • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Identifies and discusses stereotypes • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed **Reflects on texts read independently** • Expresses emotional response to texts read	**Writes an advertisement** • Uses content appropriate for purpose and audience • Uses appropriate visuals and layout for the purpose • Use appropriate grammar and vocabulary • Uses language creatively • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: conjunctions **Sentence level work:** adjectives, adverbs **Spelling and punctuation:** exclamation mark, colons, capital letters

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens a dialogue** • Introductory activities : prediction • Listens and relates to own experience • Identifies specific details **Participates in group discussions** • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback	**Reads a drama** • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a character sketch** • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, characters, conflict and theme • Correct use of tenses Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: infinitive verbs **Sentence level work**: main clause, dependent clause (simple) **Word meaning**: similes, metaphor, idioms and proverbs
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 5 ENGLISH HOME LANGUAGE

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a story** Text from the textbook or TRF • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak	**Reads a story** Text from the textbook or TRF: • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the text • Discusses the central idea, plot, characters and setting • Expresses feelings and opinions • Discusses cause and effect in the story • Uses a dictionary for vocabulary development **Reflects on texts read independently** • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life • Compares books/texts read	**Writes a story** • Pre-writing: reads a book review and discusses the structure, language use, purpose and audience • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Writes a short summary • Uses quotations • Makes recommendations • Uses appropriate grammar, spelling and punctuation • Uses a dictionary for spelling and vocabulary development • Uses complex tenses Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: common and proper nouns, noun prefixes, suffixes **Sentence level work**: simple present tense, complex tense **Word meaning**: synonyms **Spelling and punctuation**: full stop, comma, quotation marks, question marks, dictionary use

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses an information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situation **Presents an unprepared speech** • Has beginning, middle and ending • Uses logical organisation of ideas • Selects appropriate language and style for audience and purpose • Uses appropriate intonation • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads information text** • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies e.g. uses textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development	**Writes information text** • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: finite verbs, infinite verbs **Sentence level work**: subject -verb agreement, tenses **Word meaning**: personification, proverbs, idiom, simile

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens and responds to a newspaper article** • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to questions • Discusses the social, moral and cultural values in the text • Discusses the assumptions and the intention of the writer • Participates in a discussion	**Reads a newspaper article** from the textbook or TRF or any other source • Pre-reading: predicting from headlines, surveying the text • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a newspaper article** Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects content appropriate to the audience and purpose of the text • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word meaning**: prepositions, determiners, articles **Sentence level work:** simple past tense, simple future tense **Word meaning**: antonyms **Spelling and punctuation:** question marks, dictionary use, word order

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader.** Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Participates in group discussions • Gives balanced and constructive feedback on: plot, theme, setting	**Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader** • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary	**Writing a story, e.g. a folklore story (myth/legend)** • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Writes descriptive / narrative text** • Chooses relevant content • Stays on topic • Uses descriptive / narrative vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors	**Word level work:** noun prefixes, adjectives, adverbs, pronouns, conjunctions **Sentence level work**: subject, object, subject-verb agreement, concords, **Word meaning**: proverbs, idioms, metaphor **Spelling and punctuation:** dictionary use, word order

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to a poem** • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem **Performs a poem/selected lines** • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads a poem** • Pre-reading: predicting from title • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a poem** • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme	**Word level work**: conjunctions **Sentence level work**: statements, simple sentences **Word meaning**: personification, alliteration, similes, onomatopoeia, metaphors, rhymes, rhythm **Spelling and punctuation:** capital letters, word division, dictionary use

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Gives and follows instructions** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions	**Reads an instructional text containing a sequence of instructions** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary	**Writes instructions e.g. how to make a sandwich** • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adverbs of manner, time, place, degree; prepositions, moods, adjectives **Sentence level work:** simple sentences, complex sentences **Spelling and punctuation**: full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Participates in interviews to collect information** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Formulates relevant questions to guide search for information • Presents information using a table/ chart/graph • Analyses information • Summarises information **Participates in group discussion** • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others	**Reads a report with visuals** (e.g. tables/charts/graphs/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a report** • Formulate relevant content based on investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adjectives, pronouns, conjunctions, connections **Sentence level work**: past continuous tense, future continuous tense, active and passive voice, reported speech, question form **Spelling and punctuation**: ellipsis, exclamation mark, quotation marks, question marks

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to a poem** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Expresses feelings stimulated the poem • Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere **Performs an oral poem/choral chant** • Selects appropriate tone and expression to express content and feeling • Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads a poem** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings and opinions • Relates to own life • Uses a dictionary for vocabulary development	**Writes a poem** • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses appropriate punctuation rules	**Word level work**: collective nouns, abstract nouns, interjections **Sentence level work**: present continuous tense **Word meaning**: alliteration, (assonance, consonance), personification , rhythm, rhyme, metaphor, simile **Spelling and punctuation**: word division, dictionary use, exclamation mark

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses folklore (myth/legend)** Text from the textbook, class reader or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback	**Reads folklore (myth/legend)** from the class reader, textbook or Teacher's Resource File (TRF) • Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting, • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters Discusses new vocabulary from the read text • Uses a dictionary	**Writes a folklore (myth/legend)** • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Writes descriptions of characters** • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors	**Word level work**: infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives **Sentence level work**: object; questions, direct and indirect speech **Spelling and punctuation**: quotation marks
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text **Describes events** • Selects relevant content from personal experience • Explains events clearly and in sequence • Expresses feelings in relation to events	**Reads a novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development	**Word level work:** relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections **Sentence level work**: simple present tense, simple past tense, concords **Word meaning**: similes, proverbs, idioms **Spelling and punctuation**: full stop, comma, dictionary use, word division

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses an advertisement** Text from the textbook or Teacher's Resource File (TRF) or any other source • Introductory activities: prediction • Identifies key issues • Discusses the effectiveness of the advertisement • Expresses thoughts and feelings in an imaginative way • Listens for specific details • Responds sensitively to ideas and suggestions • Gives feedback • Shares ideas and offers opinions on less familiar topics	**Reads an advertisement** from a textbook or Teacher's Resource File (TRF). • Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences • Views and comments on graphical techniques used in visual texts: colour, lettering, layout	**Writes an advertisement** • Expresses ideas clearly and logically • Uses appropriate visuals and layout for the purpose • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Uses language for creative and imaginative self-expression Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: degrees of comparison, adverbs **Sentence level work**: simple short sentences, subject-verb agreement **Spelling and punctuation:** abbreviations, inverted commas

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses stories, e.g. folklore (myth/legend)** from a class reader Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions	**Reads a story, e.g. a folklore (myth/ legend)** from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Discusses main idea, characters and setting • Explains how writers use vocabulary and language to describe the plot ,setting, characters • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters	**Writes a story e.g. folklore (myth/ legend)** • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories **Writes descriptions of characters** • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Plans, drafts and refines writing	**Word level work:** verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns **Sentence level work**: statements, questions, commands, direct and indirect speech **Word meaning**: metaphors, similes, idioms, proverbs, homophones **Spelling and punctuation**: colon, semi-colon, inverted comma, capital letters

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses a weather report** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts	**Reads a weather report** from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Identifies and explains similarities and differences • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Reads an information text with visuals e.g. map • Interprets visuals • Uses a mind-map/notes to summarise information	**Writes a weather report** • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: verbs (gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns **Sentence level work:** simple sentences, compound sentences, future tense **Word meaning**: onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9 – 10	**Listens and responds to a play** Text from the class reader, textbook or Teacher's Resource File (TRF) • Introductory activities: predicts from title/picture • Retells the drama scene in sequence • Identifies and discusses the central idea, plot, setting, atmosphere and characters • Listens to specific details • Uses details accurately • Expresses thoughts and feelings • Uses the correct language form Role-plays a character • Varies voice and facial expression • Changes register, grammar structure and idioms	**Reads a play** from the class reader or Teacher's Resource File (TRF). • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the plot, • setting, atmosphere and characters • Explains the effects of words and imagery • Identifies cause and effect in oral and written texts and explains the relationship • Reads aloud, changing speed as appropriate	**Writes a play script/dialogue** • Creates characters • Describes setting • Develops plot • Uses correct format • Establishes tone or mood • Plans, drafts and refines the text • Writes sentences using direct and indirect speech • Produces a first draft with central idea and well-developed supporting paragraphs • Uses subject-verb concord • Uses appropriate grammar, spelling and punctuation	**Word level work**: verbs (gerunds) **Sentence level work:** statements, questions, commands, simple sentences, compound sentences, direct and indirect speech **Word meaning**: oxymoron **Spelling and punctuation:** quotation marks, semi-colon, inverted commas

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **1 – 2**	**Listens to a story** Text from the class reader, textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Describes events • Comments on the social, moral and cultural values in different texts • Asks and responds to thought-provoking questions **Acts out the story** • Selects appropriate content • Sequences events correctly • Keeps eye contact and changing facial expression, tone, tempo, volume and pace • Expresses thoughts and feelings in an imaginative way	**Reads a story** from the class reader, textbook or the Teacher's Resource File (TRF). • Predicts content or ending • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Identifies and comments on the characters, themes and issues in a fiction story • Explains cause and effect • Remembers important points • Discusses message conveyed • Describes and analyses emotional response to text • Uses a dictionary for vocabulary development [to be repeated with every activity] **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Does a short oral book review using an appropriate frame • Compares books/texts read	**Writes a friendly letter/A diary entry** • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation	**Word level work**: prepositions, determiners, adjectives, adverbs, nouns, pronouns **Sentence level work**: subject, object, one word for a phrase, conditional clauses **Spelling and punctuation:** word division, dictionary, capital letters

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to a report**, e.g. news, topical issues Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers • Responds thoughtfully to critical questions • Discusses format, features, language use and structure of the text **Presents an oral report** • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others	**Reads an information text with visuals** (e.g. pictures/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers, • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every activity]	**Writes a report** • Writes a report using a frame • Orders information logically • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: conjunctions, moods **Sentence level work**: noun phrase, adjectival phrase, adverbial phrase, prepositional phrase **Word meaning**: synonyms, antonyms, homophones, homonyms, polysemy **Spelling and punctuation:** word division, dictionary, capital letters

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to and discusses information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations	**Reads information text with visuals**, e.g. maps/graphs/charts/tables Text from the textbook or Teacher's Resource File (TRF) • Uses a range of reading strategies to identify the main and supporting ideas and • Summarises information • Interprets visuals • Uses previous knowledge or textual clues to determine meaning • Makes inferences • Transfers information from the visual to narrative form	• **Writes descriptive essay** • Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way and explains the logic • Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: definite and indefinite articles, adjectives **Sentence level work**: noun clause, verb clause, negative form, question form **Word meaning**: metaphors, similes, proverbs, idioms **Spelling and punctuation**: dictionary use, word division

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads an instructional text e.g. recipe, directions** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text** • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject-verb agreement, verb phrase, clauses, phrases **Word meaning**: antonyms, synonyms, metonymy **Spelling and punctuation:** dictionary use, vocabulary development
WEEK **9 – 10**	**SUMMATIVE ASSESSMENT**			

GRADE 6 ENGLISH HOME LANGUAGE

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to radio or newspaper reports and discusses current issues** • Introductory activities: prediction • Listens for specific details in radio and television programmes • Identifies how stereotypes are created • Asks critical questions that challenge and seek alternative explanations • Listens for information in a variety of oral texts: reports, and summarises main ideas • Develops a balanced argument on relevant and challenging issues • Expresses an opinion and supports it with solid evidence • Listens actively and with sensitivity • Acknowledges opinions that conflict with own and responds appropriately in the context • Discusses the validity of information by comparison with other sources	**Reads newspaper articles** from the textbook or from the TRF • Pre-reading activities; prediction based on title and/or graphics • Identifies and discusses both the intended and hidden cultural messages • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Discusses how the message can be manipulated • Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world • Invents and describes preferred results or endings • Hypothesises and offers alternatives when trying to solve a problem	**Writes a newspaper article** • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Selects, classifies and categorises relevant information from different sources • Plans, drafts and refines writing, • Reflects on and evaluates writing and creative work • Writes neatly and legibly Uses clear structure: • Beginning • Middle • Ending	**Word level work**: nouns, pronouns (Interrogative), tenses **Sentence level work:** subject, subject - verb agreement, reported speech **Spelling and punctuation:** word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses a folklore,** e.g. a **myth or a legend** , • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil	**Reads a folklore, e.g. a myth or a legend** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities e.g. prediction based on title and or graphics • Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings • Uses a dictionary for vocabulary development	**Writes a folklore, e.g. a myth or legend** • Writes for personal, exploratory, playful, imaginative and creative purposes • Tries to teach a moral lesson • Uses superhuman characters • Uses appropriate vocabulary • Brainstorms ideas for a topic and develops ideas • Expresses ideas clearly and logically • Reflects on and evaluates writing and creative work • Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: common and abstract nouns **Sentence level work**: simple present tense, simple past tense, simple future tense **Word meaning**: antonyms, proverbs, metaphors, idioms **Spelling and punctuation:** dictionary use

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to a persuasive text, e.g. radio advertisement** • Introductory activities: prediction • Asks thought-provoking questions using appropriate language • Identifies opinions which differ from own • Contrasts opposing perspectives and gives reasons • Interacts positively during group discussions • Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way. • Develops factual and reasonable arguments to justify opinions. • Contrasts opposing perspectives and gives reasons • Focuses on description	**Reads a persuasive text** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Identifies and critically discusses cultural and social values in texts • Interprets the writer's intentional and unintentional messages • Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text • Discusses the diversity of social and cultural values in texts • Uses a dictionary for vocabulary development	**Writes a persuasive text, e.g. a speech/ advert** • Evokes emotional responses • Makes promises • Stirs the audience • Plans, drafts and refines writing • Brainstorms ideas for a topic and develops ideas • Reflects on and evaluates writing and creative work • Expresses ideas clearly and logically • Shows understanding of style and register • Presents work with attention to neatness and enhanced presentation • Clearly and appropriately conveys meaning • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Draws conclusions and makes recommendations • Invents and describes preferred results or endings	**Word level work**: conjunctions **Sentence level work**: simple sentences, complex sentences **Word meaning**: idioms and proverbs

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses a dialogue** • Introductory activities: prediction • Listens for information in a variety of oral texts in a dialogue • Summarises main ideas, and notes specific details • Interacts positively during group discussions • Identifies and discusses key features • Discusses context, speaker's body language, content, register, and choice of words • Discusses format of the text	**Reads a simple play or drama** from the textbook, class reader or from the Teacher's Resource File (TRF). • Pre-reading activities: prediction based on title and or graphics • Explains themes, plot, setting, and characterisation • Discusses author's point of view. • Uses a dictionary for vocabulary development	**Writes a dialogue** • Reveals characters and motivation • Establishes tone or mood • Creates or adds to existing conflict • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses a variety of compound and complex sentences	**Spelling and punctuation:** quotation marks **Sentence level work**: simple sentences, complex sentences **Word meaning**: synonyms, antonyms
WEEK 9 – 10	**Listens to and discusses a poem** • Introductory activities: prediction • Expresses emotions in a sensitive way • Interacts positively during group discussions • Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons • Interprets content of poem • Summarises the poem • Discusses rhythm and rhyme • Discusses different forms of poem • Discusses structures of poems	**Reads a simple poem** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities, e.g. prediction based on title and or graphics • Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing • Adjusts the way in which a text is read to suit the listener • Shows understanding of the text, its relationship to own life • Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor • Uses a dictionary for vocabulary development	**Writes a poem** • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: prepositions **Sentence level work**: statements, questions, commands **Word meaning**: alliteration (consonance and assonance), metaphor, simile, personification,

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **1 – 2**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify Comments on clarity of instructions	**Reads a recipe or other instructional text** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text, e**.g. on how to make a cup of tea • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject, object **Spelling and punctuation:** word division, dictionary use

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text **Participates in group discussion** • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion Responds to others' ideas with empathy and respect	**Reads a short novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Identifies and discusses point of view • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life experiences • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: verbs (finite, infinitives) **Sentence level work:** present continuous tense, past continuous tense, future continuous tense **Spelling and punctuation:** dictionary use

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses a story** • Introductory activities: prediction • Identifies themes, asks questions, and relates ideas to own life experiences • Identifies and discusses how stereotypes are created • Discusses response to text • Links to own life • Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping. • Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc.	**Reads a story** from the textbook or from the Teacher's Resource File (TRF) or class reader. • Pre-reading activities: prediction based on title and or graphics • Reads aloud and silently, adjusting reading strategies to suit the purpose and audience • Discusses social and cultural values in texts • Interprets and discusses message • Shows understanding of the text, its relationship to own life, its purpose and how it functions	**Writes a story** • Creates believable characters • Shows knowledge of character, plot, setting, conflict, climax • Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement) • Orders logically • Expresses ideas clearly and logically • Uses a theme or message	**Word level work:** auxiliary verbs **Sentence level work**: present perfect tense **Word meaning**: idioms

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses an information text e.g a weather report** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts	**Reads an information text e.g. weather report** from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets visuals • Uses a dictionary for vocabulary development	**Writes an information text e.g a weather chart** • Selects appropriate visuals and content for the purpose • Presents information using a map, chart, graph or diagram. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: adjectives (attributive) **Sentence level work**: simple past tense **Spelling and punctuation:** dictionary usage
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **1 – 2**	**Discusses a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listening to read novel extract • Predicts what is going to happen • Explains author and reader's point of view • Stays on topic • Explains logically • Discusses main ideas and specific details • Asks relevant questions and responds appropriately	**Reads a novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central idea • Discusses the characters • Identifies and discusses feelings expressed • Discusses suspense and twist • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** interrogative, demonstrative, indefinite pronouns **Sentence level work**: simple present tense, past tense, future tense **Spelling and punctuation:** dictionary usage, word division

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses a folklore,** e.g. a **myth or a legend**, • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Listening: • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil	**Reads a folklore, e.g. a myth or a legend** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities e.g. prediction based on title and or graphics • Uses reading strategies: skimming, scanning, prediction, views visuals in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings	**Writes a character sketch** • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, conflict and theme. • Correct use of tenses Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: verbs (gerunds) **Sentence level work**: future perfect tense **Spelling and punctuation:** commas

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **5 – 6**	**Listens to a short story** • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text	**Reads a short story** from the textbook, class reader or from the Teacher's Resource File (TRF). • Pre-reading activities: prediction based on title and or graphics • Examines the text for hidden messages and summarizes the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Discusses plot, theme, setting and characterisation • Uses a dictionary for vocabulary development	**Writes a friendly letter/A diary entry** • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation	**Word level work**: adjectives (predicative), tenses, connecting words **Sentence level work**: past perfect tense; future perfect tense **Spelling and punctuation:** word division, dictionary usage

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK 7 – 8	**Listens or view audio/visual /read text: cartoon / comic strips** • Introductory activities: prediction • Views and discusses content and messages of the text • Discusses appropriateness of the graphics to the text • Discusses the effectiveness of the graphics and music • Shares ideas on the title and the text • Discusses any new words vital to the understanding of the programme • Discusses main characters and the underlying message • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language	**Reads a cartoon / comic strips** from the textbook or from the Teacher's Resource File (TRF). • Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics • Examines the text for hidden messages and summarises the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text • Interprets and analyses details in graphical texts • Transfers detail from one form to another	**Writes a cartoon / comic script** • Uses a frame • Defines the concept • Outlines the script • Uses correct format • Uses interesting main and supporting characters • Uses effective plot and conflict • Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television Uses the Writing process: • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work:** verbs (participle), moods, adverbs, adjectives **Sentence level work**: active voice, passive voice, direct and indirect speech **Spelling and punctuation:** dictionary use, word division

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **9 – 10**	**Listens to and discusses drama** • Introductory activities: prediction • Discusses key feature of the text. • Identifies how stereotypes are created and how this affects the listener • Identifies themes, asks questions • Identifies and discusses values in the text • Links content and messages in the text to own life • Gives critical comment on messages in the text	**Reads reviews of play/drama** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify main and supporting ideas • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text	**Writes a dialogue / a short play script** • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register Uses the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: active voice, passive voice **Spelling and punctuation:** quotation marks

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK 1 – 2	**Listens to and discusses an information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations **Role play interview in class** • Makes an oral presentation facing the audience • Shows an awareness of different audiences • Varies the volume, tone and tempo of voice • Reflects on own, and others' presentations and skills, sensitively • Gives balanced and constructive feedback	**Reads an information text** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify the main and supporting ideas and responds appropriately • Identifies and explains cause and effect • Uses previous knowledge or textual clues to determine meaning • Makes inferences	**Writes a descriptive paragraph** Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way Uses the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: adverbs of degree, duration, frequency **Sentence level work**: direct speech, indirect speech **Word meaning**: understatement, multiple meaning, ambiguity **Spelling and punctuation**: question mark

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK **3 – 4**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads an instructional text e.g. recipe, direction** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text** • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately	**Word level work**: adverbs of manner, time, place **Sentence level work:** compound sentences, complex sentences

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK 5 – 6	Listens to a Story • Introductory activities: prediction • Responds critically by identifying the key elements of a book review • Recalls main ideas and details from a text • Retells part of a story • Identifies and discusses values • Identifies and discusses messages in the text • Invents and describes preferred results or endings	**Reads a Story** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Comments on response to the text • Comments on values • Comments on messages in the text • Invents and describes preferred results or endings	**Writes a short summary** • Writes a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations Use the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Sentence level work**: noun phrases and clauses **Sentence level work**: verb phrases and clauses **Word meaning**: pun **Spelling and punctuation: c**olon, semi-colon, contraction
WEEK 7 – 8	**Listens to and discusses poems** • Introductory activities: prediction • Listens for information and summarises main ideas, and notes specific details • Discusses social, moral and cultural values in the text • Comments on how values and messages are conveyed in the text • Sensitively gives balanced and constructive feedback	**Reads a poem** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Responds critically to poems • Comments on the use of alliteration, repetition, simile and onomatopoeia • Reads and responds critically to poetry • Interprets and discusses message • Shows understanding of the poem and its relationship to own life	**Writes a poem** • Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme • Reflects on and evaluates writing and creative work • Develops and organises ideas through a writing process Use the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Sentence level work**: subject; object **Word meaning**: similes, metaphors, personification, simile, onomatopoeia, symbol **Spelling and punctuation**: parentheses
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

SECTION 4: ASSESSMENTIN HOME LANGUAGE

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading piece and do a comprehension test. Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions.

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Listening and Speaking or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible, e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/ recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner–teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however which to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

4.3.1 Formal Assessment requirements for Home Language

The formal Programme of Assessment for Grades 4-6 comprises of seven (7) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

The formal assessment requirements for Home Language are as follows:

- Two formal assessment tasks to be completed at the end of each of the first three terms AND one in the fourth term. One of the tasks must be a mid-year examination. The total number of formal tasks should be seven. These seven formal assessment tasks make up 75% of the total mark for Home Language in Grades 4, 5 and 6. This formal assessment mark will include the mid-year examination.
- The first formal assessment task in each term should be done in the middle of the term. The second formal assessment task in each term should be done towards the end of the term.
- There will be an examination at the year-end which will count for 25% of the mark.
- Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.
- All assessment in the Intermediate Phase is internal.

4.3.2 The form of tasks per term

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. It should be based on the knowledge and skills done during that term. Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 4, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught. If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 4, Term 1, as that is only taught later on.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze procedure, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal **(Level 1)** **Reorganisation** **(Level 2)**	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience … Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	**Levels 1 and 2: 40%**
Inference **(Level 3)**	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention / attitude/motivation/reason … • Explain the cause/effect of … • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/a situation …	**Level 3: 40%**

Cognitive levels	Activity	Percentage of task
Evaluation (Level 4) **Appreciation (Level 5)**	These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/ realistic/ possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication … • Do you agree with the view/statement/ observation/ interpretation that… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/ motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgments made in the text. These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/ situation/ conflict/dilemma. • Do you empathize with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices …	**Levels 4 and 5: 20%**

4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Subject requirements

Requirements for the compilation of a task is given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example in Grade 4, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Writing parts of the planning process or the whole process should be assessed at least once per term. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for Home Languages:

Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

The examination will consist of the following:

- Reading comprehension, including vocabulary work
- Writing of a short creative text, including appropriate and correct usage of format, grammar, punctuation and spelling
- Writing of a short transactional (information/media/social) text, including appropriate and correct usage of format, grammar, punctuation and spelling
- Language Structures and Conventions to show knowledge and understanding of grammar, punctuation and spelling
- Listening and Speaking skills will not be assessed as part of the examination as these are best assessed over a longer period of time. However, it is expected that a summative mark, based on the formal assessments done for Listening and Speaking, will be allocated as an examination mark.

The following tables provide the formal assessment requirements for FAL Languages:

The Programme of Assessment table

TERM 1					
Grade 4		**Grade 5**		**Grade 6**	
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Narrative / descriptive text		Narrative / descriptive text		Narrative / descriptive text	
Listens to and speaks about family / friends / pets / favourite sport / current issues	25	Listens to and speaks about family / friends / pets / favourite sport / current issues-	20	Listens to and speaks about family / friends / pets / favourite sport / current issues	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes a-paragraph about family / friends / pets / favourite sport / current issues	25	Writes about family / friends/ pets / favourite sport / current issues	30	Writes about family / friends/ pets / favourite sport / current issues	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Literature (poetry)		Literature (poetry)		Literature (poetry)	
Listens to and speaks about poetry	20	Listens to and speaks about poetry	20	Listens to and speaks about poetry	20
Comprehension test	30	Comprehension test (poem)	30	Comprehension test (poem)	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a poem	30	Writes a poem	30	Writes a poem	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 2					
Grade 4		**Grade 5**		**Grade 6**	
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Information text		Information text		Information text	
Listening comprehension (Listening and responding to instructional texts)	25	Listening and responding to instructional texts	20	Listening and responding to instructional texts	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes an instructional text	25	Writes an instructional text	30	Writes an instructional text	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2 (June test/ examination)	**%**	**Task 2 (June test/ examination)**	**%**	**Task 2 (June test/ examination)**	**%**
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (1 hours): Writing – essays and transactional texts	20 10
				Paper 3 (1 hour): Reading comprehension Language in context	25 15
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 3					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Narrative texts		Narrative texts		Narrative texts	
Listening comprehension (Listens to and speaks about short stories)-	25	Listening comprehension (Listens to and speaks about short stories)	20	Listening comprehension (Listens to and speaks about short stories)	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes own short story	25	Writes own short story	30	Writes own short story	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Dialogue/drama		Dialogue/drama		Dialogue/drama	
Listening and speaking Role play a familiar situation	20	Listening and speaking Role play a familiar situation	20	Listening and speaking Role play a familiar situation	20
Comprehension test	30	Comprehension test	30	Comprehension test	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a dialogue	30	Writes a book review	30	Writes a short play script	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 4					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Information text with visuals		Information texts with visuals		Information texts with visuals	
Listening comprehension (Listens to and speaks about a speech)	25	Listening comprehension (Listens to and speaks about a text)	20	Listening comprehension (Listens to and speaks about a text)	20
Language Structures and Conventions taken from an advertisement	15	Language Structures and Conventions taken from a text	15	Language Structures and Conventions taken from a text	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on text read independently	15	Reflects on text read independently	15	Reflects on text read independently	20
Writes an advertisement	25	Writes a report	30	Writes a report	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2 (End of the year examination)	**%**	**Task 2 (End of the year examination)**	**%**	**Task 2 (End of the year examination)**	**%**
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (1 hour): Writing – essays and transactional texts	20 10
				Paper 3 (1 hour): Reading comprehension Language in context	25 15
Total	**100**	**Total**	**100**	**Total**	**100**

School Based Assessment and Examinations Grades 4-5

<table>
<tr><th colspan="5">Programme of Assessment</th></tr>
<tr><th colspan="5">SBA per Term</th></tr>
<tr><td rowspan="2">SBA
75%</td><td>Term 1:
2 Tasks</td><td>Term 2:
1 Task
+
1 Mid-year examination comprising:
2 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (2 hours): Integrated Paper (Comprehension, language and writing – essays and transactional texts)</td><td>Term 3:
2 Tasks</td><td>Term 4:
1 Task</td></tr>
<tr><td colspan="3"></td><td>1 End of year examination comprising:
2 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (2 hours): Integrated Paper (Comprehension, language and writing – essays and transactional texts)</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="4"></td></tr>
</table>

School Based Assessment and Examinations Grade 6

<table>
<tr><th colspan="5">Programme of Assessment</th></tr>
<tr><th colspan="5">SBA per Term</th></tr>
<tr><td>SBA
75%</td><td>Term 1:
2 Tasks</td><td>Term 2:
1 Task
+
1 Mid-year examination comprising:
3 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (1 hour): Writing – Essays and transactional text
Paper 3 (1 hour): Comprehension and language</td><td>Term 3:
2 Tasks</td><td>Term 4:
1 Task</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="3"></td><td>1 End of year examination comprising:
3 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (1 hour): Writing – Essays and transactional text
Paper 3 (1 hour): Comprehension and language</td></tr>
</table>

FORMAT OF EXAMINATION PAPERS FOR GRADES 4-6

GRADES 4-5

The suggested outline for the midyear and end-of-year examination papers for the Home Languages in Grades 4-5 is as follows:

PAPER	DESCRIPTION	%: GR.4
1	Oral: Reading, listening & speaking	30
2 (2 hours)	Reading comprehension	25
	Language in context	15
	Writing – essays and	20
	Transactional texts	10
TOTAL FOR EXAM		100

GRADE 6

PAPER	DESCRIPTION	%: GR.6
1	Oral: Reading, listening & speaking	30
2 (1 hour)	Writing – essays and	20
	Transactional texts	10
3 (1 hour)	Reading comprehension	25
	Language in context	15
TOTAL FOR EXAM		100

Suggested format for each of the examination papers for Grade 4-5

PAPER	SECTION	%	
1	**Oral: reading/ listening/ speaking**	**GR4**	**GR5**
	A : Reading aloud	15	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15	15
	TOTAL FOR PAPER 1	**30**	**30**
2 (2 hours)	**Language in context**	**GR4**	**GR5**
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15	15
	Writing	**GR4**	**GR5**
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words and paragraphs for the different Grades are specified	20	20
	B: One text - transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas, Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues	10	10
	TOTAL FOR PAPER 2	**70**	**70**
	OVERALL TOTAL	**100**	**100**

Suggested format for each of the examination papers for Grade 6

PAPER	SECTION	%
1	**Oral: reading/ listening/ speaking**	
	A : Reading aloud	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15
	TOTAL FOR PAPER 1	**30**
2 (1 hour)	**Language in context**	
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15
	TOTAL FOR PAPER 2	**35**
3 (1 hour)	**Writing**	
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	20
	B: One text- Longer transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas (asked as a combination) Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	10
	TOTAL FOR PAPER 3	**35**
	OVERALL TOTAL	**100**

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 MODERATION OF ASSESSMENT TASKS

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, cluster, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. This should be done at least once per term.

Moderation should ensure that all assessments are valid, fair, reliable and sufficient. Validity means that the task should measure the attainment of skills that were taught in line with the skills indicated in the CAPS document. The task must measure the level of achievement of specific skills. In setting comprehension questions for example, the learners' ability to analyse and synthesize information given in a text and not to ask questions about general knowledge related to the text should be tested.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks have been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good comment, among other things, on the levels of questioning in comprehension testing; the frequency of extended writing; the quality of assessment instruments and the developmental opportunities afforded and the teacher's engagement with learner workbooks and evidence of learner performance.

The moderation process must also ensure that the ratings given are consistent across all classes in the grade, and all grades in the phase. For example, a rating of 3 given by one teacher should represent the same level of skill and knowledge as the same rating given by another teacher. It is therefore important for Subject Heads to do internal moderation regularly.

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.7.2 The policy document, *National Protocol for Assessment Grades R-12.*

GLOSSARY

acronym – a pronounceable word formed from the first letter or letters in phrase or name (e.g. Aids, Unisa, etc)

additional language (also see **Home Language) –** a language learned in addition to one's home language

additive multilingualism – when a person learns a language (or languages) in addition to his or her Home Language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching, are taught alongside the Home Language but do not replace it)

alliteration – a pattern of sound that includes the repetition of sounds. Repetition of consonant sounds is called consonance; whereas repetition of vowels is called assonance. The repetition can be located at the beginning of successive words or inside the words.

anecdotes – narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

antonym – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

assessment – a continuous structured process of gathering information on learner competence in many different ways

assessment activity – an activity used to assess learners consisting of a number of sub-activities or parts

assonance – 1. repetition (mostly) of vowel sounds in two or more words e.g. 'It is June and the world is all in tune'

2. the vowel sounds do not have to be precisely the same: assonance could consist of a series of vowel sounds that create a certain effect

audience – 1. the intended reader(s), listener(s) or viewer(s) of a particular text; in planning a piece of writing speakers/writers must take into the consideration the purpose and audience when choosing an appropriate form of writing

2. in particular, an audience is those attending a live performance of music or drama

authentic texts – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – 1. a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

2. in the game of bowls, the 'wood' or bowl has a weight on one side which makes it turn towards that side

caption – a title or comment attached above or below an article, a picture, a photo, and so on

cause (see also **effect**) – that which gives rise to an action or condition

clarify making the meaning of the text clear to the reader

clause – Put in the right place. 'The man who was wearing a red shirt ran away.' The main sentence is 'The man ran away.' The words 'who was wearing a red shirt' is a subordinate clause. It cannot stand by itself, although the verb is complete (finite). Subordinate clauses start with a conjunction (when, because) or a relative pronoun (who, which). The conjunction links the clause to some part of the main sentence. 'The man wearing a red shirt ran away.' In this sentence 'wearing a red shirt' is not a clause but a phrase. The verb is not complete (it is participle)

climax – the most exciting, effective, or important part of the story; this important part is not necessarily at the end

closed questions – questions that require a specific answer. For example, 'Do you like coffee?' The answer must be 'yes' or 'no'. 'How old are you?' The answer will be, e.g. 'Ten'.

coherence – 1. the underlying logical relationship which links ideas together and gives a passage or paragraph unity

2. it may also imply adequate grammar to convey the meaning, or orderly sentence structure. Chaotic grammar may make a statement incoherent

cohesion – the linking of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

comparative (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. 'long' (positive), 'longer' (comparative), 'longest' (superlative)

compare (see also **contrast**) – to assess the way in which things are similar

conflict – the struggle that arises between characters or between individuals and their fate or circumstances; conflict in literature can also arise from opposing desires or values in a character's own mind

conjunction – a word used to join two clauses, words, phrases or sentences

connotative meaning (see also **denotative**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

context – a text is always used and produced in a context; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning

context clues – using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary

contrast (see also **compare**) – to consider the way in which things differ

conventions – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk)

continuous assessment – it involves assessment activities that are undertaken throughout the year

critical language awareness - the analysis of how meaning is constructed with understanding of power relations in and between languages; it empowers the learner to resist manipulation and to use language sensitively

debate – in debating, two opposing teams compete with one another. They aim to convince the adjudicator and the audience that their viewpoint about a given topic is more reasonable and justifiable than that of the opposing team

denotative meaning (see also **connotative meaning**) – the literal or primary meaning of a word

derivative – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. 'quickly from 'quick')

dialect – a form of a language adapted by a particular community; it is significantly different from other forms of the same language in terms of words, structures and/or pronunciation

dramatic structure – 1. the special literary style in which plays are written

2. the arrangement of plot, acts, scenes, characters and possibly also features of language in a play

drawing conclusions – using written or visual clues to figure out something that is not directly stated in the reading

editing – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure; in media, editing involves the construction, selection and lay-out of texts

effect (see also **cause**) – the result or consequence of an action or condition

emotive language – language which arouses strong feelings

explicit (as opposed to **implicit**) – meaning which is clearly or directly stated

evaluate – form opinions, make judgements, and develop ideas from reading

figurative (as opposed to **literal**) – words or phrases used in a non-literal way to create a desired effect; literal texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fluency – 1. the word comes from the flow of a river and suggests a coherence and cohesion that gives language use quality of being natural, easy to use and easy to interpret

2. having a fair degree of grammatical control (though perhaps not total grammatical accuracy)

forum - team speaking or forum debate may be used against other schools, or in the classroom by dividing learners into teams of four, each of whom will speak on a different aspect of the same topic. An adjudicator decides on the winning team

genre – the types or categories into which texts are grouped, e.g. novel, drama, poetry, business letter, personal letter

gesture – a movement of the face or body which communicates meaning (e.g. nodding of head to indicate agreement)

graphics – products of the visual and technical arts (e.g. drawing, designing)

guided reading – a group reading session where children are all of the same instructional level and the teacher scaffolds learning so that children increasingly take control

guided writing – involves individuals or small groups of children writing a range of text types after the teacher has provided mini-lessons on aspects of writing such as format, punctuation, grammar or spelling

higher-order questions – questions that require children to bring together information from different parts of a text (i.e. synthesise), to infer (i.e. read between the lines), to evaluate what happens (i.e. give an opinion) and/or to appreciate a text (e.g. say whether one liked or disliked it and why)

Home Language (see also **additional language**) – the language first acquired by children through immersion at home; the language in which we think

homonym – a word which has both the same sound and the same spelling as another but has a different meaning (e.g. the noun 'the bear' and the verb 'to bear')

homophone – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. 'one' and 'won')

image – a picture or a visual representation of something

imagery – words, phrases, and sentences which create images in our minds, such as similes, metaphors, personification

implicit (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

implied (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

inclusivity – the principle that education should be accessible to all learners whatever their learning styles, backgrounds, and abilities

independent reading level – the level at which a reader can read text with 95% accuracy (i.e. no more than one error per 20 words read). Independent reading level is fairly easy text for the reader.

infer – to pick up meaning behind what is stated and to deduce all the implications

initiate – to start (e.g. to initiate a conversation)

interview – task of gathering information or a face-to-face discussion between people, directed toward some specific purpose

intonation – 1. the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

2. it also distinguishes between statements and questions and indicates the speaker's attitude or feelings

language varieties –.language varieties found when minor adaptations in terms of vocabulary, structure and/or pronunciation have been made; they can vary from one region or country to another

literacies – different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio-cultural)

literacy (see also **literacies**) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one's world. The capacity to read and write

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

lower-order questions – questions which require children to remember facts, e.g. Who were the main characters in the story? What was the main character's name? Where did she go to school?

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others, e.g. advertisements, sales talk, political speeches

meta-language – the language used to talk about literature and language and grammatical terms; it includes terminology such as 'context', 'style', 'plot' and 'dialogue'

metaphor – using one thing to describe another thing which has similar qualities (e.g. 'Education is the *key* to success.')

mind map – a representation of a theme or topic in which key words and ideas are organised graphically

mode – a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. by converting a graph into a passage)

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; it also refers to the atmosphere produced by visual, audio or multi-media texts

multi-media – an integrated range of modes that could include written texts, visual material, sound, video, and so on

narrative – a spoken or written account of connected events in order of occurrence; a story

narrative voice/point of view – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – 'I' (who is often a character in the story) – and third person narrative, in which the narrator refers to characters as 'he', 'she' or 'they')

onomatopoeia – the use of words to recreate the sounds they describe (e.g. the whoosh of the wind as it rushed through the trees)

open-ended questions – questions that can be answered in different ways; the learner has to answer the questions in his or her own words. For example, Why do you think the boy ran away? What do you think he should have done?

oxymoron – a combination of words with contradictory meanings, used deliberately for effect; it's usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

panel discussion - groups are formed to discuss a topic, answer questions, and respond to tasks

paraphrase – a restatement of an idea or text in one's own words

paronym – word formed from a foreign word (e.g. enjambment)

personification – attributing human characteristics to non-human things

plot – the interrelatedness of the main events in a text; plot involves more than a simple sequence of events as it suggests a pattern of relationships between events and a web of causation

point of view – the perspective of a character in relation to issues in a novel or play

prejudice – intolerance of or a pre-judgement against an individual, a group, an idea or a cause

projection – the placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience

publish – when learners publish their work, they make it public by sharing it, e.g. by handing it in to the teacher, putting it on the class wall or notice board, or including it in a class anthology.

pun – a play on words which are identical or similar in sound in order to create humour (e.g. 'Seven days without water makes one week/weak.')

register – the use of different words, style, grammar, pitch, and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

report - (formal and informal) giving exact feedback of a situation, e.g. an accident

rereading - rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text

restating- restating is a reading strategy where the reader will retell, shorten, or summarise the meaning of a passage or chapter, either orally or in written form

rhyme – words or lines of poetry that end with the same sound including a vowel

rhythm – a regular and repeated pattern of sounds

sarcasm – an ironic expression *or tone of voice* which is used in order to be unkind or offensive or to make fun of someone

satire – the use of ridicule, sarcasm, and irony to comment critically on society or an individual or a situation

scan – to run one's eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

shared reading – an activity in which children share the reading of an enlarged text with the teacher. This is a lesson with the whole class. The text used is aimed at the top group in the class. Some children will be at a listening level, others will be beginning to engage in the reading and more will be engaging fully. The same text is used over several days. Each day a new focus is selected by the teacher. The text is used to introduce text features, phonics, grammar and reading skills in context.

simile – comparing one thing directly with another, a word such as 'like' or 'as' is used to draw attention to the comparison

skim – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

stereotype – a fixed *conventional* (and often biased) view about the role a particular person is expected to play

strategy – a certain *broad* procedure *or plan* used to tackle a problem

stress (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

style – the distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as length and structure of sentences, tone, and use of irony

symbol – something which stands for or represents something else

synonym (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language. Synonyms in English tend to have important differences in connotation

synthesise – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

text – *a statement or creation* in any written, spoken, or visual form of communication

theme – the central idea or ideas in a text; a text may contain several themes and these may not be explicit or obvious

tone – quality and timbre of the voice that conveys the emotional message of a *spoken* text. In written text, it is achieved through words *that convey the attitude of the writer*. In film, tone can be created through music or *visual effects*

transactional writing – functional writing (e.g. letters, minutes of meetings, reports, faxes)

turn-taking – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

visual texts – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawing, paintings)

voice (see **narrative voice**) – the author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions.

word-attack skills - strategies used when reading an unknown word (e.g. breaking it into syllables or looking at the meaning of the prefixes or suffixes)

Appendix E

National policy pertaining to the programme and promotion requirements of the national curriculum statement



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

***National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 Government Notices No. 722 and No. 723, Government Gazette No. 34600* of 12 September 2011 and amended as:**

Government Notice No. 1115 and *No. 1116, Government Gazette No. 36042* of 28 December 2012.
Government Notices as 499 and 500, Government Gazette No. 36465 of 17 May 2013

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ABBREVIATIONS AND ACRONYMS

GET	General Education and Training
FET	Further Education and Training
LOLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
SAQA	South African Qualifications Authority

DEFINITIONS

“assessment body” – means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

“candidate” - means a learner who has enrolled in his or her Grade 12-year of the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” – means the formal recognition of a qualification or part qualification awarded to a successful learner;

“condonation” – means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of this document;

“Curriculum and Assessment Policy Statements” - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12;*

“Department of Basic Education”- means the national department responsible for basic education, Grades R-12;

“evidence of learner performance” - means the learner’s work that is used to compile his or her internal assessment mark;

“examination” – means the conduct of an end-of-term and/or once-off end-of-year assessment;

“external assessment” – means any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually;

“First Additional Language level” – means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations

and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards;

“full-time candidate” - means a candidate who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

“grade” - means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of Department” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of an assessment body” - means the Head of Examination at the Department of Basic Education, the Head: Education of a provincial education department or the Head of an independent assessment body;

“Head of the institution” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“**Home Language level”** - means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understandings of the world they live in;

“immigrant candidate” - means a learner as contemplated in *paragraph 4(1)(a)* of this document*;*

“independent school” - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996);*

“internal assessment” - means an assessment, contemplated in *section 1* of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

“language levels” – means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

“learner” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“learner who experiences barriers to learning” – refers to any learner who has difficulties in accessing the curriculum due to factors that serve as barriers;

“MEC” - means a Member of the Executive Council, contemplated in *section 1* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

“Minimum outcomes and standards” – means the minimum level at which a learner must attain the content and assessment requirements for all subjects listed in the *National Curriculum Statement Grades R – 12 as* specified in the Curriculum and Assessment Policy Statements. It also includes the programme and promotion requirements for Grades R-12 as stipulated in *paragraphs 6, 7, 12, 14, 19, 21, 27* and *29* of this document;

“National Qualifications Framework (NQF)” – means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

“National Senior Certificate” – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply with the national policy requirements set out in the policy document*, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

“part-time candidate” means a Grade 12 learner who has registered at an examination centre for part-time studies and may register for any number of subjects in one examination sitting;

“progression” – means the advancement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432, Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade is addressed in the grade to which the learner has been promoted;

“promotion” – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document*; National policy pertaining to the programme and promotion requirements of the NCS Grades R-12;*

“processes and procedures for the assessment of learner achievement” – means the conduct, administration and management of internal assessment, end-of year examination, and the final National Senior Certificate examination as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, the policy document, *National Protocol for Assessment Grades R – 12,* the *Curriculum and Assessment Policy Statements* of all approved subjects, and the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF);*

“Provincial Education Department” - means an education department, contemplated in *section 1* of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)*;

“qualification” – means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

“repeat candidate” - means a candidate who has failed the Grade 12-year of the National Senior Certificate examination and/or the supplementary examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;

“Second Additional Language level” - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

“school” – as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;
“school-based assessment” – means assessment as defined in the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600* of 12 September 2011;

“supplementary examination” - means an examination granted under special conditions to full-time, repeat and part-time candidates in the year following the National Senior Certificate examination but not the end-of-year examination;

“teacher file” - means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources,

“Umalusi” – means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 1

INTRODUCING THE POLICY FOR THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

1. PURPOSE OF THE DOCUMENT

(1) *Section 3(4)(l)* of the *National Education Policy Act, 1996 (No. 27 of 1996)* makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications. This provision is subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

(2) The policy stipulated in this document applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprise:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;
(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
(c) *National Protocol for Assessment Grades R – 12.*

(3) The policy document contemplated in *subparagraph (2)* forms the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in s*ection 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.

(4) The outcomes and standards determined in terms of s*ection 6A* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)* will be translated into regulations in terms of *section 61* of the said Act.

2. THE GROUPING OF SUBJECTS LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R – 12

(1) The *National Curriculum Statement Grades R – 12* uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising and listing purposes.

(2) The Organising Fields listed at Annexure A, are used for organising and listing purposes.

CHAPTER 2

GENERAL REQUIREMENTS OF GENERAL EDUCATION AND TRAINING: GRADES R - 9

3. DURATION

The duration of the General Education and Training Phase is ten years, namely Grades R - 9. To be promoted to Grade 10 a learner must:

(1) complete the programme requirements for each grade of Grades R – 9 separately; and

(2) comply with the assessment and promotion requirements for each grade of Grades R - 9 as contemplated in the policy document, *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects for each of the three phases of the General Education and Training Band, namely Foundation, Intermediate and Senior Phases as listed in this document.

4. CONCESSIONS

(1) Immigrants

(a) An immigrant learner is:

(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or

(ii) a person who:

(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or

(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after

Grade 3 or its equivalent, and has subsequently returned to South Africa.

(b) Subject to *subparagraph (d)* an immigrant learner as contemplated in *subparagraph (a)* must offer the two required official languages as contemplated in *paragraphs 12(1)* of the Intermediate Phase and *19(1)* of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered.

(c) An immigrant learner in the Intermediate or Senior Phase must:

(i) Pass one of the required two official languages as contemplated in *subparagraph (b)* on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and

(ii) Subject to sub*paragraph (e)* an immigrant learner must comply with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.

(d) An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language, provided further he or she complies with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.

(e) To be classified as an immigrant learner, such a learner must be in possession of:

(i) The relevant official documentation issued by the Department of Home Affairs; and

(ii) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

(2) Learners who experience barriers to learning

(a) The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learner's learning:

(i) A deaf learner must offer the two required official languages as contemplated in *paragraphs 6* of the Foundation Phase, *12(1)* of the Intermediate Phase, and *19(1)* of the Senior Phase, however:

(aa) he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;

(bb) an Elementary Achievement (Level 2) in the second official language;

(cc) comply with the other Foundation or Intermediate or Senior Phase promotion requirements as contemplated in *paragraphs 7, 14* and *21* respectively.

(ii) Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph (i)* above.

(b) *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001*), guides policies related to learners experiencing barriers to learning.

CHAPTER 3

FOUNDATION PHASE, GRADES R - 3

5. APPROVED SUBJECTS

TABLE 1: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Afrikaans Home Language	13305482	13302842	13302852	13302862
Afrikaans First Additional Language		13312872	13312882	13312892
English Home Language	13305492	13302902	13302912	13302922
English First Additional Language		13312932	13312942	13312952
IsiNdebele Home Language	13305502	13302962	13302972	13302982
IsiNdebele First Additional Language		13312992	13313002	13313012
IsiXhosa Home Language	13305512	13303022	13303032	13303042
IsiXhosa First Additional Language		13313052	13313062	13313072
IsiZulu Home Language	13305522	13303082	13303092	13303102
IsiZulu First Additional Language		13313112	13313122	13313132
Sepedi Home Language	13305532	13303142	13303152	13303162
Sepedi First Additional Language		13313172	13313182	13313192
Sesotho Home Language	13305542	13303202	13303212	13303222
Sesotho First Additional Language		13313232	13313242	13313252
Setswana Home Language	13305552	13303262	13303272	13303282
Setswana First Additional Language		13313292	13313302	13313312
SiSwati Home Language	13305562	13303322	13303332	13303342
SiSwati First Additional Language		13313352	13313362	13313372
Tshivenda Home Language	13305572	13303382	13303392	13303402
Tshivenda First Additional Language		13313412	13313422	13313432
Xitsonga Home Language	13305582	13303442	13303452	13303462
Xitsonga First Additional Language		13313472	13313482	13313492

TABLE 2: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Mathematics	19331462	19331312	19331322	19331332

TABLE 3: HUMAN AND SOCIAL STUDIES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Life Skills	16341302	16341152	16341162	16341172

6. PROGRAMME REQUIREMENTS FOR GRADES R -3

(1) Grade R

A learner in Grade R in the Foundation Phase must offer the following three (3) subjects listed in Tables 1 - 3:

(a) One official language selected from Table 1 at Home Language level;
(b) Mathematics as listed in Table 2; and
(c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

(2) Grades 1 – 3

A learner in Grades 1 – 3 in the Foundation Phase must offer the following four (4) subjects listed in Tables 1 - 3:

(a) One official language selected from Table 1 at Home Language level;

(b) One official language selected from Table 1 at First Additional Language level, provided it is not the same official language offered at *subparagraph (a)*;

(c) Mathematics as listed in Table 2; and

(d) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

7. PROGRESSION REQUIREMENTS FOR GRADES 1 -3

(1) Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work. A learner, who is not ready to perform at the next level, should be assessed to determine the level of support required.

(2) The following are guidelines for determining a learner's progress in Grade R:

(a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 6(1)(a)*; and

(b) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(1)(b).*

(3) The following are guidelines to determine whether a learner should be permitted to progress from Grade 1 to 2 and from Grade 2 to 3 in the Foundation Phase:

(a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 6(2)(a)*; **[or]** and

(b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 6(2)(b)*; and

(c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(2)(c).*

(4) A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

(5) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade..

(6) Deaf learners, who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs (i),* and *(ii)* above. Such Deaf learners may in terms of *section 6(4)* of the *South African Schools Act, 1996* offer South African Sign Language as a language of learning and teaching in lieu of the second required official language. This will be an interim arrangement until the relevant official South African Sign Language Curriculum and Assessment Policy Statements have been completed and approved.

8. ASSESSMENT

(1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 6*.

(2) The School-Based Assessment mark as determined during the school year will be 100% of the total mark.

9. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 4 below.

TABLE 4: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES R - 3

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.

(3) Teachers must record and report learners' performance in terms of the achievement descriptors listed in Table 4.

10. TIME ALLOCATION

(1) The instructional time for subjects in the Foundation Phase is indicated in Table 5 below:

TABLE 5: TIME ALLOCATION PER WEEK

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
TOTAL	**23**	**23**	**25**

(2) The instructional time for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3.

(3) Ten (10) hours are allocated for languages in Grades R-2 and 11 hours in Grade 3.

(4) A maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades 1-2.

(5) In Grade 3 a maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of three (3) hours and a maximum of four (4) hours for the language at First Additional Language level.

(6) The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation.

(7) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 4

INTERMEDIATE PHASE, GRADES 4 - 6

11. APPROVED SUBJECTS

TABLE 6: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Afrikaans Home Language	13303502	13303512	13303522
Afrikaans First Additional Language	13313532	13313542	13313552
Afrikaans Second Additional Language	13353562	13353572	13353582
English Home Language	13303592	13303602	13303612
English First Additional Language	13313622	13313632	13313642
English Second Additional Language	13353652	13353662	13353672
IsiNdebele Home Language	13303682	13303692	13303702
IsiNdebele First Additional Language	13313712	13313722	13313732
IsiNdebele Second Additional Language	13353742	13353752	13353762
IsiXhosa Home Language	13303772	13303782	13303792
IsiXhosa First Additional Language	13313802	13313812	13313822
IsiXhosa Second Additional Language	13353832	13353842	13353852
IsiZulu Home Language	13303862	13303872	13303882
IsiZulu First Additional Language	13313892	13313902	13313912
IsiZulu Second Additional Language	13353922	13353932	13353942
Sepedi Home Language	13303952	13303962	13303972
Sepedi First Additional Language	13313982	13313992	13314002
Sepedi Second Additional Language	13354012	13354022	13354032
Sesotho Home Language	13304042	13304052	13304062
Sesotho First Additional Language	13314072	13314082	13314092
Sesotho Second Additional Language	13354102	13354112	13354122

TABLE 6: OFFICIAL LANGUAGES (CONT.)

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Setswana Home Language	13304132	13304142	13304152
Setswana First Additional Language	13314162	13314172	13314182
Setswana Second Additional Language	13354192	13354202	13354212
SiSwati Home Language	13304222	13304232	13304242
SiSwati First Additional Language	13314252	13314262	13314272
SiSwati Second Additional Language	13354282	13354292	13354302
Tshivenda Home Language	13304312	13304322	13304332
Tshivenda First Additional Language	13314342	13314352	13314362
Tshivenda Second Additional Language	13354372	13354382	13354392
Xitsonga Home Language	13304402	13304412	13304422
Xitsonga First Additional Language	13314432	13314442	13314452
Xitsonga Second Additional Language	13354462	13354472	13354482

TABLE 6A: NON-OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
German Second Additional Language	13355592	13355602	13355612
Serbian Home Language	13355622	13355632	13355642
Serbian Second Additional Language	13355652	13355662	13355672

TABLE 7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Mathematics	19331342	19331352	19331362
Natural Sciences and Technology	19351372	19351382	19351392

TABLE 8: HUMAN AND SOCIAL STUDIES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	**Grade 5**	**Grade 6**
Social Sciences	16351182	16351192	16351202
Life Skills	16341212	16341222	16341232

12. PROGRAMME REQUIREMENTS FOR GRADES 4 -6

A learner must offer and complete six (6) subjects for each of Grades 4 – 6 as contemplated in *subparagraphs (1)* to *(5)* and listed in Tables 6 – 8:

(1) Two (2) official languages selected from Table 6, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(2) Mathematics listed in Table 7;

(3) Natural Sciences and Technology listed in Table 7;

(4) Life Skills listed in Table 8;

(5) Social Sciences listed in Table 8; and

(6) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 14*.

(7) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* may offer

his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level as contemplated in *subparagraph (6)*.

13. PROVISOS

(1) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

14. PROGRESSION REQUIREMENTS FOR GRADES 4 - 6

(1) Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work.

(2) The following are guidelines for determining a learner's progression from Grade 4 to 6 in the Intermediate Phase:

(a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 12(1)*;

(b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 12(1)*;

(c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 12(2);* and

(d) Subject to *subparagraph (e)*, Moderate Achievement (Level 3) (40%-49%) in any other two (2) of the remaining approved subjects as contemplated in *paragraphs 12(3), 12(4)* and *12(5)*.

(e) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* provided they obtain Moderate Achievement (Level 3) (40%-49%) in all three (3) of the remaining subjects contemplated in *subparagraph (d)*.

(3) A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.

(4) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.

(5) Deaf learners, who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs (2a),* and *(2b)* above.

15. ASSESSMENT

(1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 12*.

(2) School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the year must be 75%, and the final examination component 25% of the promotion mark.

16. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 9 below.

TABLE 9: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 4 - 6

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.

(3) Teachers must record learners' results in marks and report them as percentages.

(4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

17. TIME ALLOCATION

(1) The instructional time for subjects in the Intermediate Phase is indicated in Table 10 below:

TABLE 10: TIME ALLOCATION PER WEEK

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
TOTAL	**27,5**

(2) The instructional time for Grades 4, 5 and 6 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation..

(3) Schools offering an optional language selected from Table 6 on at least Second Additional Language level as contemplated in *paragraph 12(6)* may not use the time allocated for the subjects listed in Table 10. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

(4) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 5

SENIOR PHASE, GRADES 7 – 9

18. APPROVED SUBJECTS

TABLE 11: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Afrikaans Home Language	13304492	13304502	13304512
Afrikaans First Additional Language	13314522	13314532	13314542
Afrikaans Second Additional Language	13354552	13354562	13354572
English Home Language	13304582	13304592	13304602
English First Additional Language	13314612	13314622	13314632
English Second Additional Language	13354642	13354652	13354662
IsiNdebele Home Language	13304672	13304682	13304692
IsiNdebele First Additional Language	13314702	13314712	13314722
IsiNdebele Second Additional Language	13354732	13354742	13354752
IsiXhosa Home Language	13304762	13304772	13304782
IsiXhosa First Additional Language	13314792	13314802	13314812
IsiXhosa Second Additional Language	13354822	13354832	13354842
IsiZulu Home Language	13304852	13304862	13304872
IsiZulu First Additional Language	13314882	13314892	13314902
IsiZulu Second Additional Language	13354912	13354922	13354932
Sepedi Home Language	13304942	13304952	13304962
Sepedi First Additional Language	13314972	13314982	13314992
Sepedi Second Additional Language	13355002	13355012	13355022
Sesotho Home Language	13305032	13305042	13305052
Sesotho First Additional Language	13315062	13315072	13315082
Sesotho Second Additional Language	13355092	13355102	13355112

TABLE 11: OFFICIAL LANGUAGES (CONT.)

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Setswana Home Language	13305122	13305132	13305142
Setswana First Additional Language	13315152	13315162	13315172
Setswana Second Additional Language	13355182	13355192	13355202
SiSwati Home Language	13305212	13305222	13305232
SiSwati First Additional Language	13315242	13315252	13315262
SiSwati Second Additional Language	13355272	13355282	13355292
Tshivenda Home Language	13305302	13305312	13305322
Tshivenda First Additional Language	13315332	13315342	13315352
Tshivenda Second Additional Language	13355362	13355372	13355382
Xitsonga Home Language	13305392	13305402	13305412
Xitsonga First Additional Language	13315422	13315432	13315442
Xitsonga Second Additional Language	13355452	13355462	13355472

TABLE 11A: NON-OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
German Second Additional Language	13355682	13355692	13355702
Serbian Home Language	13355712	13355722	13355732
Serbian Second Additional Language	13355742	13355752	13355762

TABLE 12: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Natural Sciences	19351402	19351412	19351422
Mathematics	19331432	19331442	19331452

TABLE 13: HUMAN AND SOCIAL SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	**Grade 8**	**Grade 9**
Social Sciences	16351242	16351252	16351262
Life Orientation	16341272	16341282	16341292

TABLE 14: ENGINEERING AND TECHNOLOGY

SUBJECTS	SUBJECT NUMBER		
	Grade 7	**Grade 8**	**Grade 9**
Technology	15351122	15351132	15351142

TABLE 15 CULTURE AND ARTS

SUBJECTS	SUBJECT NUMBER		
	Grade 7	**Grade 8**	**Grade 9**
Arts and Culture	11351152	11351162	11351172

TABLE 16: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	**Grade 8**	**Grade 9**
Economic and Management Sciences	12351092	12351102	12351112

19. PROGRAMME REQUIREMENTS FOR GRADES 7 -9

A learner must for each of Grades 7 – 9 offer and complete nine (9) subjects as contemplated in *subparagraphs (1)* to *(8)* and listed in Tables 11 – 16:

(1) Two (2) official languages selected from Table 11, provided that one of the two official languages is offered on the Home Language level, and the other language, on either Home or on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(2) Mathematics selected from Table 12;

(3) Natural Sciences selected from Table 12;

(4) Life Orientation from Table 13;

(5) Social Sciences from Table 13;

(6) Technology from Table 14;

(7) Arts and Culture from Table 15; and

(8) Economic and Management Sciences from Table 16.

(9) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 21*.

(10) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* may offer his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level as contemplated in *paragraph4(1)(c)(i)*.

20. PROVISOS

(1) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

21. PROMOTION REQUIREMENTS FOR GRADES 7 -9

(1) Learners in Grades 7-9 will be promoted from grade to grade if they have offered nine (9) subjects listed in *paragraph 19(1) to (8)* and have complied with the promotion requirements in eight (8) of the subjects as contemplated in *subparagraphs (a)* to (*e)*, provided the School-Based Assessment component of the ninth subject has been completed.

(a) Adequate Achievement (Level 4) in one language at Home Language level as contemplated in *paragraph 19(1)*;

(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 19(1)*;

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 19(2);*

(d) Moderate Achievement (Level 3) in any three (3) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7)* and *19(8)*; **[or]** and

(e) Subject to *subparagraph (f)*, at least an Elementary Achievement (Level 2) in any two (2) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7)* and *19(8)*.

(f) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* provided they obtain at least an Elementary Achievement (Level 2) in all three (3) the remaining subjects contemplated in *subparagraph (e)*.

(2) A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

(3) A learner who is not ready to function at the expected level and who has been retained in the previous phases for four (4) years or more and who is likely to be retained again in the third phase for four (4) years or more, should receive the necessary support in order to achieve an appropriate level of competence as contemplated in *sub-regulation (1)* in order to progress to the next grade.

22. ASSESSMENT

(1) Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.

(2) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.

(3) School-Based Assessment is a compulsory component of the promotion marks. The School-Based Assessment component must be 40% during the year, and the final examination component 60% of the promotion mark.

23. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are as shown in Table 17 below.

TABLE 17: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 7 – 9

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	%
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

(3) Teachers or examiners must record learners' results in marks and report them as percentages.

(4) The percentage obtained will determine the rating code on the scale of achievement.

24. TIME ALLOCATION

(1) The instructional time for subjects in the Senior Phase is indicated in the Table 18 below:

TABLE 18: TIME ALLOCATION PER WEEK

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic and Management Sciences	2
Life Orientation	2
Arts and Culture	2
TOTAL	**27,5**

(2) The instructional time for Grades 7, 8 and 9 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from this time allocation.

(3) Schools offering an optional language selected from Table 11 on at least Second Additional Language level as contemplated in *paragraph 19(9)* may not use the time allocated for the languages listed in Table 18. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

CHAPTER 6

FURTHER EDUCATION AND TRAINING: GRADES 10 – 12

25. DURATION

(1) The duration of the National Senior Certificate is 3 years, namely Grades 10 - 12. A learner must:

(a) offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately; and

(b) comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the policy document *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure B.

(2) Subject to the approval of the Head of the assessment body or his or her nominee, a learner with an appropriate statement of achievement at Grades 10 or 11 level, issued by an approved or recognised assessment body, may be placed at either Grade 11 or 12.

26. ENTRANCE REQUIREMENTS FOR FURTHER EDUCATION AND TRAINING, GRADES 10 - 12

(1) The minimum entrance requirements for Grade 10 are:

(a) an official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10 or that the learner was progressed in the Senior Phase in terms of *paragraph 31* of the *Admission policy for ordinary public schools, Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of

19 October 1998; or

(b) a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or

(c) a NQF Level 1 Certificate which requires two languages; or

(d) a recognised equivalent qualification obtained at NQF Level 1 which requires two official languages.

(e) an official document of approval from the relevant Head of Education confirming that a learner who has received home education prior to Grade 10 has reached the required level in Grade 9.

(2) For Entrance into Grades 11 and 12, an appropriate statement of achievement at the appropriate levels are issued by an approved or recognised assessment body.

27. PROGRAMME REQUIREMENTS FOR GRADES 10 - 12

(1) The approved National Senior Certificate subjects listed in Annexure B, which is grouped in two main categories, namely **Groups A** and **B**.

(2) A learner in Further Education and Training must select four subjects from **Group A** follows:

(a) Two (2) official languages selected from Annexure B, Table A1, provided that one of the two official languages is offered on the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching.

(b) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.

(c) Life Orientation in Annexure B, Table A3.

(d) Subject to *paragraphs 28(5)* and 28*(6), a* minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8. Of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in *subparagraph (a)* may be offered from both Tables A1 and B4.

(e) Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education and approved by the Minister of Basic Education for this purpose and listed in Annexures C1 – C6, in the place of one Group B subject.

28. PROVISOS

(1) A candidate may offer more than the required minimum of seven subjects provided that he or she complies with the following requirements:

(a) the additional subjects must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.

(b) all the internal assessment requirements and the Practical Assessment Tasks as contemplated in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12.

(2) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(3) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

(4) A candidate may not offer both Mathematics and Mathematical Literacy.

(5) A candidate may not offer both Consumer Studies and Hospitality Studies.

(5A) Learners offering Sport and Exercise Science as a subject must offer either Physical Sciences or Life Sciences.

(6) Subject to *subparagraph (6A)* and *7*, a maximum of one subject developed and assessed by an accredited assessment body that is not the Department of Basic Education, and approved by the Minister of Basic Education for this purpose and listed in Annexure C may be offered to meet the requirements of one of the three (3) required Group B subjects as contemplated in *paragraph 27(2)(d)*.

(6A) Maritime Economics and Nautical Science may be offered in combination from January 2010 in Grade 10 and in Grades 11 and 12 in 2011 and 2012 respectively, *Government Notices 888* and *889, Government Gazette No. 32536* of 4 September 2009.

(7) The Practical Music programme of one of the Music examination bodies, listed in Table C2 of Annexure C, namely the Associated Board of Royal Schools Practical Music Examination, Trinity College of London Practical Music Examination and Unisa Practical Music Examination may be offered in terms of the following conditions (*Government Notices 842* and *843, Government Gazette No. 34669* of 10 October 2011):

(a) The External Music programmes listed in Table C2 of Annexure C may only be offered as an eighth National Senior Certificate subject.

(b) A learner may only enrol for the selected External Music programme in his or her Grade 12-year.

(c) The selected External Music programmes must be offered at Grade 7 Music level.

(d) The submission of the final examination marks obtained by the candidates must be determined by the three External Music Examination Bodies.

(e) The External Music Examination Bodies' final results based on the theory and practical components will be accepted as the final mark obtained by the candidate.

(f) The prerequisite theory component for the three External Music Examination Bodies' Practical Music Examination, Grade 7 is as follows:

(i) Associated Board of Royal Schools of Music: Grade 6 Theory;
(ii) Trinity College of London: Grade 6 Theory; and
(iii) UNISA: Grade 5 Theory.

(g) The practical component must be completed by the candidate not later than June of the Grade-12 year.

(h) The theory must be completed by the candidate, not earlier than October of the Grade 11-year.

(i) The marks supplied by the three External Music Examination Bodies will be indicated on the National Senior Certificate as a subject passed by an approved and accredited assessment body in terms of the requirements as determined by that body. The actual mark obtained by the candidate will be reflected on the National Senior Certificate with an asterisk denoting that this

subject was offered by an external assessment body in terms of that body's requirements.

(j) A learner will be restricted to a maximum of one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examinations.

(k) A learner who offers Music listed in Table B2 of Annexure B as a subject and one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7, as an eighth subject, may not offer the same main instrument as a first and second instrument.

(l) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject may not offer a Music programme, comprising a combination of components of the Music programmes of the three External Music Examination Bodies.

(m) The Music programmes of the Associated Board of Royal Schools of Music, or Trinity College of London, or UNISA may not be offered during official school hours, but only as an extra-curricular subject.

(n) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject may not replace a failed subject offered by the learner in terms of the seven-subject package of the National Senior Certificate.

29. PROMOTION REQUIREMENTS FOR GRADES 10 - 12

(1) Learners in Grades 10-12 will be promoted from grade to grade if they have offered and completed the School-Based Assessment, Practical Assessment Tasks, where applicable, oral assessment and end-of-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure A:

(a) Achieved 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects, provided the School-Based Assessment component is submitted in the subject failed.

(b) A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.

(c) Subject to *paragraph 28(7)* learners who offer a Music programme from the Associated Board of Royal Schools of Music or Trinity College of London or UNISA, must obtain the following ratings:

(i) the Associated Board of Royal Schools Practical Music Examination Grade 7: at least 65%.
(ii) Trinity College of London Practical Music Examination Grade 7: at least 60%.
(iii) UNISA Practical Music Examination Grade 7: at least 50%.

(2) The norm for repetition is stipulated in *paragraph 31* of the *Admission policy for ordinary public schools, Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, as one year per school phase where necessary. A learner may therefore only be retained once in the Further Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years.

(3) Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements as contemplated in *paragraph 37(1)(a)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* to enable him or her to obtain a National Senior Certificate.

30. ASSESSMENT IN GRADES 10 AND 11

(1) Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.

(2) The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the School-Based Assessment component will comprise 100% of the total mark. The School-Based Assessment will be externally moderated.

(3) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*.

31. ASSESSMENT IN GRADE 12

(1) The School-Based Assessment mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment will be externally moderated.

(2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The School-Based Assessment component will be 100% of the total mark. In the National Senior Certificate examination the final promotion mark in Life Orientation will be based on internal assessment which must be externally moderated, as well as a Common Assessment task which is externally set and moderated. Monitoring and moderation mechanisms will be determined by the assessment body and Umalusi.

(2A) The Physical Education Task (PET) in Life Orientation, constitutes the fifth task and is administered across all four school terms, with the exception of Grade 12, which will be three school terms. The mark allocation for the PET (Task 5) is 20% of the total mark out of 400 for Life Orientation, i.e. 80 marks.

(3) The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70,3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.

32. RECORDING AND REPORTING

(1) Seven levels of competence have been described for all the subjects in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown

in Table 19 below.

TABLE 19: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

(2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

(3) Teachers or examiners must record learners' results in marks and report them as percentages.

(4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

33. CONCESSIONS

(1) Immigrants

(a) An immigrant candidate is:

(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or

(ii) a person who:

(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or

(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.

(b) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language Level, provided it is the language of learning and teaching, and obtain a rating of 30% level in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.

(c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to *subparagraph (b)*, offer his or her home language in lieu of that one official language, subject to the following:

(i) Such language is listed on Home Language level in Table B4 at Annexure B.

(ii) Offer his or her home language on the A-Level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to Home Language level for the purpose of *subparagraph (b)*.

(iii) The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. If the actual marks are not available, the results will be converted in accordance with Table 20 below, with the proviso that the candidate may not offer two similarly named languages.

TABLE 20: CONVERSION SCALE

PROGRAMME REQUIREMENTS			
A-Level		**National Policy**	
Symbol	**%**	**MARKS**	**%**
A	70-100	280	70
B	60-69	240	60
C	55-59	220	55
D	50-54	200	50
E	40-49	160	40
F	30-39	140	35

(d) To be classified as an immigrant candidate, such a candidate must be in possession of:

(i) the relevant official documentation issued by the Department of Home Affairs; and

(ii) the relevant official documentation issued by the school where the learner entered the South African school system for the first time.

(2) Learners who experience barriers to learning

(a) The following concessions may apply to learners who experience the following barriers to learning:

(i) A learner who is Deaf may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(ii) Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such aphasic or dyslectic candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(iii) Learners who have been diagnosed to have a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(b) *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001*), guides policies related to learners experiencing barriers to learning.

34. A NATIONAL SENIOR CERTIFICATE WITH ENDORSEMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

(1) Learners with special needs may either be accommodated in special schools or in ordinary schools where appropriate support is offered.

(2) Special schools are schools that provide education to learners who need high-level individualised and specialised support on a high-frequency basis. The role of these schools is twofold:

(a) full-time provision of appropriate and quality education and support for those learners, who are enrolled at these schools; and
(b) providing advice, guidelines, training and mentoring on a consultative and part-time basis to both teachers and learners in ordinary schools with regard to curriculum, assessment and instruction matters.

(3) The following learners are regarded as learners with special needs for whom measures should be taken in ordinary as well as special schools to assist with the barriers to learning that they face:

(a) Learners who have **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.

(b) Learners (deaf and hard of hearing learners) whose **hearing impairments** present barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the Deaf community and

bilingualism which also ensures the availability of assistive technology.

(c) Learners who have severe **visual barriers to learning** (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures, specialised teaching methods, the use of Braille and large print and the application of specialised devices such as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.

(d) Learners who have **physical barriers to learning** and whose level of functioning is restricted due to limited gross and fine motor movements, dependency on the availability of certain devices (e.g. wheel chairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired as a result of illness of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.

(e) Learners who experience **mild to severe intellectual barriers to learning** whose specific educational needs should be met in mainstream schools and special schools through the differentiation and adaptation of the curriculum in environments which encourage the development of their full potential, independence and socialisation.

(f) Learners with **multiple barriers to learning**.

(g) Learners with **severe behavioural and emotional barriers to learning**.

(h) Learners with any medically assessed special need that may not fall under the above categories.

(4) Grade 10-12 learners who experience barriers to learning and who meet one of the following requirements may either offer the National Senior Certificate programme as stipulated in *paragraphs 26* to *32* and *35* to *38* of this document or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6* and *8*:

(a) Learners with extensive barriers to learning who are in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*; or

(b) Learners who experience barriers to learning who are in ordinary schools in terms of *section 12(4)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* and who have been identified by the relevant provincial authority as eligible for this condonation;

(5) Subject to *subparagraph (4)*, learners with special needs who were unsuccessful in obtaining a National Senior Certificate at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the National Senior Certificate at Level 4 on the NQF as stipulated in *paragraphs 27, 28* and *29* of this document, may be issued with a *National Senior Certificate* w*ith Endorsement*, provided they have met the following programme and promotion requirements:

(a) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure B contained in this document.

(i) Three (3) subjects from **Group A** in this document, selected as follows:

(aa) One (1) official language selected from Annexure B, Table A1, provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.

(bb) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.

(cc) Life Orientation in Annexure B, Table A3.

(dd) A minimum of any two (2) subjects selected from **Group B** Annexure B, Tables B1-B8 in this document.

(6) Subject to *subparagraph (4)*, a *National Senior Certificate* w*ith Endorsement* shall be issued to a candidate who experiences barriers to learning who has achieved 30% in five subjects.

(7) Should a learner who has enrolled for the *National Senior Certificate with Endorsement* offer a sixth subject, such a learner must achieve 30% in five of the six subjects, one of which is an official language on at least First Additional Language level, provided the School-Based Assessment component is submitted in the sixth subject.

(8) Concessions regarding immigrant learners and learners who experience barriers to learning related to deafness and mathematical disorder such as dyscalculia, as contemplated in *paragraph 33* of this document, will also be applicable to the learners enrolling for the *National Senior Certificate with Endorsement*.

35. CHANGING SUBJECTS IN GRADES 10, 11 AND 12

(1) A learner may change a maximum of **two** subjects in Grade 10, provided this is done by the beginning of the third term, subject to the approval of the Principal of the school where the learner is registered.

(2) A learner may change **two** subjects in Grade 11, provided this is done before 28 February subject to the approval of the Principal of the school where the learner is registered.

(3) In exceptional cases a learner may change **one** subject in Grade 12, provided this is done before 31 January of the Grade 12-year.

(4) Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body. The following documents are needed:

(a) a letter of motivation from the learner's parent or guardian;

(b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and

(c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements of the new subject for the previous grades that were not completed.

(5) A learner who changes a subject in Grades 10, 11 or 12 will be exempted from the School-Based Assessment requirement of the new subject for the period before the change was effected, provided that:

(a) he or she has complied with all the School-Based Assessment requirements of the subject he or she wants to change for the period before the change is to be effected; and

(b) he or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected.

(6) The learner, or the parent or guardian of the learner who changes a subject is in Grades 10, 11 or 12 and who encounters learning difficulties due to the subject change may not hold the provincial education department responsible for changing a subject.

36. TIME ALLOCATION

(1) In terms of the *Personnel Administration Measures (PAM)* as determined in *section 4* of the *Employment of Educators Act, 1998,* all school-based educators should be at school during the formal school day. Each school day should be at least seven hours, that is 35 hours per five-day week.

(2) The contact time for teaching Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.

(3) The 27,5 hours of teaching contact time per week must be used as follows:

(a) Languages: 9 hours per week, that is, 4,5 hours per week for each of the two languages;

(b) Mathematical Literacy or Mathematics: 4,5 hours per week;

(c) Life Orientation: 2 hours per week; and

(d) time allocation for the Group B subjects (12,0 hours): 4,0 hours per week should be allocated to each of the three Group B subjects, or a subject from Annexure C which replaces one Group B subject.

(4) Table 21 provides a summary of the time allocations.

TABLE 21: TIME ALLOCATION PER WEEK FOR SUBJECTS OFFERED FOR GRADES 10-12

SUBJECT	HOURS
Language 1	4,5
Language 2	4,5
Mathematics and Mathematical Literacy	4,5
Life Orientation	2,0
Group B subjects (3 x 4hours)	12,0
TOTAL	**27,5**

(5) The allocated 27,5 hours per week may be utilised only for the minimum required Grades 10, 11 and 12 subjects as specified above, and may not be used for any additional subjects. Should a learner wish to offer additional subjects, an arrangement for additional time must be made for the offering of these subjects.

37. CERTIFICATION REQUIREMENTS

(1) Subject to the provisions of *Paragraph 17A of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraphs 27* and *29* of this document, the following certificates will be issued:

(a) a National Senior Certificate to be issued to a candidate who has complied with the programme and promotion requirements as contemplated in *paragraphs 27, 28 and 29*; and

(b) a National Senior Certificate with Endorsement for Learners who Experience Barriers to Learning to be issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with Endorsement as contemplated in *paragraphs 34(5), (6)* and *(7).*

(2) The National Senior Certificate is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF).

(3) In terms of this policy document the National Senior Certificate qualification must:

(a) have a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;

(b) enrich the qualifying learner;

(c) provide benefits to society and the economy;

(d) comply with the objectives of the NQF;

(e) where applicable, be internationally comparable;

(f) incorporate integrated assessment; and

(g) indicate the rules governing the award of the qualification.

(4) The duration of the learning programme for the National Senior Certificate is three years and this culminates in the National Senior Certificate qualification at the end of Grade 12.

(5) Subject to *Regulation 59(4)* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008, part-time candidates may also offer the National Senior Certificate. Full-time learners, repeat candidates and part-time candidates will offer subjects listed in Annexure B of this document. For this purpose full-time learners, repeat candidates and part-time candidates are defined as follows:

"A part-time candidate in the FET Phase is a candidate who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting. Part-time candidates will continue to exist until such a date as determined by the Minister of Basic Education."

"A full-time learner in the FET Phase is a learner who has enrolled for tuition and who offers a *National Curriculum Statement Grades R-12* programme in a full-time capacity at a public or independent school or

any other registered institution and who presents seven (7) subjects in terms of the National Senior Certificate programme requirements as contemplated in *paragraph 27* of this document. Such a candidate must fulfill all internal assessment requirements of the National Senior Certificate, including oral and practical requirements where applicable as contemplated in the Curriculum and Assessment Policy Statements of the relevant subjects."

(6) A repeat candidate in the FET Phase is a candidate who has failed the grade enrolled for or the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat, either the grade failed or the Grade 12-year, as a full-time learner or full-time or part-time candidate respectively.

38. SUPPLEMENTARY EXAMINATIONS

A supplementary examination will be granted to a full-time, repeat and part-time candidate as contemplated in:

(1) *Paragraph 18* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* published in *Government Gazette, No. 30048* of 6 July 2007; and

(2) *Regulation 18* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008.

CHAPTER 7

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

39. REPEAL OF POLICY

(1) The policy document, *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools)* promulgated in *Government Notice No. 710* in *Government Gazette No. 23406* of 31 May 2002 is repealed subject to *paragraph 41.*

(2) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124* in *Government Gazette No. 29626* of 12 February 2007 is repealed subject to *paragraph 41.*

(3) *National Curriculum Statement Grades 10-12 (General)*, *promulgated in Government Gazettes, No. 25545 of 6 October 2003, No. 27594* of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005 is repealed subject to *paragraph 41.*

(4) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005 is repealed and replaced with the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12,* subject to *paragraph 41*.

(5) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, promulgated in *Government Gazette, No.29466* of 11 December 2006 is repealed and incorporated in policy document, *National policy pertaining to the*

programme and promotion requirements of the National Curriculum Statement Grades R – 12, subject to *paragraph 41*.

(6) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Gazette No. 29467* of 11 December 2006 is repealed and replaced with the policy document, *National Protocol for Assessment Grades R-12*, subject to *paragraph 41*.

40. TRANSITIONAL ARRANGEMENTS

(1) The *status quo* as stipulated in the following policy documents will be maintained until the implementation of the Curriculum and Assessment Policy Statements, the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and the *National Protocol for Assessment Grades R-12,* as contemplated in *paragraph 41:*

(a) *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools) promulgated* in *Government Gazette No. 23406* of 31 May 2002;

(b) *National Curriculum Statement Grades 10-12 promulgated in Government Gazettes, No. 25545 of 6 October 2003, No. 27594* of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005.

(c) *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124* in *Government Gazette No. 29626* of 12 February 2007;

(d) *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005; and

(e) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Gazette No. 29467* of 11 December 2006.

(2) National education policy pertaining to part-time candidates as stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF* published in *Government Gazette, No. 30048* of 6 July 2007*),* will, subject to *Regulation 59(4)* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008, continue to exist until a date determined by the Minister of Basic Education.

(3) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996),* amend the transitional arrangements as contemplated in *paragraph 40*. Such amendments to the transitional arrangements may be regulated in terms of S*ection 61(c)* and *(d)* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

41. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from January 2012 in Grades R – 3 and Grade 10, January 2013 in Grades 4 –6 and Grade 11 and January 2014 in Grades 7 –9 and Grade 12.

ANNEXURE A

APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF THE NQF

No	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts.
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Language	All official languages, and approved non-official languages
5.	Education, Training and Development	
6.	Manufacturing, Engineering and Technology	Civil Technology; Electrical Technology; Mechanical Technology; Engineering Graphics and Design
7.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
8.	Law, Military Science and Security	
9.	Health Sciences and Social Services	
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Mathematical Literacy; Mathematics; Physical Sciences
11.	Services	Consumer Studies; Hospitality Studies; Tourism.
12.	Physical Planning and Construction	

ANNEXURE B

APPROVED SUBJECTS THAT COMPLY WITH THE PROGRAMME REQUIREMENTS OF GRADES 10 – 12

GROUP A

TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Home Language	13301002	13301013	13301024
Afrikaans First Additional Language	13311032	13311043	13311054
English Home Language	13301062	13301073	13301084
English First Additional Language	13311092	13311103	13311114
IsiNdebele Home Language	13301122	13301133	13301144
IsiNdebele First Additional Language	13311152	13311163	13311174
IsiXhosa Home Language	13301182	13301193	13301204
IsiXhosa First Additional Language	13311212	13311223	13311234
IsiZulu Home Language	13301242	13301253	13301264
IsiZulu First Additional Language	13311272	13311283	13311294
Sepedi Home Language	13301302	13301313	13301324
Sepedi First Additional Language	13311332	13311343	13311354
Sesotho Home Language	13301362	13301373	13301384
Sesotho First Additional Language	13311392	13311403	13311414
Setswana Home Language	13301422	13301433	13301444
Setswana First Additional Language	13311452	13311463	13311474
SiSwati Home Language	13301482	13301493	13301504
SiSwati First Additional Language	13311512	13311523	13311534
Tshivenda Home Language	13301552	13301563	13301574
Tshivenda First Additional Language	13311582	13311593	13311604
Xitsonga Home Language	13301612	13301623	13301634
Xitsonga First Additional Language	13311642	13311653	13311664

TABLE A2: MATHEMATICAL SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Mathematical Literacy	19321002	19321013	19321024
Mathematics	19331032	19331043	19331054

TABLE A3: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Life Orientation	16341002	16341013	16341024

GROUP B

TABLE B1: AGRICULTURE

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Agricultural Management Practices	10351002	10351013	10351024
Agricultural Sciences	10351032	10351043	10351054
Agricultural Technology	10351062	10351073	10351084

TABLE B2: CULTURE AND ARTS

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Dance Studies	11351002	11351013	11351024
Design	11351032	11351043	11351054
Dramatic Arts	11351062	11351073	11351084
Music	11351092	11351103	11351114
Visual Arts	11351122	11351133	11351144

TABLE B3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Accounting	12351002	12351013	12351024
Business Studies	12351032	12351043	12351054
Economics	12351062	12351073	12351084

TABLE B4: OFFICIAL LANGUAGES AT SECOND ADDITIONAL LEVEL, AND NON-OFFICIAL LANGUAGES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Second Additional Language	13351672	13351683	13351694
English Second Additional Language	13351702	13351713	13351724
IsiNdebele Second Additional Language	13351732	13351743	13351754
IsiXhosa Second Additional Language	13351762	13351773	13351784
IsiZulu Second Additional Language	13351792	13351803	13351814
Sepedi Second Additional Language	13351822	13351833	13351844
Sesotho Second Additional Language	13351852	13351863	13351874
Setswana Second Additional Language	13351882	13351893	13351904
SiSwati Second Additional Language	13351912	13351923	13351934
Tshivenda Second Additional Language	13351942	13351953	13351964
Xitsonga Second Additional Language	13351972	13351983	13351994
Arabic Second Additional Language	13352002	13352013	13352024
French Second Additional Language	13352032	13352043	13352054
German Home Language	13352062	13352073	13352084
German Second Additional Language	13352092	13352103	13352114
Gujarati Home Language	13352122	13352133	13352144
Gujarati First Additional Language	13352152	13352163	13352174
Gujarati Second Additional Language	13352182	13352193	13352204
Hebrew Second Additional Language	13352212	13352223	13352234
Hindi Home Language	13352242	13352253	13352264
Hindi First Additional Language	13352272	13352283	13352294
Hindi Second Additional Language	13352302	13352313	13352324
Italian Second Additional Language	13352332	13352343	13352354
Latin Second Additional Language	13352362	13352373	13352384
Portuguese Home Language	13352392	13352403	13352414

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Portuguese First Additional Language	13352422	13352433	13352444
Portuguese Second Additional Language	13352452	13352463	13352474
Serbian Home Language*	13355772	13355783	13355794
Serbian Second Additional Language*	13355802	13355813	13355824
Spanish Second Additional Language	13352482	13352493	13352504
Tamil Home Language	13352512	13352523	13352534
Tamil First Additional Language	13352542	13352553	13352564
Tamil Second Additional Language	13352572	13352583	13352594
Telegu Home Language	13352602	13352613	13352624
Telegu First Additional Language	13352632	13352643	13352654
Telegu Second Additional Language	13352662	13352673	13352684
Urdu Home Language	13352692	13352703	13352714
Urdu First Additional Language	13352722	13352733	13352744
Urdu Second Additional Language	13352752	13352763	13352774

* Serbian HL and SAL may be offered in terms of *paragraph C1*. Serbian HL may in terms of *paragraph 33(1)(c)* also be offered by a Serbian immigrant candidate who opted to offer his or her home language in lieu of the one official language that is not offered.

TABLE B5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Civil Technology	15351002	15351013	15351024
Electrical Technology	15351032	15351043	15351054
Mechanical Technology	15351062	15351073	15351084
Engineering Graphics and Design	15351092	15351103	15351114

TABLE B6: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Geography	16351032	16351043	16351054
History	16351062	16351073	16351084
Religion Studies	16351092	16351103	16351114

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	19351002	19351013	19351024
Information Technology	19351032	19351043	19351054
Life Sciences	19351062	19351073	19351084
Physical Sciences	19351092	19351103	19351114

TABLE B8: SERVICES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Consumer Studies	20351002	20351013	20351024
Hospitality Studies	20351032	20351043	20351054
Tourism	20351062	20351073	20351084

ANNEXURE C

RECOGNITION OF SUBJECTS NOT LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

C.1 THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education, provided that such a subject is accommodated in national education policy. A maximum of 20 credits may be allocated to such subjects. Accredited providers that wish to offer their subjects as part of the *National Curriculum Statement Grades R - 12* may do so, subject to the approval of the Department of Basic Education.

The subjects listed in *paragraph C2* are approved subjects from accredited assessment bodies. Only in exceptional cases will additional subjects in this category be considered by the Department of Basic Education.

C.2 SUBJECTS OF OTHER ASSESSMENT BODIES THAT ARE APPROVED BY THE MINISTER OF BASIC EDUCATION

TABLE C1: AGRICULTURE

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Equine Studies	10361002	10361013	10361024

TABLE C2: CULTURE AND ARTS

SUBJECT	SUBJECT NUMBER
	GRADE 12
Associated Board of Royal Schools of Music Practical Music Examination Grade 7	11361034
Trinity College of London Practical Music Examination Grade 7	11361104
UNISA Practical Music Examination Grade 7	11361184

TABLE C3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Maritime Economics	12361002	12361013	12361024

TABLE C4: NON-OFFICIAL LANGUAGES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Modern Greek Second Additional Language	13361002	13361013	13361024

TABLE C5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Nautical Science	15361002	15361013	15361024

TABLE C6: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Sport and Exercise Science	16351122	16351133	16351144

ANNEXURE D

SUBJECT CODING FOR ASSESSMENT PURPOSES

D.1 Subjects

The subject codes for the subjects listed in Tables 1-3, 6-8, 11-16 and Annexures A and B consist of eight digits that have the following meaning:

- first and second digits: NQF organising field (up to two digits) (Table D1);
- third and fourth digits: the subject groupings, as defined below (Table D2);
- fifth, sixth and seventh digits: unique subject codes within each NQF organising field (subject grouping); and
- eighth digit: NQF level of the subject.

Table D1 NQF organising fields as they relate to the subject coding system

DIGIT	NQF ORGANISING FIELD
10	Agriculture and Nature Conservation
11	Arts and Culture
12	Business, Commerce and Management Studies
13	Communication and Language Studies
14	Education, Training and Development
15	Manufacturing, Engineering and Technology
16	Human and Social Studies
17	Law, Military Science and Security
18	Health Science and Social Services
19	Physical, Mathematical, Computer and Life Sciences
20	Services
21	Physical Planning and Construction

Table D2 Subject Groupings

DIGIT	SUBJECT GROUP
30	Official Languages at Home Language level
31	Official Languages at First Additional Level
32	Mathematical Literacy
33	Mathematics
34	Life Orientation
35	Other Approved Subjects listed in Tables 1-3, 6-8, 11-16 and Annexure B
36	Subjects from other assessment bodies recognised by the Department of Basic Education to be offered as a Group B subject.



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Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL PROTOCOL FOR ASSESSMENT

GRADES R – 12

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL PROTOCOL FOR ASSESSMENT
GRADES R – 12

***National Protocol for Assessment Grades R – 12, Government Notices No. 722 and No. 723, Government Gazette No. 34600* of 12 September 2011 and amended as:**

Government Notice No. 1115 and *No. 1116, Government Gazette No. 36042* of 28 December 2012.

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ACRONYMS AND ABBREVIATIONS

GET	General Education and Training
FET	Further Education and Training
LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
SAQA	South African Qualifications Authority
HL	Home Language
FAL	First Additional Language
SAL	Second Additional Language

DEFINITIONS

"assessment body" – means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

"candidate" - means a learner who has enrolled in his or her Grade 12-year of the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

"certification" – means the formal recognition of a qualification or part qualifications awarded to a successful learner;

"condonation" – means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

"Curriculum and Assessment Policy Statements" - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12;*

"Department of Basic Education"- means the national department responsible for basic education which include general and further education and training;

"evidence of learner performance" - means the collection of the learner's work that is used to compile his or her internal assessment mark;

"examination" – means the conduct of an end-of-term and/or once-off end-of-year assessment;

"external assessment" – means any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually;

"First Additional Language level" – means the language proficiency level that reflects

the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards;

"Formal Assessment Task (assessment of learning)" – means a systematic way of assessment used by teachers to determine how well learners are progressing in a grade and in a particular subject;

"full-time candidate" - means a candidate who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

"grade" - means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"Head of Department" - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"Head of the institution" - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"**Home Language level"** - means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understandings of the world they live in;

"immediate family" - means father, mother, brother, sister, grandparents, husband, wife, legal partner, children, guardians and foster parents;

"immigrant candidate" - means a learner as contemplated in *paragraph 4(1)(a)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

"independent school" - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996);*

"Informal Assessment Task ((assessment for learning)" – means the building towards formal assessment;

"internal assessment" - means an assessment, contemplated in *section 1* of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

"language levels" – means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

"learner" - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"learner who experiences barriers to learning" – means any learner who has difficulties in accessing the curriculum due to several factors that serve as barriers;

"Language of Learning and Teaching (LoLT)" – means the language chosen by a school's governing body in consultation with parents. It is the language teachers use to instruct and to assess. It is also the language of the textbooks provided in the school;

"MEC" - means a Member of the Executive Council, as contemplated in *section 1* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

"National Qualifications Framework (NQF)" – means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"National Senior Certificate" – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply

with the national policy requirements set out in the policy document*, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

"part-time candidate" means a Grade 12 learner who has registered at an examination centre for part-time studies and may register for any number of subjects in one examination sitting;

"progression" – means the movement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade be addressed in the grade to which the learner has been promoted. For the purpose of progression through the Foundation Phase the Grade R year is not included for the retention period of four (4) years;

"promotion" – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document*; National policy pertaining to the programme and promotion requirements of the NCS Grades R-12;*

"qualification" – means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"repeat candidate" - means a candidate who has failed the Grade 12-year of the National Senior Certificate examination and/or the supplementary examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;

"Second Additional Language level" - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and

include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

"school" – means a school as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"school-based assessment" –means assessment as defined in the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600* of 12 September 2011;

"supplementary examination" - means an examination granted under special conditions to full-time, repeat and part-time candidates in the year following the National Senior Certificate examination but not the end-of-year examination;

"teacher file" - means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources;

"Umalusi" – means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 1

INTRODUCING THE POLICY FOR THE ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

1. PURPOSE OF THE DOCUMENT

(1) The *National Protocol for Assessment Grades R - 12* standardises the recording and reporting processes for Grades R – 12 within the framework of the *National Curriculum Statement Grades R – 12*, which comprises the:

(a) Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*;

(b) Policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) Policy document, *National Protocol for Assessment Grades R – 12.*

(2) The policy stipulated in this document applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprises:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;

(b) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) The policy document, *National Protocol for Assessment Grades R – 12.*

(3) The document also provides a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades 1 – 12. The requirements for, as well

as examples of the design of learner profiles, teacher files, report cards, record sheets and schedules are provided.

(4) This policy document focuses on assessment policy for both internal assessment comprising School-Based Assessment and Practical Assessment Tasks where applicable, and the end-of-year examinations.

2. SUPPLEMENTARY POLICY DOCUMENTS

(1) This policy document is aimed at quality assurance and must be read in conjunction with the following policy documents:

(a) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

(b) The Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*;

(c) The *Language-in-Education Policy, 1997;* and

(d) *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(2) National policy on assessment is also contained in the following policy documents and all assessment bodies must comply with the prescriptions as set out in these documents:

(a) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;

(b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* and

(c) Directives issued by Umalusi.

CHAPTER 2

ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

3. THE IMPORTANCE OF ASSESSMENT

(1). Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The *National Curriculum Statement Grades R – 12* is the formal curriculum in South African schools.

(2) Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. The intention of this document is to regulate how evidence of learner performance is recorded and reported.

4. TYPES OF ASSESSMENT

(1). Classroom assessment should be both informal and formal. In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.

(2) Informal (assessment for learning) or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.

Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve

teaching. Informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment.

(3) Formal assessment (assessment of learning) provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses.

Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.

(4) Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc.

(5) The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in *Chapter 4* of the various Curriculum and Assessment Policy Statements.

(6) The recorded formal assessment tasks should be included in the final School-Based Assessment mark for progression (Grades 1-8) and promotion (Grades 9-12) purposes. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.

(7) Teachers are required to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.

(8) The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

CHAPTER 3

FORMAL ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

5. THE COMPOSITION OF FORMAL ASSESSMENT

(1) Assessment in the *National Curriculum Statement Grades R - 12* comprises School-Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.

(2) School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.

(3) School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment and Practical Assessment Tasks include a variety of assessment methods as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) The purpose of an end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.

6. SCHOOL-BASED ASSESSMENT

(1) School-Based Assessment is a compulsory component for progression and promotion in all the different school phases:

(2) The School-Based Assessment component is as follows in the different school phases:

Phase	School-Based Assessment component %	End-of-year examination %
Foundation Phase	100	0
Intermediate Phase	75	25
Senior Phase	40	60
Further Education and Training Phase	25	75

(3) The composition of the School-Based Assessment of all subjects is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements, have been met from Grade 4 onwards.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited assessment body, and Umalusi.

7. PRACTICAL ASSESSMENT TASKS

(1) A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.

(a) Agricultural Management Practices and Agricultural Technology;

(b) Dance Studies, Design, Dramatic Arts, Music and Visual Arts;

(c) Languages: Oral mark;

(d) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;

(e) Life Orientation;

(f) Computer Sciences: Computer Applications Technology and Information Technology; and

(g) Consumer Studies, Hospitality Studies and Tourism.

(2) The Practical Assessment Tasks mark must count 25% of the end-of-year examination mark.

(3) The composition of the Practical Assessment Tasks of all subjects listed in *subparagraph (1)* is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the Practical Assessment Tasks, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements have been met.

(5) In Grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

8. COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARK

(1) Both School-Based Assessment and the Practical Assessment Task components must:

(a) comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements;

(b) include a mark awarded for each assessment task and a consolidated mark;

(c) be guided by assessment components as specified for each subject in *Chapter 4* of the Curriculum and Assessment Policy

Statements as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements;

(d) be available for monitoring and moderation; and

(e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(2) The teacher file with assessment tasks must –

(a) be a complete record of assessment in that particular subject;

(b) be maintained by the teacher for every subject taught in respect of the *National Curriculum Statement Grades R - 12*; and

(c) be available for monitoring and moderation purposes at every level.

(3) Failure by the teacher to maintain a file with assessment tasks constitutes an act of misconduct and will be dealt with in terms of *paragraph 5(3)* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, or other appropriate measures.

(4) The absence of a School-Based Assessment and/or a Practical/Oral Assessment Task mark in any subject in Grades 10- 12, without a valid reason, will result in the learner, registered for that particular subject. The learner will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical/Oral Assessment Task mark. Should the learner fail to fulfil the outstanding School-Based Assessment and/or a Practical/Oral Assessment Task requirements, such a learner will be awarded a zero ("0") for the School-Based Assessment and/or a Practical/Oral Assessment Task component for that subject.

(5) In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

(a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body.

(b) The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or Practical Assessment Task. Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task/Oral assessment requirements, the marks for these components will be omitted and the final mark for the relevant subject will be adjusted for promotion purposes in terms of the completed tasks.

6) "Valid reason" in this context includes the following:

(a) illness, supported by a valid medical certificate, issued by a registered medical practitioner;

(b) humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;

(c) the learner appearing in a court hearing, which must be supported by written evidence; or

(d) any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.

(7) In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task/Oral in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in *Chapter 4* of the Curriculum and

Assessment Policy Statements, after an investigation by the Department of Basic Education.

(9) A learner who is not able to offer the Physical Education Task (PET) as a fifth component in Life Orientation may be exempted by the Head of the assessment body or his or her representative, provided a valid medical reason is submitted. If the learner's request for exemption is successful, his or her marks for Life Orientation will be recalculated in terms of four tasks.

CHAPTER 4

FINAL END-OF-YEAR EXAMINATION

9. REQUIREMENTS FOR THE GRADES 4 TO 11 END-OF-YEAR EXAMINATION

(1) In the Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) learners must be examined in the end-of-year examination in the required number of subjects as stipulated in *paragraphs 14(2), 21(1)* and *29(1)* in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

(2) Schools must ensure that learners have complied with the School-Based Assessment, Practical Assessment Tasks, and Oral assessment requirements as stipulated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

10. REGISTRATION OF ADDITIONAL SUBJECTS

Learners in Grades 10 and 11 may register for additional subjects for the end-of-year examination, subject to the following conditions:

(1) The learner has obtained written permission from the Head of the relevant Regional/District Office or his or her nominee;

(2) The learner has offered and passed the additional subject in Grade 10;

(3) The learner will meet the requirements for School-Based Assessment and Practical Assessment Task components, where applicable, for the specific subject;

(4) If the additional subject that the learner wishes to choose is not presented at the school of attendance, the learner must obtain the approval of the Principal where the learner has registered, as well as the permission of the Principal of the school or accredited assessment body where the additional subject will be offered.

(5) The school offering the additional subject must forward the School-Based Assessment and Practical Assessment Task components marks to the school of attendance prior to commencement of the end-of-year examination;

(6) The school where the learner is registered must capture all School-Based Assessment and Practical Assessment Task components marks of the learner correctly and the relevant forms on which these marks are captured must be signed by the Principal to confirm the correctness thereof; and

(7) A learner registered for an additional subject must sit for the final end-of-year examination at the school of registration. Where this is not possible, special permission must be obtained from the Head of the relevant District/Region.

11. LANGUAGE MEDIUM RELATED TO THE EXAMINATION QUESTION PAPER

Examination question papers must be set in the Languages of Learning and Teaching (LoLT). Unless otherwise directed in the examination question paper, learners must answer all questions in the Language of Learning and Teaching (LoLT) applicable to the learner.

12. ABSENTEES

(1) In the case of illness or any other circumstances beyond the control of the learner, medical certificates, affidavits or acceptable proof are to be provided by the candidate and countersigned by the Principal of the school of attendance before submission to the Provincial Department of Education. Where the authenticity of a candidate's claim is in doubt, the Principal of the school of attendance is to advise the Head of Department in writing, and then investigate the matter further.

(2) A learner who, due to illness or any other circumstances beyond the control of the learner, is unable to write the end-of-year final examination for Grades 4-11, will be exempted from the examination. A

mark based on the School-Based Assessment and Practical Assessment mark obtained by the learner prior to his or her illness, will be calculated and awarded to the learner affected.

(3) Learners who absent themselves from the end-of-year final examinations or scheduled School-Based Assessment tasks, or Practical Assessment Tasks, for no valid reason, must not be permitted to write the final end-of-year examination.

(4) If a learner is unable to write (or complete) one or more of the Grades 4-11 examination question papers for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Principal of the school of attendance.

13. MINIMUM REQUIREMENTS FOR AN EXAMINATION

User requirement specifications, as developed by the Department of Basic Education should be in place, as contemplated in *paragraph 57* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

14. IRREGULARITIES

Grades 10 and 11 examination irregularities must be dealt with in terms of *paragraphs, 47, 48 and 49* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

CHAPTER 5

RECORDING AND REPORTING LEARNER PERFORMANCE

15. RECORDING

(1) Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade.

(2) Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

16. REPORTING

(1) Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

(2) The main purpose of reporting is to:

(a) provide learners with regular feedback, this feedback should be developmental;

(b) inform parents/guardians on the progress of the individual learner; and

(c) give information to schools and districts or regional offices on the current level of performance of learners.

(3) Recorded information should:

(a) inform teachers and others about the performance of learners;

(b) be used to provide constructive feedback to learners about their progress;

(c) be used to provide feedback about the performance of learners to parents, and other role-players;

(d) inform the planning of teaching and learning activities; and

(e) inform intervention strategies.

(4) The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilised for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

17. PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

(1) Recording of learner performance is against the assessment task and reporting is against the total mark obtained in all tasks completed in a term. The promotion of a learner is based on the composite marks obtained in all four terms.

(2) Teachers should show in their files that they have covered all the formal tasks set.

(3) Achievement rating on a report card should be indicated by a combination of national codes, percentages and comments.

(4) The following is applicable to recording and reporting per phase:

(a) Foundation Phase (Grades R – 3): Record and report in national codes and their achievement descriptions.

(b) Intermediate Phase (Grades 4 – 6): Record and report in national codes and their achievement descriptions and percentages.

(c) Senior Phase (Grades 7 – 9): Record and report in national codes and their achievement descriptions and percentages.

(d) Grades 10 – 12: Record in marks and report in percentages.

(5) The schedule and the report card should indicate the overall level of performance of a learner.

(6) In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.

(7) The number of formal assessment tasks to be recorded in each phase is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(8) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(9) Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

18. RECORDING AND REPORTING IN GRADES R – 3

(1) The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to describe learner performance.

Table 1: Codes and descriptions for recording and reporting in Grades R - 3

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) In the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is Home Language, First Additional Language, Mathematics and Life Skills as prescribed in *paragraph 6* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

19. RECORDING AND REPORTING IN GRADES 4 – 6

(1) The national codes together with either percentages or descriptors or both, provided in Table 2 should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4 – 6). Comments should be used to describe learner performance.

Table 2: Codes and percentages for recording and reporting in Grades 4 - 6

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) In the Intermediate Phase (Grades 4 – 6), the recording and reporting of learner performance in the formal assessment tasks should be against the six subjects prescribed in *paragraph 12* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(3) The requirements for formal recorded assessment for Grades 4 – 6 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

20. RECORDING AND REPORTING IN GRADES 7 – 9

(1) The national codes together with either the descriptors or percentages or both provided in Table 3 should be used for recording and reporting learner performance in Grades 7 – 9. Comments should be used to qualify learner performance.

Table 3: Codes and percentages for recording and reporting in Grades 7 – 9

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) The requirements for formal recorded assessment for Grades 7 - 9 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(3) In Grades 7 – 9 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 19* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

21. RECORDING AND REPORTING IN GRADES 10 – 12

(1) The national codes and related percentages to be used for recording and reporting learner performance in Grades 10 – 12 are provided in Table 4 below. Comments should be used to describe learner performance.

Table 4: Codes and percentages for recording and reporting in Grades 10-12

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

(2) The requirements for formal recorded assessment for Grades 10 - 12 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(3) In Grades 10 – 12 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 27* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(4) The external assessment component for Grade 12 counts 75% of the final assessment. In certain subjects a practical assessment component may contribute 25% to the external component. The policy on the external National Senior Certificate examinations is stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

CHAPTER 6

TEACHERS' FILES

22. REQUIREMENTS FOR TEACHERS' FILES

(1) All teachers are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.

(2) A teacher assessment file may be a file, a folder, a box, or any other suitable storage system.

(3) The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.

(4) Teachers' files should be available on request at all times for moderation and accountability purposes.

CHAPTER 7

MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

23. ASSESSMENT RECORDS

(1) The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles, report cards and schedules.

(2) The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.

(3) The management and maintenance of the record sheets and the teacher file is the responsibility of every teacher.

24. RECORD SHEETS

(1) Teachers are expected to keep efficient current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.

(2) Teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.

(3) Record sheets must at least have the following information *(**See an example of a record sheet in Annexure A)***:

(a) Subject;
(b) Grade and class;
(c) Learners' names;
(d) Dates of assessment;
(e) Names of the formal assessment tasks;

(f) The results of formal assessment tasks; and

(g) Comments for support purposes when and where appropriate.

(4) The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

25. REPORT CARDS

(1) A report card is an official document that is used to give feedback to parents on the achievement of learners.

(2) Formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different subjects.

(3) Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.

(4) Learner performance for a term should be reflected on the report card for that term.

(5) The end-of-year report card should indicate cumulative learner performance for the year.

(6) The achievement rating in a report card should be indicated by a combination of national codes, percentages and comments. The national codes and percentages should be in accordance with the stipulations in *paragraph 17(4)*.

(7) Comments should provide more information on the strengths and developmental needs of the learners.

(8) Report cards should include information in the following essential components ***(See an example of a report card in Annexure B)***:

(a) **Personal details:** Name of the learner, grade and class of the learners, date of birth, school attendance profile.

(b) **Official school details:** Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.

(c) **Performance details:** A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

(d) **Constructive feedback:** The feedback should contain comments about the learner's performance in relation to his or her previous performance.

(9) A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in *subparagraph 8*.

(10) Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.

(11) In cases where a fraudulent report card is discovered the Head of the Provincial Department of Education should institute an internal investigation of the matter and may take legal steps where necessary.

(12) The parents or guardians have the right of access to report cards of their children.

(13) Schools may not withhold report cards from learners for any reason whatsoever.

26. SCHEDULES

(1) Schedules should be completed four times a year.

(2) The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.

(3) The school may store this information manually or electronically.

(4) The end-of-year schedule is a compilation of learner performance across all four school terms.

(5) Copies of the end-of-year schedules should be kept at the district office.

(6) Schedules should be completed four times a year.

(7) A schedule should include the following information ***(See an example of a schedule in Annexure C)***:

(a) Name of the school and school stamp;
(b) Date;
(c) List of names and surnames of learners in each grade or class;
(d) Admission number of each learner;
(e) Date of birth of each learner;
(f) Gender of each learner;
(g) Age of each learner;
(h) Number of years in a phase (**This information is required for the end-of-the-year schedule only)**;
(i) National codes and percentages that indicate the performance of learners in each subject;
(j) Signature of teacher, principal and departmental official (**required for the end-of-the-year schedule only)**;
(k) At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not;

(l) Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress;

(m) For Grades 9, 10 and 11 the end-of-year schedule should indicate whether the leaner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted; and

(n) The-end-of-year schedules for Grade 12 will be externally generated.

(8) The-end-of-year schedule must be signed by the principal and a departmental official. This then constitutes a legal document.

(9) The-end-of-year schedule should be kept at school in a file or box or electronically as part of the school archives for at least 5 years.

(10) A schedule should be used for drawing up reports and for reporting to parents and the education system on the overall progress of learners in each grade. This means that a schedule should be completed for each grade.

(11) The Department of Basic Education will develop the schedule forms.

(12) The Provincial Departments of Education are responsible for providing each school with the schedule forms.

(13) Schedules for each grade should be submitted to the district in hard copy.

(14) A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule.

CHAPTER 8:

MANAGEMENT OF SCHOOL LEARNER PROFILES

27. LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

28. ADMINISTRATION

(1) A Learner's Profile should be kept at school and will be moved from one school to the next when the learner moves to a new school.

(2) The principal of the new/next school must request the Learner's Profile from the previous school within three months of the learner's admittance.

(3) The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.

(4) The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.

(5) The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.

(6) Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.

(7) The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.

(8) The pre-printed files/folders should be designed such that a Learner Profile includes the following information ***(See an example of a profile in Annexure D)***:

(a) personal information;
(b) medical history;
(c) schools attended and record of attendance;
(d) participation and achievements in extra-curricular activities;
(e) areas needing additional support; and
(f) learner performance.

(9) In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.

(10) The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.

(11) Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years whereafter it should be destroyed. If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.

(12) The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

CHAPTER 9

ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS

29. ASSESSMENT, PROGRESSION AND RECOGNITION OF COMPETENCE OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

(1) The minimum requirements for achieving grades, as spelt out in the *National Curriculum Statement (Grades R – 12)*, may not be compromised. However, within a flexible learner-based and learner-paced approach to the curriculum, all learners could be enabled to achieve their full potential irrespective of whether or not the end result will be a final certificate.

(2) There needs to be consistent representation of inclusive assessment practice across all grades. This needs to be dealt with in assessment, recording, reporting and promotion.

(3) Learners who experience barriers to learning in both ordinary and special schools need to be able to exit school with a recognition of competence.

(4) The following range of alternate assessments provide a mechanism for learners with the most significant cognitive disabilities, and for other learners who experience barriers to learning who may need alternate ways in which to demonstrate whether they have attained knowledge, concepts and skills. It also provides a mechanism that ensures that these learners are included in an educational accountability system.

(5) The three types of alternate assessments are as follows:

(a) Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills) for learners with a significant cognitive disability. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is

determined as a high expectation for these learners. Target learners can include learners with intellectual disability who are currently enrolled in special and ordinary schools.

(b) **Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills)** for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability they may require more time to master the content. These assessments measure a learner's mastery of the grade-level. Target learners can include learners with moderate intellectual disability, who are deaf, some learners on skills programmes, etc.

(c) **Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills)** for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss.

(6) All three types of assessment should, where possible be available in ordinary and special schools.

(7) Every learner should have access to the standard of assessment that is suited for his or her needs. No learner should be disadvantaged by the system in as far as that there will be a lowering of expectations or he or she is not assessed at all. All learners will also have the opportunity to receive a school leaving statement.

CHAPTER 10

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

30. REPEAL OF POLICY

The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267* in *Government Gazette No. 29467* of 11 December 2006 is repealed subject to *paragraphs 31* and *32.*

31. TRANSITIONAL ARRANGEMENTS

(1) The *status quo* as stipulated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)* will be maintained until the implementation of the *National Curriculum Statement Grades R – 12*, which comprises:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;

(b) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) The policy document, *National Protocol for Assessment Grades R – 12.*

(2) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996),* amend the transitional arrangements. Such amendments to the transitional arrangements may be regulated in terms of S*ection 61* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

32. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as the *National Protocol for Assessment Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from:

(1) January 2012 in Grades R – 3 and Grade 10;
(2) January 2013 in Grades 4 – 6 and Grade 11; and
(3) January 2014 in Grades 7 – 9 and Grade 12.

ANNEXURE A

EXAMPLE OF A RECORD SHEET FOR GRADES 10-12

SUBJECT: _____ GRADE: ____ CLASS: __

		TERM 1				TERM 2				TERM 3				TERM 4				Final Mark
NAME OF TASK					Total				Total				Total				Total	
DATE OF ASSESSMENT																		
LEARNERS' NAMES	Maks Mark																	400
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
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17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		

NOTE: Subjects which include a Practical or Performance Assessment Task (PAT) can include an extra column to record learner performance in such tasks. Language teachers would need to add 2-3 columns per term.

ANNEXURE B

EXAMPLE OF A REPORT CARD FOR GRADES 10-12

NAME OF SCHOOL

YEAR
TERM

Name of learner: _____ Grade: _____ Class: ____

Date of birth: _____

SUBJECT	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %
Language 1: Home Language – *State Language*				
Language 2: *State level – State Language*				
Life Orientation				
Mathematics / Mathematical Literacy				
Subject 1				
Subject 2				
Subject 3				
Days absent				

Comments:

School closes on _____ and re-opens on _____

Signatures: **Date:** **Comments:**

Principal- _____ _____ _____

Teacher- _____ _____ _____

Parent- _____ _____ _____

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 –79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

SCHOOL STAMP

ANNEXURE C

EXAMPLE OF A PROMOTION SCHEDULE FOR GRADES 10-12

Name of school: _____ District: _____

Number	Admission number	Surname and first names (Learners in alphabetical order per grade)	Male / Female	Date of Birth	Number of years in grade	Learner's Performance								Promotion: P- promoted NP- not promoted	Remarks
						Home Language	Other Language	Mathematics	Mathematical Literacy	Life Orientation	Subject 1	Subject 2	Subject 3		

Number placed in next grade: _____

Certified correct: Teacher: _____ Date: _____

Principal: _____ Date: _____

Approved: School Management Developer: _____ Date: _____

ANNEXURE D

EXAMPLE OF A LEARNER'S PROFILE

LP *ADMISSION NUMBER* _____ **Please complete in PENCIL**

LEARNER PROFILE
GRADES R – 12
CONFIDENTIAL

- This is a legal document and information may not be removed. It must be made available by the principal of the school from which the learner has been transferred once the transfer document has been issued, to the principal of the school to which the learner moves. It should be posted or personally and officially handed over to the receiving principal and not given to the learner's parents / guardian (of the learner)
- This profile must be completed in print at least annually by the register teacher and no Tippex may be used.
- When information is included in the area marked by an asterisk (*), the teacher should complete the Support Needs Assessment Form of the Strategy on Screening, Identification, Assessment and Support (SIAS).

Lurits NO.													

FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR PHASE	FET PHASE
Photo must be attached at the beginning of phase ….	*Photo must be attached at the beginning of phase* ….	*Photo must be attached at the beginning of phase* ….	*Photo must be attached at the beginning of phase* ….

PERSONAL INFORMATION *(Please use BLACK ink and update if there are changes)*

Surname								
Names								
Name by which learner is called						Home language		
ID number (birth certificate)						Sex (M/F)		
Number of children in household or family								
Position in family (Indicate with X)	Only child	First child	Second child	Third child	Fourth child	Fifth / more		
Religion	African	Bahai	Buddist	Christian	Hindu	Jewish	Islam	Other
*** Disability (if any)**								
*** Type of social grant** (e.g. foster care, care dependency grant, child support grant etc)								

MEDICAL INFORMATION *(Please use a PENCIL and update when there is change, except for allergies)*

Family doctor / Clinic		Contact no	
Allergies (indicate in RED)		Chronic illness	
Name of Medical Aid		Medical Aid no	
Name of principal member (Medical Aid) /			

Contact person (not parent or guardian) in case of emergency				Contact no	
Road to Health Card shown?	Yes Ja	Yes Nee	Number Nommer		

***Any indication of <u>problems</u> with regard to**			**Remark(s) if "YES"*
Child's growth progress	Yes	No	
Prenatal / postnatal information	Yes	No	
Immunisation record (birth to 5 years)	Yes	No	
Visual / hearing / height / weight / speech / physical / locomotor screening results	Yes	No	
Hospital admissions	Yes	No	
Any developmental problems in the "In need of special care" section ?	Yes	No	
Any chronic condition?	Yes	No	

INFORMATION REGARDING PARENT(S) OR GUARDIANS *(Please use a PENCIL and update if there are changes*

	Father	Mother	Guardian
Surname & Initials			
Occupation			
Physical address			
Postal address			
City / Town			
Telephone (home)			
Telephone (work)			
Cellphone			
Email address			

PERSON(S) WITH WHOM THE LEARNER LIVES (WITH) *(Fill in only when this is different from parents mentioned above)*

Surname & initials		ID Number	
Contact details		Relationship	

PERSONS AUTHORISED TO COLLECT THE LEARNER FROM SCHOOL

Surname & initials		ID Number	
Contact details		Relationship	

*** EARLY INTERVENTION SERVICES RENDERED**
(All services related to barriers to learning e g poverty, health, disability, social assistance)

0 – 5 year	Area of need	Services and interventions received

SCHOOLS ATTENDED (Grade R included) *(Use a BLACK PEN and update annually if (when) there are changes)*

Name of school	EMIS no	LOLT	Admission		Departure	
			Date	Gr	Date	Gr

*** AREAS NEEDING ONGOING SUPPORT** (e.g. academic, emotional, behaviour, social, learning, vision, mobility, communication – detailed reports may be included in the profile) *Please use a BLACK PEN*

MM/YY	Gr	Area of need	Nature of support	Review Date

PARTICIPATION IN EXTRA (CO)-CURRICULAR ACTIVITIES (School, as well as non school related – include certificates required for Life Orientation in FET)

Year	Gr	Activity	Certificate	Organisation / other

ACHIEVEMENTS - e.g. Academic, arts & culture, sport etc *(Please use a BLACK PEN and complete annually)*		
Year	Gr	Activity

CUMULATIVE RECORD CARD

Must be completed annually by the register teacher *(*Alternatively: A computer generated report with *all* the information may be attached to these pages *annually)*

FOUNDATION PHASE	*Use a BLACK PEN*					*Indicate achievement level*	
Level indicators	*Outstanding*	*Meritorious*	*Substantial*	*Adequate*	*Moderate*	*Elementary*	*Not achieved*
Code	*7*	*6*	*5*	*4*	*3*	*2*	*1*

Year	Grade	Progress						
		Home Language	First Additional Language	Mathematics	Life Skills	Comment	Number of days absent	Progression Y / N

INTERMEDIATE PHASE	*Use a BLACK*					*Indicate achievement level*	
Level indicators	*Outstanding*	*Meritorious*	*Substantial*	*Adequate*	*Moderate*	*Elementary*	*Not achieved*
Code	*7*	*6*	*5*	*4*	*3*	*2*	*1*
%	*80 – 100%*	*70 – 79%*	*60 – 69%*	*50 – 59%*	*40 – 49%*	*30 –39%*	*0 – 29%*

YEAR	GRADE	**LANGUAGES** (HL / FAL / SAL)			SUBJECTS				COMMENTS	NUMBER OF DAYS ABSENT	PROGRESSION Y / N
					Maths	**NS & Tech**	**SS**	**LO**			

SENIOR PHASE

Use a BLACK PEN
Indicate performance levels

Circle results if condoned in Grade 9

Level indicators	*Outstanding*	*Meritorious*	*Substantial*	*Adequate*	*Moderate*	*Elementary*	*Not achieved*
Code	*7*	*6*	*5*	*4*	*3*	*2*	*1*
%	*80 – 100%*	*70 – 79%*	*60 – 69%*	*50 – 59%*	*40 – 49%*	*30 –39%*	*0 – 29%*

Year	Grade	**LANGUAGES** (HL / FAL / SAL)			**SUBJECTS / VAKKE**							COMMENTS	NUMBER OF DAYS ABSENT	PROGRESSION Y/N
					MATHS	**NS**	**TECH**	**SS**	**EMS**	**AC**	**L0**			

FET PHASE

Use a BLACK
Record % achieved per subject

Circle results if condoned

Level indicators	*Outstanding*	*Meritorious*	*Substantial*	*Adequate*	*Moderate*	*Elementary*	*Not achieved*
Code	*7*	*6*	*5*	*4*	*3*	*2*	*1*
%	*80 – 100%*	*70 – 79%*	*60 – 69%*	*50 – 59%*	*40 – 49%*	*30 –39%*	*0 – 29%*

YEAR	GRADE	**LANGAUGES**		**SUBJECTS**										COMMENT	NUMBER OF DAYS ABSENT	PROGRESSION Y/N
		HOME LANGUAGE	OTHER LANGUAGE	. MATHS / M LITERACY	LO											
		COMPULSORY (4)				OPTIONAL (3+)					ADDITIONAL					

Appendix G

SA-SAMS

English First Additional Language (Gr 04) Class : All Term2 : 2016/04/05 - 2016/06/24			TASKS	TASK 3							TASK 4					
			Activities	Reads aloud	Reading comprehension	Independent reading	Listening and speaking	Language structures and conventions in context	Writing		P1 : Oral	P2 : Language in context, writing , reading comprehension				
			Weighting	10	20	10	20	15	25	50	30	70	50			
Marks: -1 = Absent, -2 = Not Captured			Total Mark	10	20	10	20	15	25	100	30	70	100	TOTAL Weighted Mark	Term %	Level
			Include in SBA Year Mark							Yes			Yes			
			Term /Date													
No	**Acc No**	**Learner**	**Gender**	**T1:A1**	**T1:A2**	**T1:A3**	**T1:A4**	**T1:A5**	**T1:A6**	**T1**	**T2:A1**	**T2:A2**	**T2**		**100**	
1	7087	A	Male	1	9	1	5	4	5	25	5	20	25			
2	6853	B	Male	1	6	1	4	7	5	24	3	13	16			
3	6892	C	Female	4	7	4	2	8	20	45	16	13	29			
4	7276	D	Female	4	10	8	4	15	13	54	19	35	54			
5	7103	E	Female	5	17	5	7	11	1	46	17	29	46			
6	6686	F	Female	1	20	4	5	10	20	60	16	19	35			
7	6874	G	Female	1	5	1	8	11	4	30	3	18	21			
8	6875	H	Male	0	0	0	0	0	0	0	0	0	0			
9	6894	I	Male	1	9	1	3	6	0	20	1	16	17			
10	7589	J	Female	8	9	8	5	15	21	66	23	50	73			
11	6896	K	Male	1	7	4	7	11	16	46	17	14	31			
12	7536	L	Female	5	9	5	6	14	3	42	19	43	62			
13	7104	M	Female	5	3	4	4	15	22	53	18	33	51			
14	6898	N	Male	5	10	4	15	9	10	53	20	24	44			
15	7020	O	Female	6	10	8	2	15	15	56	24	46	70			

Appendix H

Records of reading assessments

Programme of Assessment
Grade 4

Term 1 and Term 2

TERM 1			
Task 1	**Date**	**Total**	**Learner's mark**
Narrative / Descriptive text			
Listen to and speaks about family/friends/pets/favourite sport/current issues		25	
Language Structures and Conventions in context		15	
Reads aloud		20	
Reflects on stories/text read independently		15	
Writes a paragraph about family/friends/pets/favourite sport/current issues		25	
TOTAL		**100**	

Task 2	**Date**	**Total**	**Learner's mark**
Literature (poetry)			
Listen to and speaks about poetry		20	
Writes a poem		30	
Comprehension test		30	
Language structures and conventions in context		20	
TOTAL		**100**	

TERM 2			
Task 1	**Date**	**Total**	**Learner's mark**
Information text			
Listening comprehension		25	
Language structures and conventions in context		15	
Reads aloud		20	
Reflects on stories/text, read independently		15	
Writes an instructional text		25	
TOTAL		**100**	

Task 2	**Date**	**Total**	**Learner's mark**
June Exam			
Paper 1: Oral: Reading aloud, listening and speaking		30	
Paper 2: Reading comprehension		25	
Language structures and conventions in context		15	
Writing essays		20	
Writing transactional texts		10	
TOTAL		**100**	

Term 3 and Term 4

TERM 3			
Task 1	**Date**	**Total**	**Learner's mark**
Narrative text			
Listening comprehension		25	
Language structures and conventions in context		15	
Reads aloud		20	
Reflects on stories/text, read independently		15	
Writes a short story		25	
TOTAL		**100**	

Task 2	**Date**	**Total**	**Learner's mark**
Dialogue / Drama			
Listening and speaking: Role play a familiar situation		20	
Comprehension test		30	
Language structures and conventions in context		20	
Writes a dialogue		30	
TOTAL		**100**	

TERM 4			
Task 1	**Date**	**Total**	**Learner's mark**
Information text with visuals			
Listening comprehension		25	
Language structures and conventions in context		15	
Reads aloud		20	
Reflects on stories/text, read independently		15	
Writes an advertisement		25	
TOTAL		**100**	

Task 2	**Date**	**Total**	**Learner's mark**
November Exam			
Paper 1: Oral: Reading aloud, listening and speaking		30	
Paper 2: Reading comprehension		25	
Language structures and conventions in context		15	
Writing essays		20	
Writing transactional texts		10	
TOTAL		**100**	

Appendix I

Semi-structured interviews

Semi-structured interviews: District

- What does the district expect from schools/teachers in terms of reading assessment?
- What does the district expect from schools/teachers in terms of data analysis?
- What does the district expect from schools/teachers in terms of data-based instructional decision making?
- How should assessment be recorded?
- Does the district support teachers with their data-based instructional decision making? If so, how?
- What data-based decisions does the district make?

Hopes and concerns

- What hopes do you have for the district related to reading assessment data as well as the use thereof?
- What concerns do you have for the district related to reading assessment data as well as the use thereof?

Semi-structured interviews: School

- How do you record data in the intermediate phase?
- What decisions do you make based on collected assessment data?
- Who makes the decisions related to the collected assessment data?
- What type of approach is used with regard to assessment-related decisions:
    - Individual/group (individual teacher vs team)
    - Individual/class/grade (level)

Hopes and concerns

- What hopes do you have for the intermediate phase related to reading assessment data as well as the use thereof?
- What concerns do you have for the intermediate phase related to reading assessment data as well as the use thereof?

Semi-structured interviews: Classroom

- What type of assessments do you use to assess Grade 4 learners' basic early literacy skills?
- How (i.e., the procedure) do you assess the Grade 4 learners' basic early literacy skills?
- What do you use the collected assessment data for?
- Do you make instructional decisions based on collected assessment data, and if you do, what and how do you make the decisions?
- How do you record data?
- What support is available to you in understanding how to interpret your learners' assessment results?

Hopes and concerns

- What hopes do you have for your learners and yourself related to reading assessment data as well as the use thereof?
- What concerns do you have for your learners and for yourself related to reading assessment data as well as the use thereof?

Semi-structured interviews: Reflections (Step 5)

- How do you think the administration of the Oral Reading Fluency and Daze assessments went?
    - What went well?
    - What didn't
- What are you still concerned about?
- Why are you concerned?
- What do you still need to make you feel confident in your assessment ability to administer and make data-based instructional decisions?

Appendix J

Cover letter

DIRECTORATE : PROFESSIONAL SUPPORT SERVICES, FAIRY TALE DISTRICT OFFICE

DATE : 01 October 2015

FROM : Area Manager

TO : **Michelle O'Connor**

SUBJECT : **DATA-BASED INSTRUCTIONAL DECISION MAKING RELATED TO BASIC EARLY LITERACY SKILLS IN THE INTERMEDIATE PHASE**

As Subject Advisers we have been insructed to invite university experts to our Subject Meetings and to form partnerships, particulary concerning intervention/catch-up programmes for reading and writing.

I would like to ask Prof Nel and her RIFE group for guidance and direction, especially concerning assisting the Grade 4 learners who change to English as the LOLT from Grade 4, to improve their literacy skills.

The principal of Three Bears School, has asked us to use his school to develop a catch-up programme for reading and phonics. Permission is hereby given to conduct the research within the Fairy Tale District Area Office and specifically at Three Bears School.

Kind Regards

Area Manager
Duly signed

ICSC
Duly signed

Appendix K

Assessment accuracy checklists

Teacher 1

DORF Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
☐	☒	1. Position materials so that student cannot see what is being recorded?
☒	☐	2. State standardized directions exactly as written? ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.) Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.*** Begin testing (2nd and 3rd passages). ***Now read this story to me. Please do your best reading. Ready, begin.***
☐	☒	3. Start the timer when the student reads the first word of the passage?
☒	☐	4. Score student responses correctly according to the scoring rules?
☐	☒	5. Use reminder procedures correctly and appropriately?
☒	☐	6. Say the word and put a slash over it if the student fails to say it correctly within 3 seconds?
☐	☒	7. Write "sc" above a previously slashed word if the student self-corrects within 3 seconds?
☒	☐	8. Discontinue if the student does not read any words correctly in the first row of the passage?
☒	☐	9. Place a bracket (]) after the last word the student read before the minute ran out and tell the student to stop?
☐	☒	10. Correctly calculate the total number of words read (correct and errors) and record it on the scoring page?
☒	☐	11. Correctly add the number of errors and record it on the scoring page?
☒	☐	12. Correctly subtract the errors from the total words and record the words correct on the scoring page?
☒	☐	13. Record both scores on the front cover of the scoring booklet?

Consistently	Needs practice	Does the assessor:
☒	☐	14. Administer Retell if the student read 40 or more words correct?
☒	☐	15. Remove the passage and then state the standardized Retell directions exactly as written? \ ***Now tell me as much as you can about the story you just read. Ready, begin.***
☒	☐	16. Start the stopwatch after saying ***Begin***?
☐	☒	17. Use reminder procedures correctly and appropriately?
☐	☒	18. Mark the number or words in the student's response and circle the total number of words?
☒	☐	19. Tell the student to stop if he/she is still retelling at the end of one minute?
☒	☐	20. Record the number of correct words at the bottom of the scoring booklet?
☒	☐	21. Record the score on the front cover of the scoring booklet?

Daze Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
☒	☐	1. Make sure each student has the appropriate worksheet?
☒	☐	2. State standardized directions exactly as written? ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.*** ***Listen. After playing in the dirt, Sam went*** (pause) ***home, summer, was*** (pause) ***to wash her hands. You should circle the word "home" because "home" makes the most sense in the story. Listen. After playing in the dirt, Sam went <u>home</u> to wash her hands.*** ***Now it is your turn. Read Practice 2 <u>silently</u>. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.*** After 30 seconds: ***Listen. On her way home, she*** (pause) ***chair, sleep, saw*** (pause) ***an ice cream truck. You should have circled "saw" because "saw" makes the most sense in the story. Listen. On her way home, she <u>saw</u> an ice cream truck.*** ***When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.***
☒	☐	3. Start the timer after saying ***Begin***?
☐	☒	4. Use reminder procedures correctly and appropriately?
☒	☐	5. Say ***Stop, Put your pencils down*** at the end of 3 minutes?
☒	☐	6. Use the scoring key correctly?
☐	☒	7. Add the number of correct and incorrect responses accurately?
☐	☒	8. Write the total number of correct responses on the "C" line of the worksheet cover page?
☐	☒	9. Write the total number of incorrect responses on the "I" line of the worksheet cover page?

Teacher 2

DORF Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
☒	☐	1. Position materials so that student cannot see what is being recorded?
☒	☐	2. State standardized directions exactly as written? ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.) Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.*** Begin testing (2nd and 3rd passages). ***Now read this story to me. Please do your best reading. Ready, begin.***
☐	☒	3. Start the timer when the student reads the first word of the passage?
☐	☒	4. Score student responses correctly according to the scoring rules?
☒	☐	6. Say the word and put a slash over it if the student fails to say it correctly within 3 seconds?
☒	☐	7. Write "sc" above a previously slashed word if the student self-corrects within 3 seconds?
☒	☐	8. Discontinue if the student does not read any words correctly in the first row of the passage?
☒	☐	9. Place a bracket (]) after the last word the student read before the minute ran out and tell the student to stop?
☒	☐	10. Correctly calculate the total number of words read (correct and errors) and record it on the scoring page?
☒	☐	11. Correctly add the number of errors and record it on the scoring page?
☒	☐	12. Correctly subtract the errors from the total words and record the words correct on the scoring page?
☒	☐	13. Record both scores on the front cover of the scoring booklet?

Consistently	Needs practice	Does the assessor:
☒	☐	14. Administer Retell if the student read 40 or more words correct?
☒	☐	15. Remove the passage and then state the standardized Retell directions exactly as written? \ ***Now tell me as much as you can about the story you just read. Ready, begin.***
☒	☐	16. Start the stopwatch after saying ***Begin***?
☐	☒	17. Use reminder procedures correctly and appropriately?
☒	☐	18. Mark the number or words in the student's response and circle the total number of words?
☒	☐	19. Tell the student to stop if he/she is still retelling at the end of one minute?
☒	☐	20. Record the number of correct words at the bottom of the scoring booklet?
☒	☐	21. Record the score on the front cover of the scoring booklet?

Daze Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
☒	☐	1. Make sure each student has the appropriate worksheet?
☒	☐	2. State standardized directions exactly as written? ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.*** ***Listen. After playing in the dirt, Sam went*** (pause) ***home, summer, was*** (pause) ***to wash her hands. You should circle the word "home" because "home" makes the most sense in the story. Listen. After playing in the dirt, Sam went <u>home</u> to wash her hands.*** ***Now it is your turn. Read Practice 2 <u>silently</u>. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.*** After 30 seconds: ***Listen. On her way home, she*** (pause) ***chair, sleep, saw*** (pause) ***an ice cream truck. You should have circled "saw" because "saw" makes the most sense in the story. Listen. On her way home, she <u>saw</u> an ice cream truck.*** ***When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.***
☐	☒	3. Start the timer after saying ***Begin***?
☐	☒	4. Use reminder procedures correctly and appropriately?
☐	☒	5. Say ***Stop, Put your pencils down*** at the end of 3 minutes?
☒	☐	6. Use the scoring key correctly?
☒	☐	7. Add the number of correct and incorrect responses accurately?
☒	☐	8. Write the total number of correct responses on the "C" line of the worksheet cover page?
☒	☐	9. Write the total number of incorrect responses on the "I" line of the worksheet cover page?

Appendix L

Focus group questions

Cycle 1: Step 2

- How can we address the reading assessment-related hopes and concerns of all participants?
- What assessment practices are available which you would like to implement?

Cycle 1: Step 4

- How helpful are Dibels data for you and why?
- Do you have any concerns about using DibelsNext assessments and why?
- What do you think about the variety of reports that DibelsNet provides?
- Does Dibels data provide you with any information that other assessments do not? If so, what?
- Would you like to add or make adjustments to what you are currently doing related to the reading assessment practices?

Cycle 2

- Do you have any comments or thoughts regarding the use of Dibels within an outcomes-driven model that leaders at the district level should know about from a classroom teacher's perspective?
- Do you feel that Dibels has been valuable for you? Why or Why not?
- Would you like to receive more training or information about using Dibels?

Classroom report: Grade 4A

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
						0	26			
						2	71			
						2	71			
						0	26			
						5	90			
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
1	28	10%				0	26	1	20	Well Below Benchmark
1	28	10%				0	26	1	20	Well Below Benchmark
1	28	10%				0	26	1	20	Well Below Benchmark
1	28	17%				0	26	1	20	Well Below Benchmark
2	38	13%				0	26	2	27	Well Below Benchmark
2	38	20%				0	26	2	27	Well Below Benchmark
2	38	13%				0	26	2	27	Well Below Benchmark
6	58	38%				0	26	6	42	Well Below Benchmark
6	58	38%				1	58	10	50	Well Below Benchmark
9	66	43%				1	58	13	55	Well Below Benchmark
13	73	52%				0	26	13	55	Well Below Benchmark
7	64	28%				2	71	15	58	Well Below Benchmark
0	11	0%				4	83	16	59	Well Below Benchmark
12	71	50%				2	71	20	64	Well Below Benchmark
21	84	68%				0	26	21	70	Well Below Benchmark
1	28	17%				5	90	21	70	Well Below Benchmark
17	76	57%				1	58	21	70	Well Below Benchmark
10	68	48%				4	83	26	77	Well Below Benchmark
28	89	65%				0	26	28	80	Well Below Benchmark
6	58	38%				6	95	30	82	Well Below Benchmark
6	58	40%				8	> 99	38	84	Well Below Benchmark
19	78	33%	3	25	1	4	83	41	85	Well Below Benchmark
25	86	57%	3	25	1	3	79	43	87	Well Below Benchmark
29	91	85%				5	90	49	91	Well Below Benchmark

Below Benchmark / Likely to Need Strategic Support Well Below Benchmark / Likely to Need Intensive Support

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
33	93	87%				2	71	57	92	Well Below Benchmark
41	94	62%	3	25	1	6	95	71	97	Well Below Benchmark
70		95%	20		2	8		220		
10.7		35.7%	3.0		1.0	1.9		19.6		

Classroom report: Grade 4B

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
						0	26			
3	45	30%								
						0	26			
16	74	64%								
						4	83			
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
0	11	0%				0	26	0	8	Well Below Benchmark
1	28	10%				0	26	1	20	Well Below Benchmark
3	45	25%				0	26	3	30	Well Below Benchmark
4	49	33%				0	26	4	34	Well Below Benchmark
0	11	0%				1	58	4	34	Well Below Benchmark
0	11	0%				1	58	4	34	Well Below Benchmark
5	52	25%				0	26	5	38	Well Below Benchmark
5	52	33%				0	26	5	38	Well Below Benchmark
6	58	38%				0	26	6	42	Well Below Benchmark
2	38	20%				1	58	6	42	Well Below Benchmark
3	45	14%				1	58	7	46	Well Below Benchmark
0	11	0%				2	71	8	47	Well Below Benchmark
10	68	43%				0	26	10	50	Well Below Benchmark
3	45	23%				2	71	11	53	Well Below Benchmark
6	58	29%				3	79	18	61	Well Below Benchmark
20	82	63%				0	26	20	64	Well Below Benchmark
1	28	5%				5	90	21	70	Well Below Benchmark

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
1	28	10%				5	90	21	70	Well Below Benchmark
19	78	66%				1	58	23	75	Well Below Benchmark
27	88	53%				0	26	27	78	Well Below Benchmark
20	82	53%				7	98	48	89	Well Below Benchmark
46	96	75%	4	67	1	1	58	58	94	Well Below Benchmark
51	98	82%	4	67	1	0	26	59	96	Well Below Benchmark
64	> 99	75%	7	92	1	2	71	86	> 99	Well Below Benchmark
70		95%	20		2	8		220		
9.9		27.2%	5.0		1.0	1.1		15.2		

Grade 4A classroom report – middle of the year

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
0	< 1	0%	0	10		0	25	0	< 1	Well Below Benchmark
3	10	33%	0	10		0	25	3	10	Well Below Benchmark
6	14	29%	0	10		0	25	6	14	Well Below Benchmark
7	18	58%	0	10		0	25	7	17	Well Below Benchmark
7	18	28%	6	56	1	0	25	19	21	Well Below Benchmark
12	25	52%	6	56	1	0	25	24	26	Well Below Benchmark
8	21	35%	6	56	1	1	56	24	26	Well Below Benchmark
22	39	56%	6	56	1	0	25	34	35	Well Below Benchmark
29	49	76%	3	22	1	1	56	39	43	Well Below Benchmark
28	45	74%	6	56	1	0	25	40	46	Well Below Benchmark
28	45	57%	7	77	1	2	70	50	48	Well Below Benchmark
29	49	85%	10	89	1	2	70	57	54	Well Below Benchmark
48	66	75%	4	28	1	1	56	60	56	Well Below Benchmark
48	66	86%	6	56	1	0	25	68	58	Well Below Benchmark
51	70	85%	6	56	1	2	70	71	60	Well Below Benchmark
43	60	88%	6	56	1	0	25	79	64	Well Below Benchmark
38	54	78%	6	56	1	8	97	82	68	Well Below Benchmark
56	79	81%	15	93	2	0	25	86	70	Well Below Benchmark
69	87	78%	9	86	1	2	70	95	77	Well Below Benchmark
54	73	89%	5	34	1	1	56	100	81	Well Below Benchmark
55	76	90%	6	56	1	4	88	123	87	Well Below Benchmark

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
74	91	91%	6	56	1	0	25	134	89	Well Below Benchmark
69	87	90%	15	93	2	1	56	143	91	Well Below Benchmark
86		96%	26		2	11		285		
34.1		65.8%	5.8		1.1	1.1		58.4		

Grade 4B classroom report – middle of the year

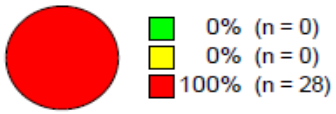
DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
2	5	17%	0	10		0	25	2	5	Well Below Benchmark
2	5	17%	0	10		0	25	2	5	Well Below Benchmark
2	5	20%	0	10		0	25	2	5	Well Below Benchmark
3	10	17%	0	10		0	25	3	10	Well Below Benchmark
6	14	50%	0	10		0	25	6	14	Well Below Benchmark
13	30	54%	0	10		0	25	13	19	Well Below Benchmark
12	25	43%	4	28	1	0	25	20	23	Well Below Benchmark
12	25	43%	6	56	1	0	25	24	26	Well Below Benchmark
12	25	67%	4	28	1	2	70	28	30	Well Below Benchmark
17	33	61%	6	56	1	0	25	29	32	Well Below Benchmark
18	36	50%	4	28	1	2	70	34	35	Well Below Benchmark
17	33	30%	3	22	1	3	81	35	38	Well Below Benchmark
22	39	58%	6	56	1	1	56	38	40	Well Below Benchmark
27	42	55%	6	56	1	0	25	39	43	Well Below Benchmark
37	52	76%	6	56	1	1	56	53	50	Well Below Benchmark
39	57	80%	8	81	1	0	25	55	52	Well Below Benchmark
54	73	84%	6	56	1	3	81	78	62	Well Below Benchmark
39	57	80%	15	93	1	3	81	81	66	Well Below Benchmark
55	76	86%	6	56	2	3	81	87	72	Well Below Benchmark
48	66	86%	9	86	1	4	88	90	74	Well Below Benchmark
47	62	84%	8	81	1	7	95	91	75	Well Below Benchmark

DORF						DAZE		DIBELS COMPOSITE SCORE		
Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
58	81	89%	4	28	1	0	25	98	79	Well Below Benchmark
67	83	89%	8	81	1	0	25	115	83	Well Below Benchmark
92	> 99	86%	6	56	1	2	70	120	85	Well Below Benchmark
69	87	91%	6	56	1	5	92	149	93	Well Below Benchmark
79	94	87%	20	98	2	10	> 99	175	95	Well Below Benchmark
79	94	96%	6	56	2	3	81	191	97	Well Below Benchmark
91	97	98%	20	98	1	5	92	255	> 99	Below Benchmark
86		96%	26		2	11		285		
36.4		64.1%	6.0		1.1	1.9		68.3		

School (Grade 4 A) overview report

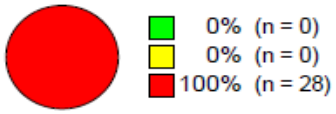
Beginning of Year

DIBELS Composite Score



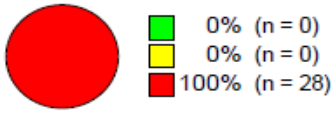
Number of Students = 28
Average = 19.6
Standard Deviation = 18.9
Score Range = 0 to 71

DORF Words Correct



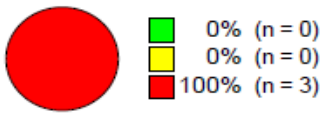
Number of Students = 28
Average = 10.7
Standard Deviation = 11.4
Score Range = 0 to 41

DORF Accuracy



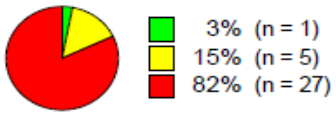
Number of Students = 28
Average = 35.7
Standard Deviation = 24.7
Score Range = 0 to 87

Retell



Number of Students = 3
Average = 3
Standard Deviation = 0
Score Range = 3 to 3

Daze Adjusted Score



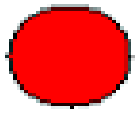
Number of Students = 33
Average = 1.9
Standard Deviation = 2.3
Score Range = 0 to 8

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

School (Grade 4 B) overview report

Beginning of Year

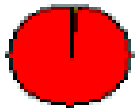
DIBELS Composite Score



0% (n = 0)
0% (n = 0)
100% (n = 58)

Number of Students = 58
Average = 17.3
Standard Deviation = 20
Score Range = 0 to 86

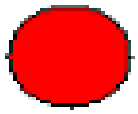
DORF Words Correct



0% (n = 0)
2% (n = 1)
98% (n = 59)

Number of Students = 60
Average = 10.3
Standard Deviation = 14
Score Range = 0 to 64

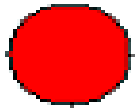
DORF Accuracy



0% (n = 0)
0% (n = 0)
100% (n = 60)

Number of Students = 60
Average = 31.1
Standard Deviation = 26
Score Range = 0 to 87

Retell



0% (n = 0)
0% (n = 0)
100% (n = 6)

Number of Students = 6
Average = 4
Standard Deviation = 1.4
Score Range = 3 to 7

Daze Adjusted Score

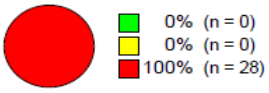
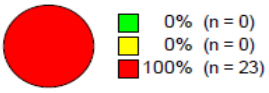
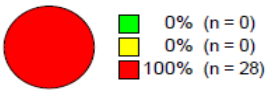
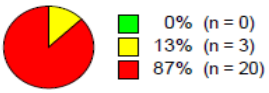
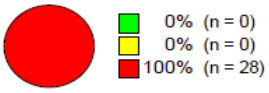
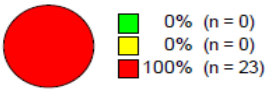
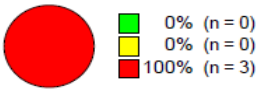
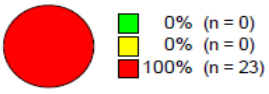
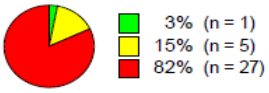
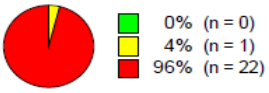


2% (n = 1)
12% (n = 8)
86% (n = 57)

Number of Students = 66
Average = 1.5
Standard Deviation = 2.1
Score Range = 0 to 8

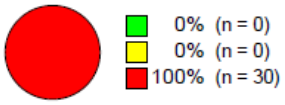
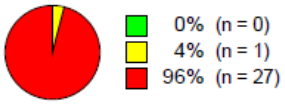
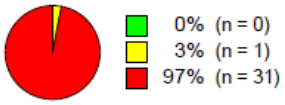
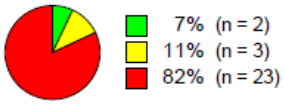
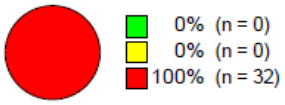
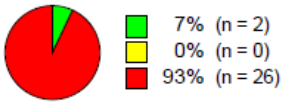
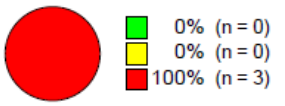
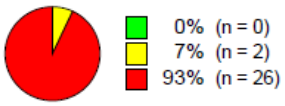
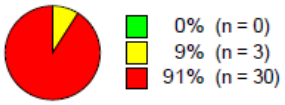
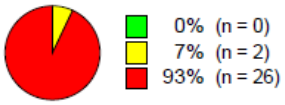
Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Grade 4A school overview report

	Beginning of Year	Middle of Year
DIBELS Composite Score	 0% (n = 0) 0% (n = 0) 100% (n = 28) Number of Students = 28 Average = 19.6 Standard Deviation = 18.9 Score Range = 0 to 71	 0% (n = 0) 0% (n = 0) 100% (n = 23) Number of Students = 23 Average = 58.4 Standard Deviation = 41.3 Score Range = 0 to 143
DORF Words Correct	 0% (n = 0) 0% (n = 0) 100% (n = 28) Number of Students = 28 Average = 10.7 Standard Deviation = 11.4 Score Range = 0 to 41	 0% (n = 0) 13% (n = 3) 87% (n = 20) Number of Students = 23 Average = 34.1 Standard Deviation = 22.8 Score Range = 0 to 74
DORF Accuracy	 0% (n = 0) 0% (n = 0) 100% (n = 28) Number of Students = 28 Average = 35.7 Standard Deviation = 24.7 Score Range = 0 to 87	 0% (n = 0) 0% (n = 0) 100% (n = 23) Number of Students = 23 Average = 65.8 Standard Deviation = 25 Score Range = 0 to 91
Retell	 0% (n = 0) 0% (n = 0) 100% (n = 3) Number of Students = 3 Average = 3 Standard Deviation = 0 Score Range = 3 to 3	 0% (n = 0) 0% (n = 0) 100% (n = 23) Number of Students = 23 Average = 5.8 Standard Deviation = 3.9 Score Range = 0 to 15
Daze Adjusted Score	 3% (n = 1) 15% (n = 5) 82% (n = 27) Number of Students = 33 Average = 1.9 Standard Deviation = 2.3 Score Range = 0 to 8	 0% (n = 0) 4% (n = 1) 96% (n = 22) Number of Students = 23 Average = 1.1 Standard Deviation = 1.8 Score Range = 0 to 8

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

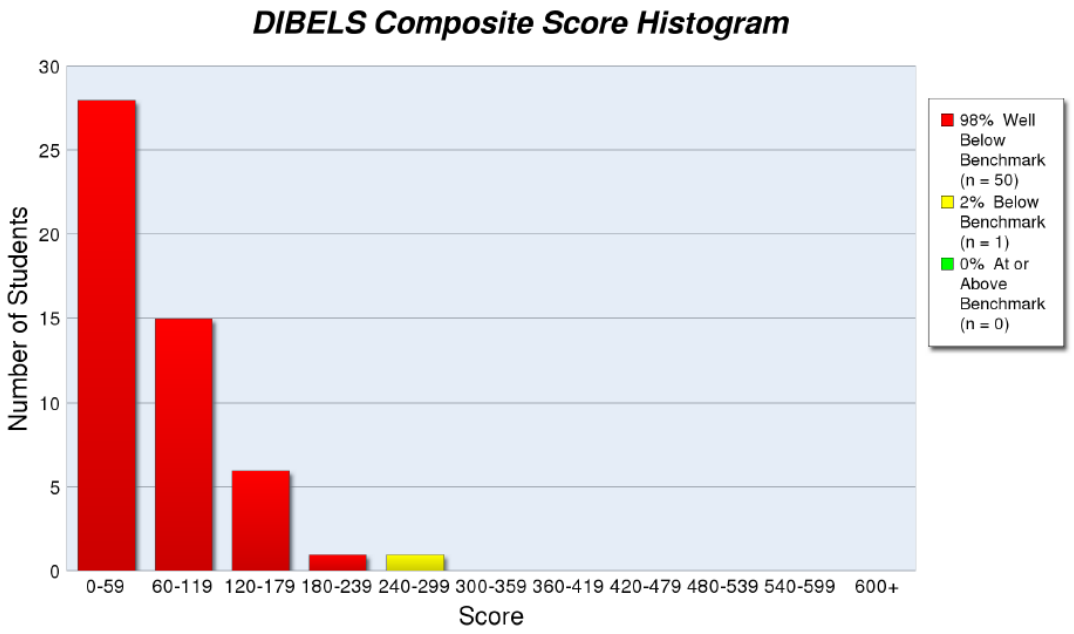
Grade 4B school overview report

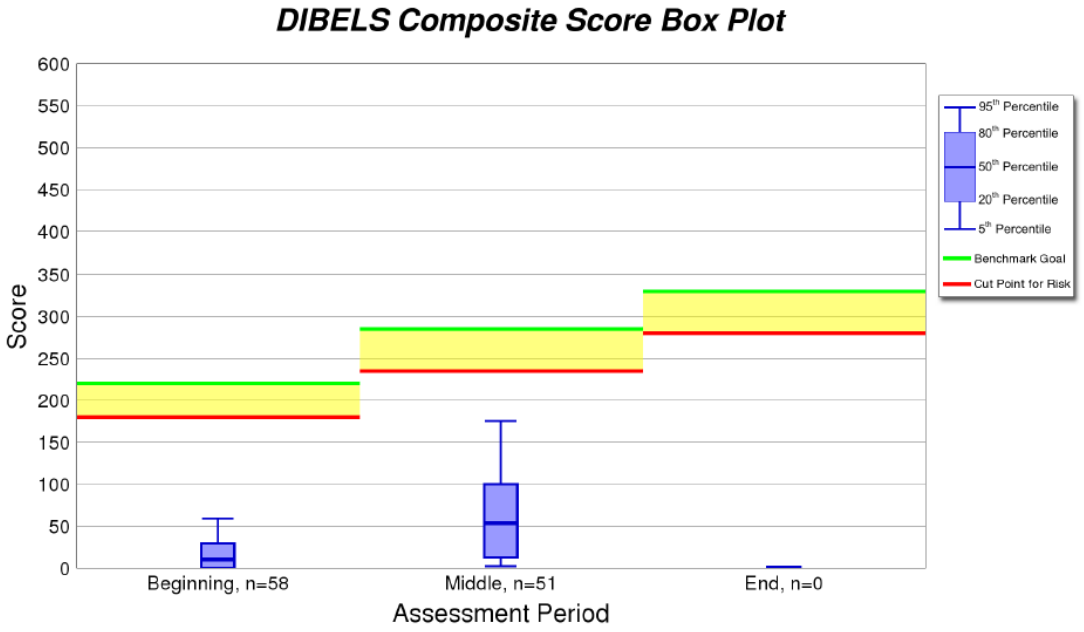
	Beginning of Year	Middle of Year
DIBELS Composite Score	 0% (n = 0) 0% (n = 0) 100% (n = 30) Number of Students = 30 Average = 15.2 Standard Deviation = 20.8 Score Range = 0 to 86	 0% (n = 0) 4% (n = 1) 96% (n = 27) Number of Students = 28 Average = 68.3 Standard Deviation = 63.1 Score Range = 2 to 255
DORF Words Correct	 0% (n = 0) 3% (n = 1) 97% (n = 31) Number of Students = 32 Average = 9.9 Standard Deviation = 15.9 Score Range = 0 to 64	 7% (n = 2) 11% (n = 3) 82% (n = 23) Number of Students = 28 Average = 36.4 Standard Deviation = 28.3 Score Range = 2 to 92
DORF Accuracy	 0% (n = 0) 0% (n = 0) 100% (n = 32) Number of Students = 32 Average = 27.2 Standard Deviation = 26.4 Score Range = 0 to 82	 7% (n = 2) 0% (n = 0) 93% (n = 26) Number of Students = 28 Average = 64.1 Standard Deviation = 25.9 Score Range = 17 to 98
Retell	 0% (n = 0) 0% (n = 0) 100% (n = 3) Number of Students = 3 Average = 5 Standard Deviation = 1.4 Score Range = 4 to 7	 0% (n = 0) 7% (n = 2) 93% (n = 26) Number of Students = 28 Average = 6 Standard Deviation = 5.1 Score Range = 0 to 20
Daze Adjusted Score	 0% (n = 0) 9% (n = 3) 91% (n = 30) Number of Students = 33 Average = 1.1 Standard Deviation = 1.8 Score Range = 0 to 7	 0% (n = 0) 7% (n = 2) 93% (n = 26) Number of Students = 28 Average = 1.9 Standard Deviation = 2.5 Score Range = 0 to 10

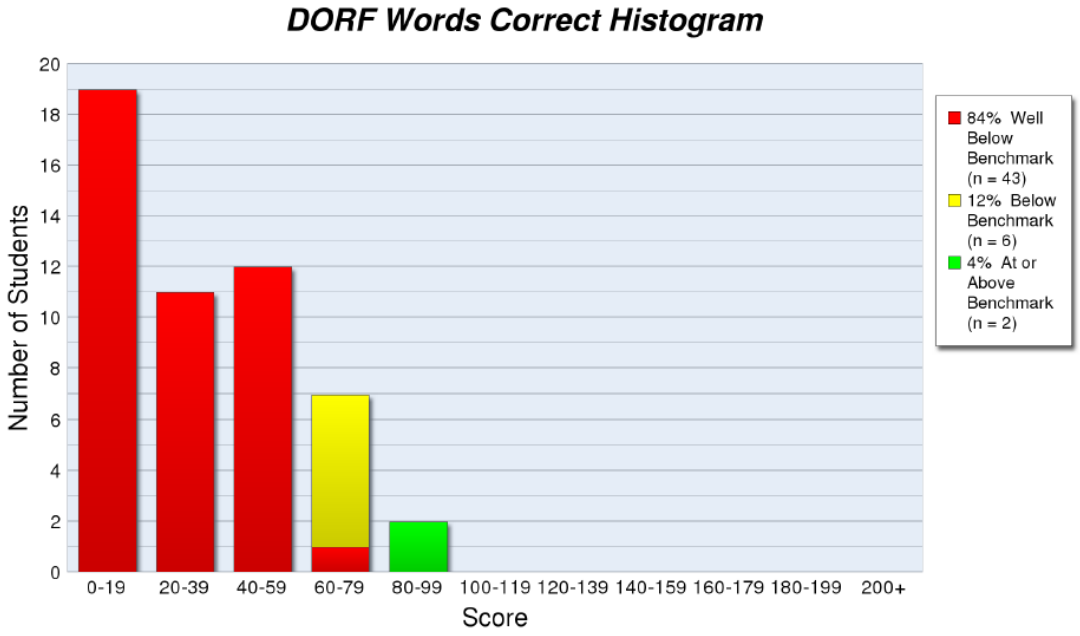
Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

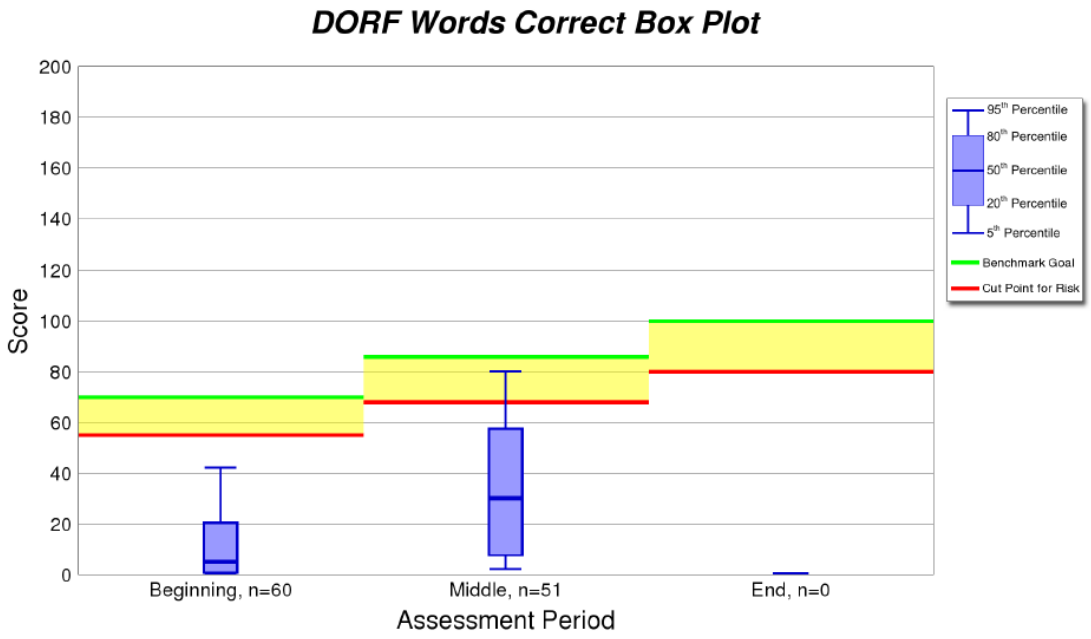
Various graphs

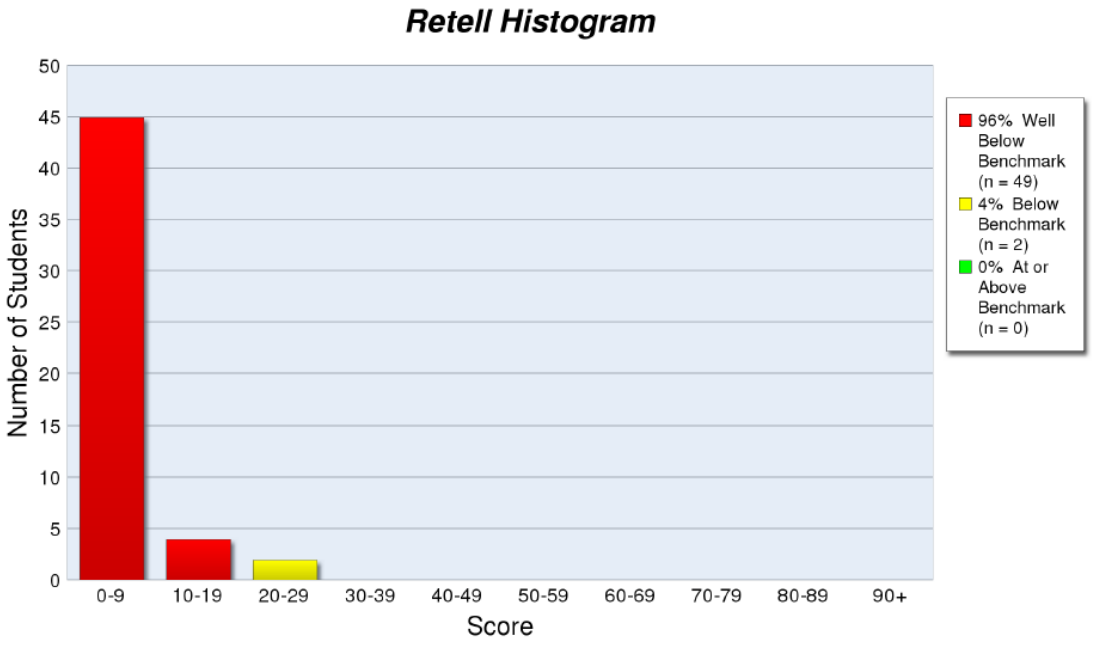
DIBELS Next

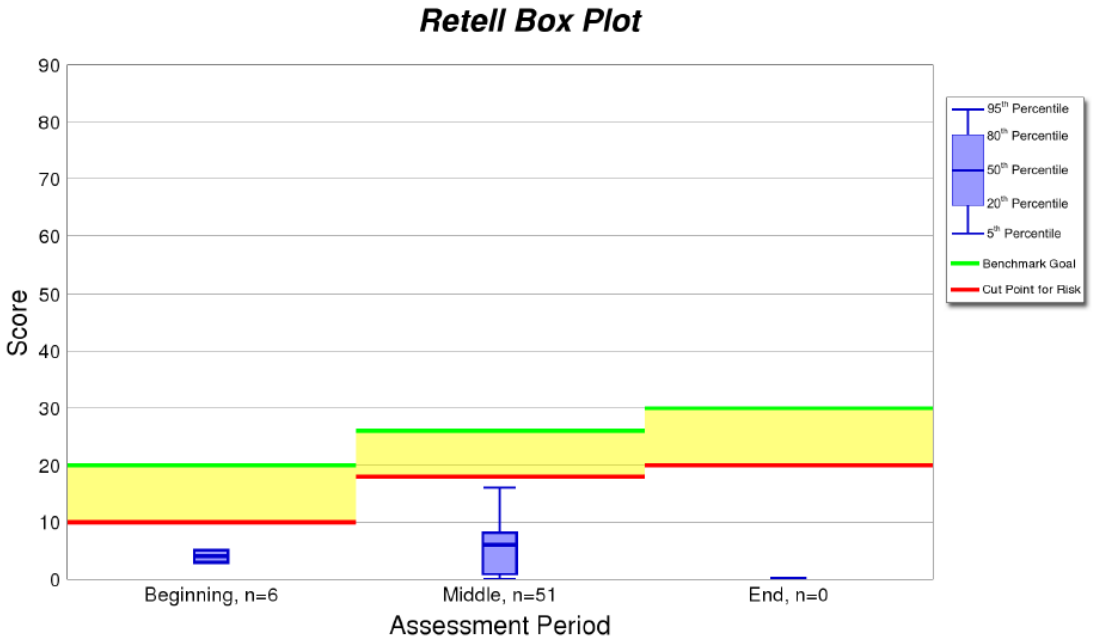


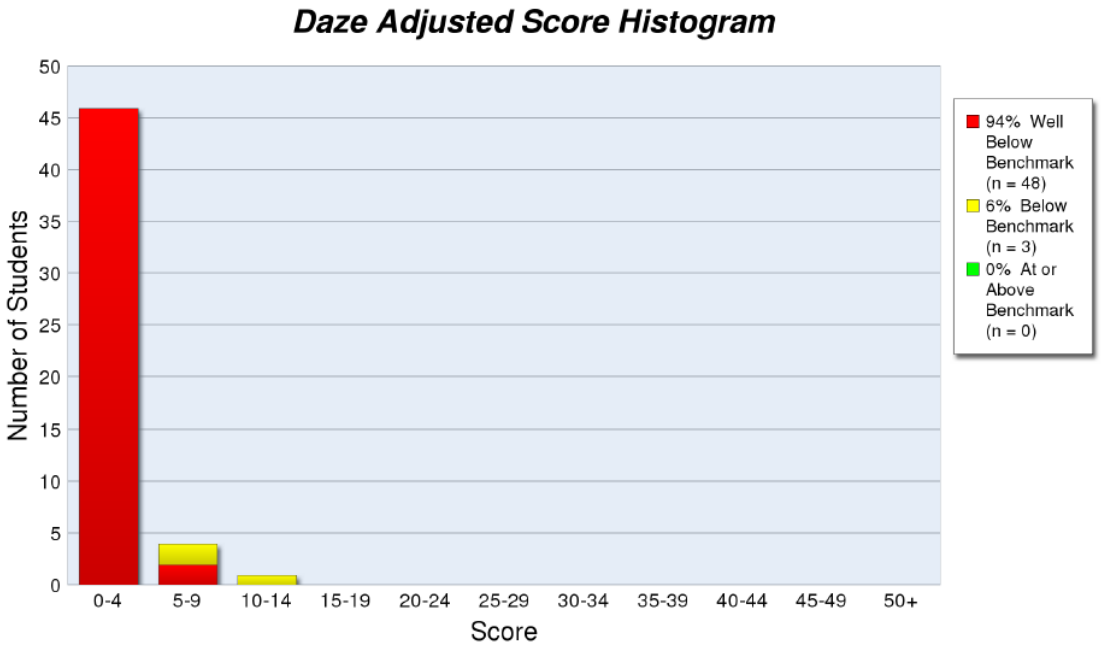


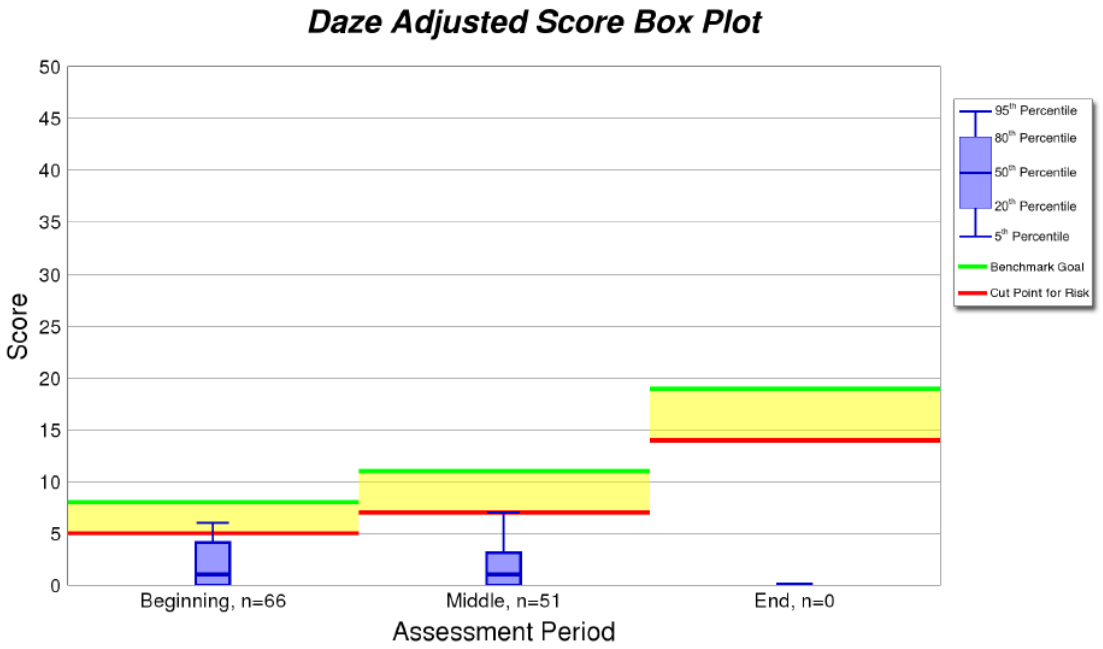

DORF Words Correct Histogram
Number of Students
20
18
16
14
12
10
8
6
4
2
0
0-19
20-39
40-59
60-79
80-99
100-119
120-139
140-159
160-179
180-199
200+
Score
84% Well Below Benchmark (n = 43)
12% Below Benchmark (n = 6)
4% At or Above Benchmark (n = 2)


DORF Words Correct Box Plot
Score
200
180
160
140
120
100
80
60
40
20
0
Beginning, n=60
Middle, n=51
End, n=0
Assessment Period
95th Percentile
80th Percentile
50th Percentile
20th Percentile
5th Percentile
Benchmark Goal
Cut Point for Risk


Retell Histogram
Number of Students
50
45
40
35
30
25
20
15
10
5
0
0-9
10-19
20-29
30-39
40-49
50-59
60-69
70-79
80-89
90+
Score
96% Well Below Benchmark (n = 49)
4% Below Benchmark (n = 2)
0% At or Above Benchmark (n = 0)


Retell Box Plot
Score
90
80
70
60
50
40
30
20
10
0
Beginning, n=6
Middle, n=51
End, n=0
Assessment Period
95th Percentile
80th Percentile
50th Percentile
20th Percentile
5th Percentile
Benchmark Goal
Cut Point for Risk


Daze Adjusted Score Histogram
Number of Students
50
45
40
35
30
25
20
15
10
5
0
0-4
5-9
10-14
15-19
20-24
25-29
30-34
35-39
40-44
45-49
50+
Score
94% Well Below Benchmark (n = 48)
6% Below Benchmark (n = 3)
0% At or Above Benchmark (n = 0)


Daze Adjusted Score Box Plot
Score
50
45
40
35
30
25
20
15
10
5
0
Beginning, n=66
Middle, n=51
End, n=0
Assessment Period
95th Percentile
80th Percentile
50th Percentile
20th Percentile
5th Percentile
Benchmark Goal
Cut Point for Risk

Appendix N

Parental permission

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

School of Human and Social Sciences for Education
Tel: 018-2852639
Email: carisma.nel@nwu.ac.za

1 October 2015

Dear Grade 4 parents

Consent form to be completed by fourth grade teachers
INFORMATION AND CONSENT

Please provide the following personal information (for coding purposes only):

Name and surname: _____

The following information is provided so that you can make an informed decision about your child's voluntary participation or not.

1. Title of project: Data-based instructional decision making related to basic early literacy skills in the intermediate phase

2. Contact details of Project Head:
Name and surname: Prof. C. Nel
Contact number: (018) 2852639
Email: carisma.nel@nwu.ac.za

Researcher

Name and surname: Me Michelle O'Connor

Contact number: 0745886765

E-mail: moconnor870605@gmail.com

3. Purpose of this project

The aim of the study is to (determine):

1. what the district and school assessment system looks like in terms of basic early literacy skills.
2. to what extent stakeholders at district, school and classroom level use assessment data to make instructional decisions.
3. what observations and instructional decisions teachers make related to their learners' basic early literacy skills assessment results.
4. how the implementation of a data-based instructional decision making model (i.e., Outcomes-driven Model) affects teachers' instructional decision making as related to basic early literacy skills.
5. develop a system-wide (i.e., district, school and classroom level) comprehensive basic early literacy skill assessment and instructional support framework for the intermediate phase.

4. Requirements of participants

As a participant in this project, your child will be required to complete two assessments on basic early literacy skills (e.g., oral reading fluency and reading comprehension). This entails the completion of a reading passage aloud for 1 minute and completing a reading comprehension assessment which lasts 3 minutes.

5. Please note:

- Participation in this project is completely voluntary and no pressure will be placed on the learner to take part.
- The learner may withdraw from this study at any time, without any consequences.
- By agreeing that your child participates in the project, you are also giving consent for the data that will be generated, to be used by the researcher for

scientific purposes, with the caveat that it will be confidential and that **your child's name will not be linked** to any of the data.

By placing your signature below, you declare that your child may participate in this project voluntarily. You also declare that you are fully informed of the purpose of the project and give permission that:

Information given by your child in the form of assessments on basic early literacy skills may be used for research purposes without identifying your child as an individual.

_____ _____

Signature of parent/caregiver Date

Yours sincerely



Prof. Carisma Nel

Appendix O

Learner assent

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

School of Human and Social Sciences for Education
Tel: 018-2852639
Email: carisma.nel@nwu.ac.za

1 October 2015

Dear Grade 4 parents

Consent form to be completed by fourth grade teachers
INFORMATION AND CONSENT

Please provide the following personal information (for coding purposes only):

Name and surname: _____

The following information is provided so that you can make an informed decision about your child's voluntary participation or not.

1. Title of project: Data-based instructional decision making related to basic early literacy skills in the intermediate phase

2. Contact details of Project Head:
Name and surname: Prof. C. Nel
Contact number: (018) 2852639
Email: carisma.nel@nwu.ac.za

Researcher

Name and surname: Me Michelle O'Connor

Contact number: 0745886765

E-mail: moconnor870605@gmail.com

3. Purpose of this project

The aim of the study is to (determine):

6. what the district and school assessment system looks like in terms of basic early literacy skills.
7. to what extent stakeholders at district, school and classroom level use assessment data to make instructional decisions.
8. what observations and instructional decisions teachers make related to their learners' basic early literacy skills assessment results.
9. how the implementation of a data-based instructional decision making model (i.e., Outcomes-driven Model) affects teachers' instructional decision making as related to basic early literacy skills.
10. develop a system-wide (i.e., district, school and classroom level) comprehensive basic early literacy skill assessment and instructional support framework for the intermediate phase.

4. Requirements of participants

As a participant in this project, your child will be required to complete two assessments on basic early literacy skills (e.g., oral reading fluency and reading comprehension). This entails the completion of a reading passage aloud for 1 minute and completing a reading comprehension assessment which lasts 3 minutes.

5. Please note:

- Participation in this project is completely voluntary and no pressure will be placed on the learner to take part.
- The learner may withdraw from this study at any time, without any consequences.
- By agreeing that your child participates in the project, you are also giving consent for the data that will be generated, to be used by the researcher for

scientific purposes, with the caveat that it will be confidential and that **your child's name will not be linked** to any of the data.

By placing your signature below, you declare that your child may participate in this project voluntarily. You also declare that you are fully informed of the purpose of the project and give permission that:

Information given by your child in the form of assessments on basic early literacy skills may be used for research purposes without identifying your child as an individual.

_____ _____

Signature of parent/caregiver Date

Yours sincerely



Prof. Carisma Nel

Appendix P

Curriculum specialist, school management team and teacher consent

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

School of Human and Social Sciences for Education
Tel: 018-2852639
Email: carisma.nel@nwu.ac.za

1 October 2015

Dear Curriculum specialist (District) School Management team (School) and Grade 4 teachers (Classroom)

INFORMATION AND CONSENT

The following information is provided so that you as a participant can make an informed decision about your voluntary participation or not.

1. Title of project: Data-based instructional decision making related to basic early literacy skills in the intermediate phase

2. Contact details of Project Head:

Name and surname: Prof. C. Nel

Contact number: (018) 2852639

Email: carisma.nel@nwu.ac.za

Researcher

Name and surname: Me Michelle O'Connor

Contact number: 0745886765

E-mail: moconnor870605@gmail.com

3. Purpose of this project

The aim of the study is to (determine):

- What assessment data does the district require schools to submit?
- What does the district expect from schools and/or teachers in terms of assessment data analysis, interpretation and instructional decision making?
- What assessments do teachers use to assess basic early literacy skills such as oral reading fluency and reading comprehension?
- How do teachers assess basic early literacy skills?
- What instructional decisions do teachers make related to their learners' basic early literacy skills assessment results?
- How does the implementation of a data-based instructional decision making model (i.e., Outcomes-driven Model) affect teachers' instructional decision making as related to basic early literacy skills?

4. Requirements of participants

You will be asked to participate in semi-structured interviews, focus groups, observations and an interactive workshop where the purpose is to gain information about the types of assessments used, and how assessment data is used to make instructional decisions and provide support to learners.

5. Please note:

- Participation in this project is completely voluntary and no pressure will be placed on you to take part.
- You may withdraw from this study at any time, without any consequences.
- By agreeing to take part in the project, you are also giving consent for the data that will be generated, to be used by the researcher for scientific purposes, with the caveat that it will be confidential and that **your name will not be linked** to any of the data.

By placing your signature below, you declare that you are taking part in this project voluntarily. You also declare that you are fully informed of the purpose of the project and give permission that information given by you during the

semi-structured interview may be used for research purposes without identifying you as an individual.

_____

Name and surname

_____ _____

Signature of participant Date

Yours sincerely



Prof. Carisma Nel

Appendix Q

Ethical clearance

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: http://www.nwu.ac.za

Institutional Research Ethics Regulatory Committee
Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by **Ethics Committee of the Faculty of Education Sciences**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: **Data-based instructional decision making related to basic early literacy skills in the intermediate phase**

Project Leader: **Prof C Nel**
Student: **M O'Connor**

Ethics number:

N	W	U	-	0	0	3	1	2	-	1	5	-	A	2
Institution				Project Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Approval date: 2015-09-09 **Expiry date:** 2018-12-31 **Category** N/A

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC:*
  - *annually (or as otherwise requested) on the progress of the project,*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-IRERC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the project;*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected,*
    - *it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,*
    - *the required annual report and reporting of adverse events was not done timely and accurately,*
    - *new institutional rules, national legislation or international conventions deem it necessary.*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU, ou=Vaal Triangle Campus, email=linda.duplessis@nwu.ac.za, c=ZA
Date: 2015.09.11 07:56:51 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Appendix R

Interview/Focus group confidentiality (Non-disclosure) agreement

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

School of Human and Social Sciences for Education
Tel: 018-2852639
Email: carisma.nel@nwu.ac.za

1 October 2015

Interview/Focus Group Confidentiality (Non-Disclosure) Agreement

Thank you for agreeing to participate in an interview/focus group to discuss data-based instructional decision making in the district and your school/classroom. The ideas, opinions and attitudes shared are sensitive and should be shared only in this interview/focus group.

I, _____

hereby agree to maintain the confidentiality of information disclosed during the interview/focus group as follows:

a) To hold in confidence any and all information about the district's and school's assessment procedures which is disclosed, or made available to you directly or indirectly, or if information you otherwise receive incident to your participation in this discussion.
b) That any ideas, or suggestions contributed by you during the discussion, as well as any ideas, developments, or interventions conceived by you or others participating in the Focus Group, shall be held in confidence until the group sees fit to disseminate the information.

c) That you, shall at all times hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information beyond those activities that are part of the interview/focus group.

e) All notes, reference materials, memoranda, documentation and records in any way incorporating or reflecting any of the Confidential Information shall belong exclusively to the undersigned or if the undersigned agrees to distribution.

f) Also included as confidential is any participants Personally Identifiable Information ("PII"). PII shall mean a person's identity or information that might reasonably allow identification of the person. I shall at all times hold in trust, keep confidential and not disclose to any third party or make any use of the identity or PII of any Respondent involved in the interview/Focus Group.

g) That you, hereby give permission to the research study for an audio recording to be made of this session. That you understand a transcription of this tape may be used by the research project for research purposes only.

By submitting this form you will be entering a confidentiality agreement with:

Contact details of Project Head:
Name and surname: Prof. C. Nel
Contact number: (018) 2852639
Email: carisma.nel@nwu.ac.za

Researcher
Name and surname: Me Michelle O'Connor
Contact number: 0745886765
E-mail: moconnor870605@gmail.com

Participant
Signature:
_____

Appendix S
Dibels mentors' network

DIBELS® Mentors' Network

The use of the DIBELS Next Training materials by DIBELS Mentors is subject to an educational use agreement. Please read the agreement below carefully and click the checkbox to accept the terms.

Terms and Conditions for Use of DMG DIBELS Next Training Materials

I certify that I am the person [("User")] authorized by Dynamic Measurement Group, Inc. ("DMG") to use the password to gain access to the password-protected training materials that are available to me on this site ("Training Materials") and I agree to the following terms and conditions of use with respect to the Training Materials ("Use Agreement")

1. User may use the Training Materials only for the following purposes, and User will not use the Training Materials for any other purpose without prior written approval from DMG:

Use within the Agency (Non-Commercial Use)

User may use the Training Materials to train other educators within the school, school district or other educational organization at which User is employed ("Agency") to administer, score, and interpret DIBELS assessments ("Non-Commercial Use"). User acknowledges that this permitted Non-Commercial Use within the Agency does not authorize User to use the Training Materials to, among other things, train other DIBELS trainers or Mentors.

The Training Materials may include a sample of handouts approved for training session participants; User will not in any event make handouts for training session participants by copying or otherwise reproducing these or other materials from the Training Materials without prior written approval from DMG. Note: Users may purchase training books (with handouts for training session participants) by

contacting info@dibels.org; if the Non-Commercial User is unable to or does not wish to purchase training books, contact info@dibels.org for other possible options

Use outside the Agency (Commercial Use)

User may use the Training Materials to train persons not employed by User's Agency to administer, score, and interpret DIBELS assessments (for example, User may provide training to persons employed by schools, districts, and other educational agencies other than User's Agency or provide other training workshops with registrations open to the public) ("Commercial Use"). User acknowledges that this permitted Commercial Use outside the Agency does not authorize User to use the Training Materials to, among other things, train other DIBELS trainers or mentors. In addition, for any Commercial Use: (a) the User may only use the then-current version of the Training Materials posted on this website, and (b) User will not allow any other individual to use the Training Materials (whether as an employee or contractor of User or otherwise) unless that individual has also completed a DMG-sponsored mentor training session with respect to the Training Materials.

For Commercial Use, the User must also purchase DIBELS Next training books for training session participants (training books include all necessary handouts), unless otherwise approved in advance by DMG. The Training Materials may include a sample of handouts approved for training session participants; User will not in any event make handouts for training session participants by copying or otherwise reproducing these or other materials from the Training Materials without prior written approval from DMG. Note: To order training books, contact info@dibels.org.

2. The Training Materials may not be altered or incorporated into or compiled with other materials, either in whole or in part, by any means, electronic, print, or otherwise, without the prior written permission of DMG. Alteration includes, but is not limited to, changes to font, sequence, content, or the removal of the words "Dynamic Measurement Group." No part of the Training Materials may be used to make other works based, in whole or in part, on the Training Materials.

3. The Training Materials may not be copied, distributed, displayed, or reproduced in any format or media (e.g., print, DVD, web pages) without the prior written permission of DMG.

4. The provisions of the preceding paragraph to the contrary notwithstanding, User may: (a) print a paper copy of the Training Materials for User's own use in preparing for and providing training within the scope of use authorized above in Section 1; (b) User may download the Training Materials onto the computer that User uses to conduct training within the scope of use authorized above in Section 1, and (c) User may display the PowerPoint slides contained within the Training Materials in the course of training within the scope of use authorized above in Section 1.

5. The User will take all necessary and appropriate action to safeguard the Training Materials from any use that is not permitted by this Use Agreement (including but not limited to sale and/or commercial distribution) and will immediately notify DMG if the User becomes aware that the Training Materials have been sold or commercially distributed or otherwise used in a manner that is not authorized by this Use Agreement.

6. The User may use the Training Materials pursuant to this Use Agreement for a period of five (5) years from the date of the User's completion of the DMG-sponsored workshop that is associated with the password giving User access to the Training Materials. After such five (5) year period, all rights of the User in and to the Training Materials will expire; the provisions of Sections 2, 3 and 5 will survive such expiration.

I agree to the above statements and conditions and will provide the necessary safeguards to protect DMG's property and copyright.

Appendix T

Agenda: Dibels Next training for teachers

Day 1

Topic	Time Needed	Sample Timeframe
Foundations	90 minutes	8:30 – 10:00
Break	15 minutes	10:00 – 10:15
Guidelines	60 minutes	10:15 – 11:15
FSF	45 minutes	11:15 – 12:00
Lunch	60 minutes	12:00 – 1:00
FSF continued	30 minutes	1:00 – 1:30
PSF	45 minutes	1:30 – 2:15
Break	15 minutes	2:15 – 2:30
PSF continued	45 minutes	2:30 – 3:15
LNF	30 minutes	3:15 – 3:45

DIBELS Next Essential Workshop Trainer Practice Key

Revised June 2015

Dynamic Measurement Group

DIBELS® Next Essential Workshop Trainer Practice Key

This document provides scripted responses for the following practice activities:

1. Embedded practice.

These activities are embedded within the power point slides for some of the measures. The purpose of these activities is to practice a scoring rule or group of scoring rules as they are being instructed. The training contains full page versions of the slides for participants to use for scoring.

2. Whole group practice.

These practice activities are done with all participants at the same time. The purpose is to practice a measure after all of the scoring rules have been taught. The participants will read the directions and administer the measure. The trainer will act as the student, reading from the student script. Participants should mark in their copies of the Kindergarten and First Grade scoring booklets for these practice activities.

FSF Embedded Practice Scoring Rule 1
Slide 26

Participants should mark on the slide on page 36 in the training book

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. laughed /l/	/l/	/la/	0
2. pine /pu/	/p/	/pie/	0
3. skirt /sk/	/s/	/sk/ /sker/	0
4. flag /fl/ flag	/f/	/fl/ /fla/	0
5. rang /r/	/r/	/ra/	0
6. crow /kr/	/k/	/kr/	0
7. hide /h/	/h/	/hie/	0
8. blame /blai/	/b/	/bl/ /blai/	0
9. deck /du/	/d/	/de/	0
10. crab /kr/	/k/	/kr/ /kra/	0

2 pt responses: 5

x 2: 10 + 1 pt responses: 5 = Total: 15

FSF Embedded Practice Scoring Rules 2 & 3
Slide 30
Participants should mark on the slide on page 38 in the training book

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. laughed "laugh"	/l/	/la/	~~0~~
2. pine /pie/	/p/	/pie/	0
3. skirt /t/	/s/	/sk/ /sker/	~~0~~
4. flag flag	/f/	/fl/ /fla/	~~0~~
5. rang /s/	/r/	/ra/	~~0~~
6. crow /k/	/k/	/kr/	0
7. hide hide	/h/	/hie/	~~0~~
8. blame blame	/b/	/bl/ /blai/	~~0~~
9. deck /b/ I mean /d/	/d/	/de/	~~0~~ sc
10. crab /k/	/k/	/kr/ /kra/	0

2 pt responses: 3

x 2: 6 + 1 pt responses: 1 = Total: 7

FSF Whole Group Practice #1
Slide 44

Participants mark in K scoring booklet (Benchmark 2)

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. land /l/	/l/	/la/	0
2. gift /g/	/g/	/gi/	0
3. snail /sn/	/s/	/sn/ /snai/	0
4. stove /st/	/s/	/st/ /stoa/	0
5. mild /m/	/m/	/mie/	0
6. stream /str/	/s/	/st/ /str/ /strea/	0
7. pairs /b/	/p/	/pe/	~~0~~
8. flare /fl/	/f/	/fl/ /fle/	0
9. peace /p/	/p/	/pea/	0
10. sly 3 sec...	/s/	/sl/	~~0~~
11. plate /plai/	/p/	/pl/ /plai/	0
12. thank /t/	/th/	/tha/	~~0~~
13. sweet /sw/	/s/	/sw/ /swea/	0
14. life /l/	/l/	/lie/	0
15. blank blank	/b/	/bl/ /bla/	~~0~~
16. doll /du/	/d/	/do/	0
17. sling sling	/s/	/sl/ /sli/	~~0~~
18. stairs /s/ stairs	/s/	/st/ /ste/	0

2 pt responses: 7

x 2: 14 + 1 pt responses: 6 = Total: 20

PSF Embedded Practice Scoring Rule 1 – Correct and Overlapping Sounds
Slide 24

Participants should mark on the slide on page 64 in the training book

				Score
sack /s/ /a/ /k/ /s/ /a/ /k/	hole /h/ /oal/ /h/ /oa/ /l/	trip /tri/ /ip/ /t/ /r/ /i/ /p/	game /gai/ /ai/ /aim/ /g/ /ai/ /m/	10/13
fox /fo/ /o/ /oks/ /f/ /o/ /k/ /s/	toes /toa/ /z/ /t/ /oa/ /z/	star /s/ /t/ /ar/ /s/ /t/ /ar/	sheep /sh/ /eap/ /sh/ /ea/ /p/	10/13

Total: 20

PSF Embedded Practice Scoring Rules 2 – 5
Slide 32
Participants should mark on the slide on page 68 in the training book

				Score
sack /s/ /a/ /ks/ /s/ /a/ /k/	hole /h/ /oa/ /h/ /oa/ /l/	trip /tri/ /p/ /t/ /r/ /i/ /p/	game "game" /g/ /ai/ /m/	6/13
fox /s/ /o/ /k/ /s/ /f/ /o/ /k/ /s/	toes "toes" /t/ /oa/ /z/	star /s/ /t/ /ar/ /s/ /t/ /ar/	sheep /sh/ /ea/ /t/ /sh/ /ea/ /p/	8/13

Total: 14

PSF Whole Group Practice #1
Slide 47

Participants should mark in Kindergarten scoring booklet (Benchmark 2)

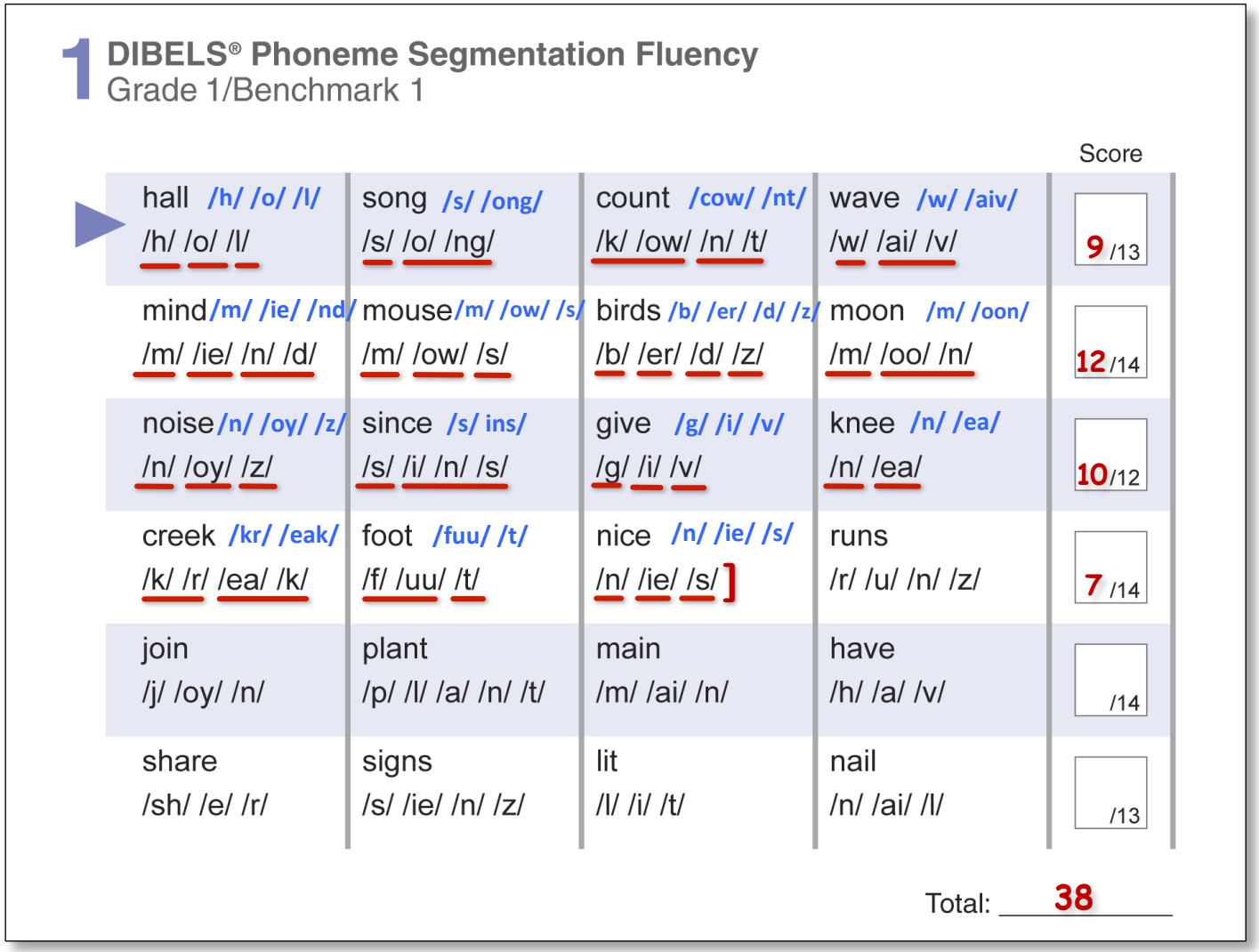
2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

				Score
sack /sa/ /ak/ /s/ /a/ /k/	hole /h/ /oal/ /h/ /oa/ /l/	trip /tr/ /ip/ /t/ /r/ /i/ /p/	game /g/ /aim/ /g/ /ai/ /m/	8 /13
fox /f/ 3 sec... /f/ /o/ /k/ /s/	toes /t/ /oa/ /t/ /oa/ /z/	star /st/ /ar/ /s/ /t/ /ar/	sheep /sh/ /eap/ /sh/ /ea/ /p/	7 /13
pine /p/ /ien/ /p/ /ie/ /n/	forth /f/ /or/ /f/ /or/ /th/	fought "fought" /f/ /o/ /t/	which /w/ /ich/ /w/ /i/ /ch/	6 /12
cold /k/ /oald/ /k/ /oa/ /l/ /d/	shout /sh/ /owt/ /sh/ /ow/ /t/	bit /b/ /b/ /i/ /t/	send /s/ /e/ /n/ /d/	5 /14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	/13

Total: 26

PSF Whole Group Practice #2
Slide 49

Participants should mark in the first grade scoring booklet (Benchmark 1)



1 DIBELS® Phoneme Segmentation Fluency
Grade 1/Benchmark 1

				Score
hall /h/ /o/ /l/ /h/ /o/ /l/	song /s/ /ong/ /s/ /o/ /ng/	count /cow/ /nt/ /k/ /ow/ /n/ /t/	wave /w/ /aiv/ /w/ /ai/ /v/	9 /13
mind /m/ /ie/ /nd/ /m/ /ie/ /n/ /d/	mouse /m/ /ow/ /s/ /m/ /ow/ /s/	birds /b/ /er/ /d/ /z/ /b/ /er/ /d/ /z/	moon /m/ /oon/ /m/ /oo/ /n/	12 /14
noise /n/ /oy/ /z/ /n/ /oy/ /z/	since /s/ ins/ /s/ /i/ /n/ /s/	give /g/ /i/ /v/ /g/ /i/ /v/	knee /n/ /ea/ /n/ /ea/	10 /12
creek /kr/ /eak/ /k/ /r/ /ea/ /k/	foot /fuu/ /t/ /f/ /uu/ /t/	nice /n/ /ie/ /s/ /n/ /ie/ /s/	runs /r/ /u/ /n/ /z/	7 /14
join /j/ /oy/ /n/	plant /p/ /l/ /a/ /n/ /t/	main /m/ /ai/ /n/	have /h/ /a/ /v/	/14
share /sh/ /e/ /r/	signs /s/ /ie/ /n/ /z/	lit /l/ /i/ /t/	nail /n/ /ai/ /l/	/13

Total: 38

LNF Whole Group Practice #1
Slide 30

Participants should mark in the Kindergarten scoring booklet (Benchmark 1)



LNF Whole Group Practice #2
Slide 32

Participants should mark in the Kindergarten scoring booklet (Benchmark 2)



2 DIBELS® Letter Naming Fluency
Grade K/Benchmark 2

b...no wait, d i

C	R	o	SC	y	i	A	g	O	H
r	V	G	N	x	f	a	D	Z	z
V	B	T	s	h	k	1	W	b	F
M	R	u	m	n	S	L	Q	e	c
U	q	K	p	E	t	J	i	w	X
I	v	F	X	U	m	w	H	h	s
g	L	D	i	N	d	T	S	r	B
Q	C	b	y	q	c	o	M	p	E
O	n	A	P	W	f	G	v	u	a
I	J	x	z	V	K	Y	l	e	t
k	Z	j	R	C	R	o	d	y	j

Total Correct: 33

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

NWF Embedded Practice Scoring Rule 1: Practice 1
Slide 28
Participants should mark on the slide on page 107 in the training book

3 DIBELS Nonsense Word Fluency
Grade 1/Benchmark 3

					CLS	WWR
/r/ /us/ r u s	/h/ /ev/ h e v	/ab/ a b	/z/ /id/ z i d	/l/ /o/ /d/ l o d	14 /14 (14)	1
/h/ /e/ /z/ h e z	/t/ /o/ /s/ t o s	/w/ /u/ /l/ w u l	/aj/ a j	/t/ /il/ t i l]	14 /14 (28)	1
v u z	t e c	z i c	n a s	t o j	/15 (43)	
a g	h o v	v i k	k u t	m e m	/14 (57)	

Total Correct Letter Sounds (CLS): 28

Total Whole Words Read (WWR): 2

NWF Embedded Practice Scoring Rule 1: Practice 2
Slide 31
Participants should mark on the slide on page 109 in the training book

3 DIBELS Nonsense Word Fluency
Grade 1/Benchmark 3

					CLS	WWR
/r/ /u/ /s/ rus r u s	/h/ /ev/ hev h e v	/ab/ a b	/z/ /id/ zid z i d	/lo/ /od/ l o d	14 /14 (14)	1
/h/ /e/ /z/ hez h e z	/t/ tos t o s	/wu/ /ul/ w u l	/a/ /j/ a j	/t/ /il/ til t i l	14 /14 (28)	0
v u z	t e c	z i c	n a s	t o j	/15 (43)	
a g	h o v	v i k	k u t	m e m	/14 (57)	

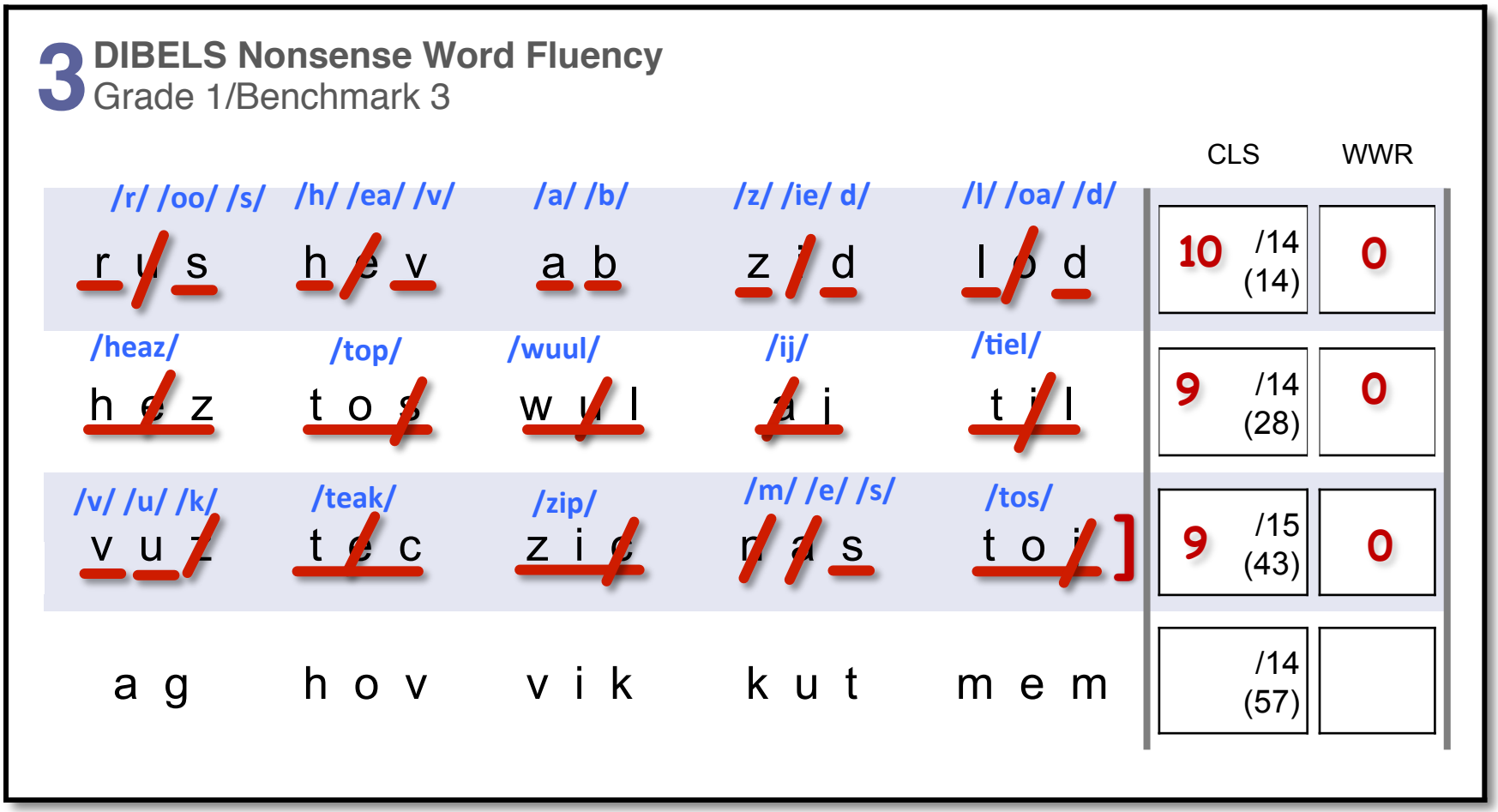
Total Correct Letter Sounds (CLS): 28

Total Whole Words Read (WWR): 1

NWF Embedded Practice Scoring Rule 2
Slide 35

Participants should mark on the slide on page 111 in the training book

Note: Prompt participants regarding short vowels. Practice can be done line by line. First line is errors when reading sound by sound, second line is errors while reading whole words, and third line is a mix of both.
Remind participants about difference marking errors as student reads sound by sound vs. within whole words.



Total Correct Letter Sounds (CLS): 28

Total Whole Words Read (WWR): 0

NWF Scoring Rule 3: Practice 1 (Omitted sounds)
Slide 37
Participants should mark on the slide on page 112 in the training book

Note: Trainer should use laser pointer to "point" to each letter as it is read.

3 DIBELS Nonsense Word Fluency
Grade 1/Benchmark 3

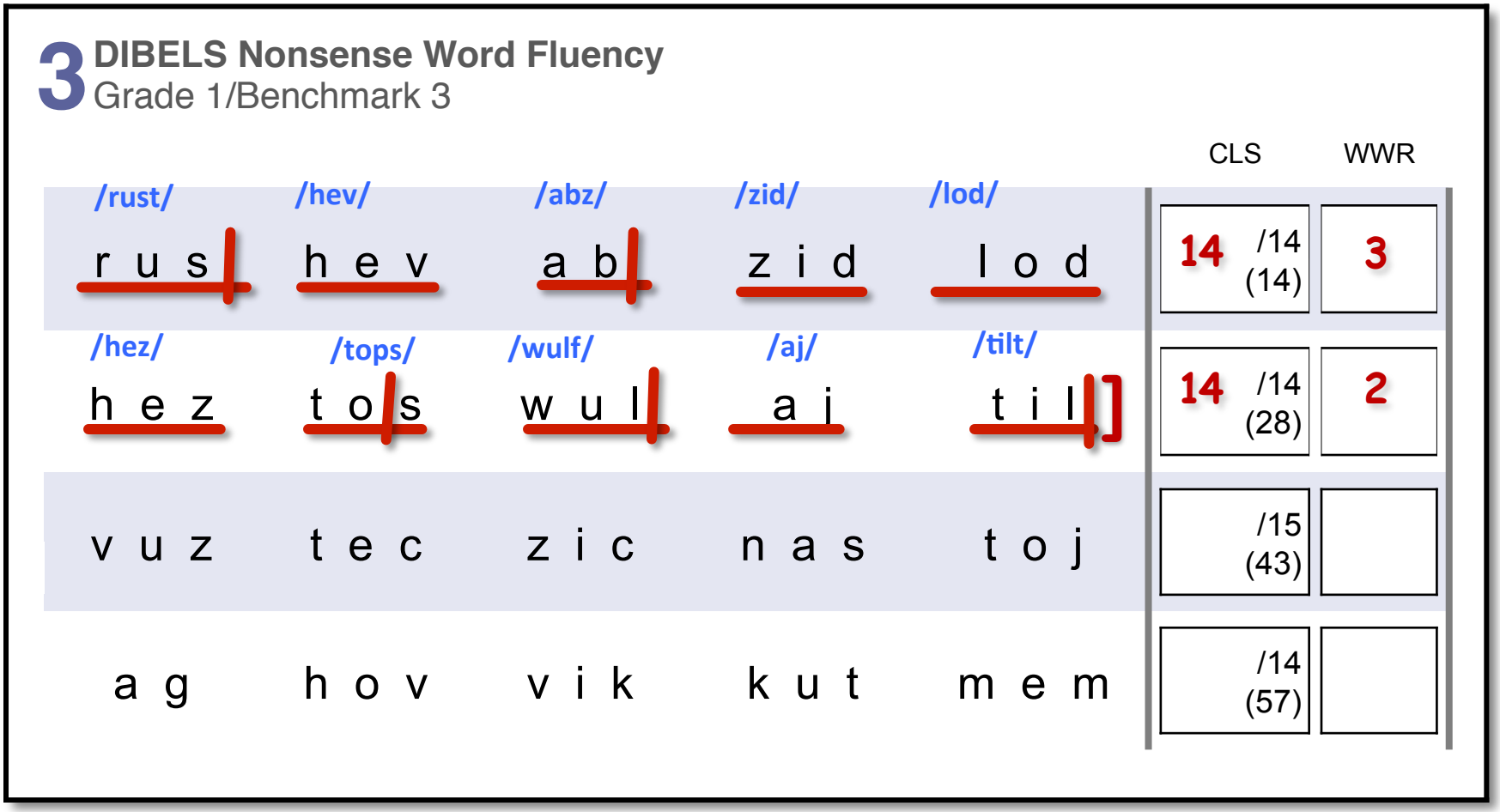
					CLS	WWR
/r/ /s/ r u s	/h/ /e/ h e v	/a/ /b/ a b	/z/ /d/ z i d	/l/ /o/ l o d	10 /14 (14)	0
/he/ h e z	/to/ t o s	/wul/ w u l	/aj/ a j	/ti/ t i l]	11 /14 (28)	2
v u z	t e c	z i c	n a s	t o j	/15 (43)	
a g	h o v	v i k	k u t	m e m	/14 (57)	

Total Correct Letter Sounds (CLS): 21

Total Whole Words Read (WWR): 2

NWF Scoring Rule 3: Practice 2 (Inserted Sounds)
Slide 39
Participants should mark on the slide on page 113 in the training book

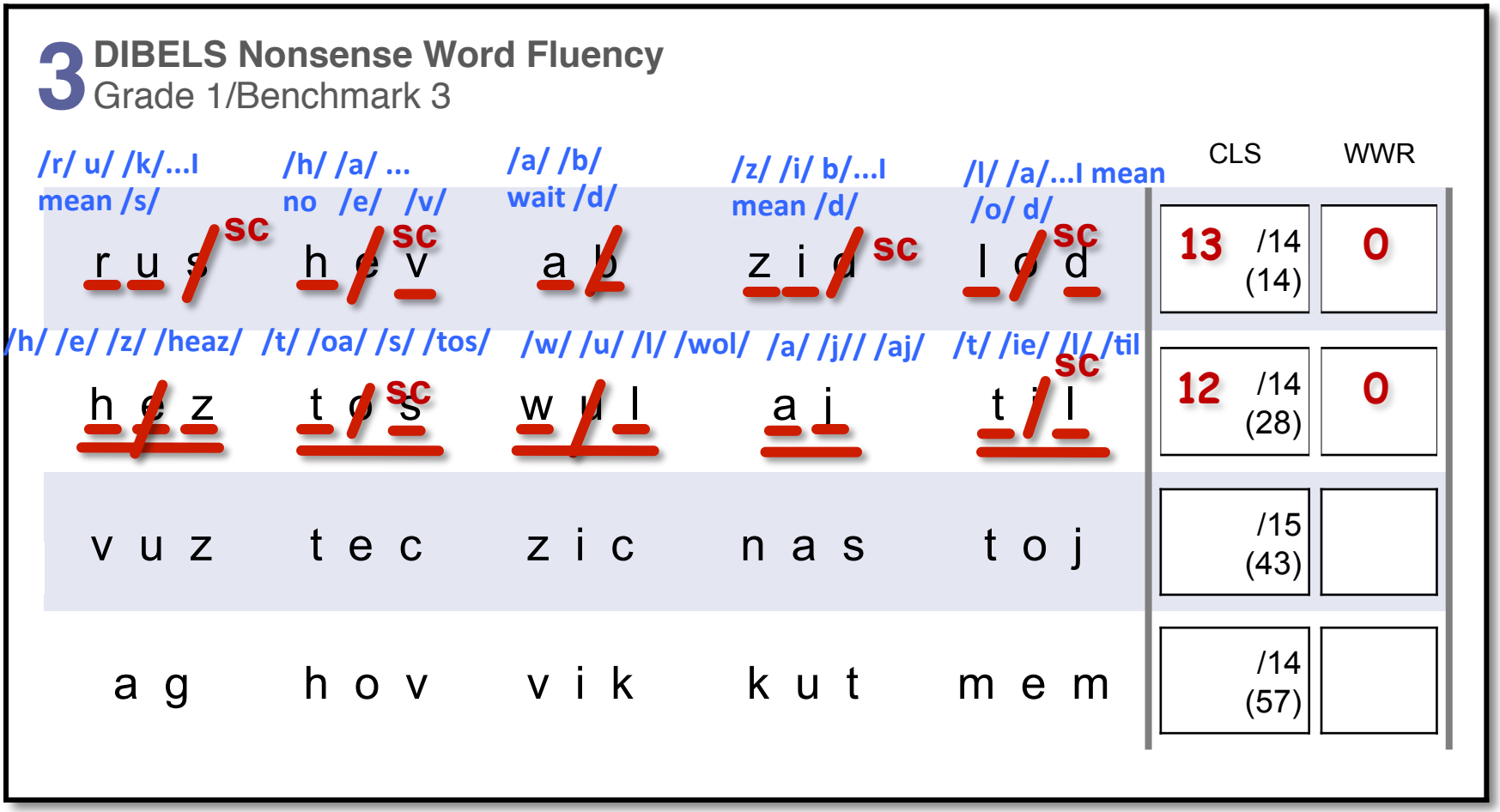
Note: Remind participants to slash where inserted sound occurs.



Total Correct Letter Sounds (CLS): 28

Total Whole Words Read (WWR): 5

NWF Embedded Practice Scoring Rule 4
Slide 42
Participants should mark on the slide on page 114 in the training book

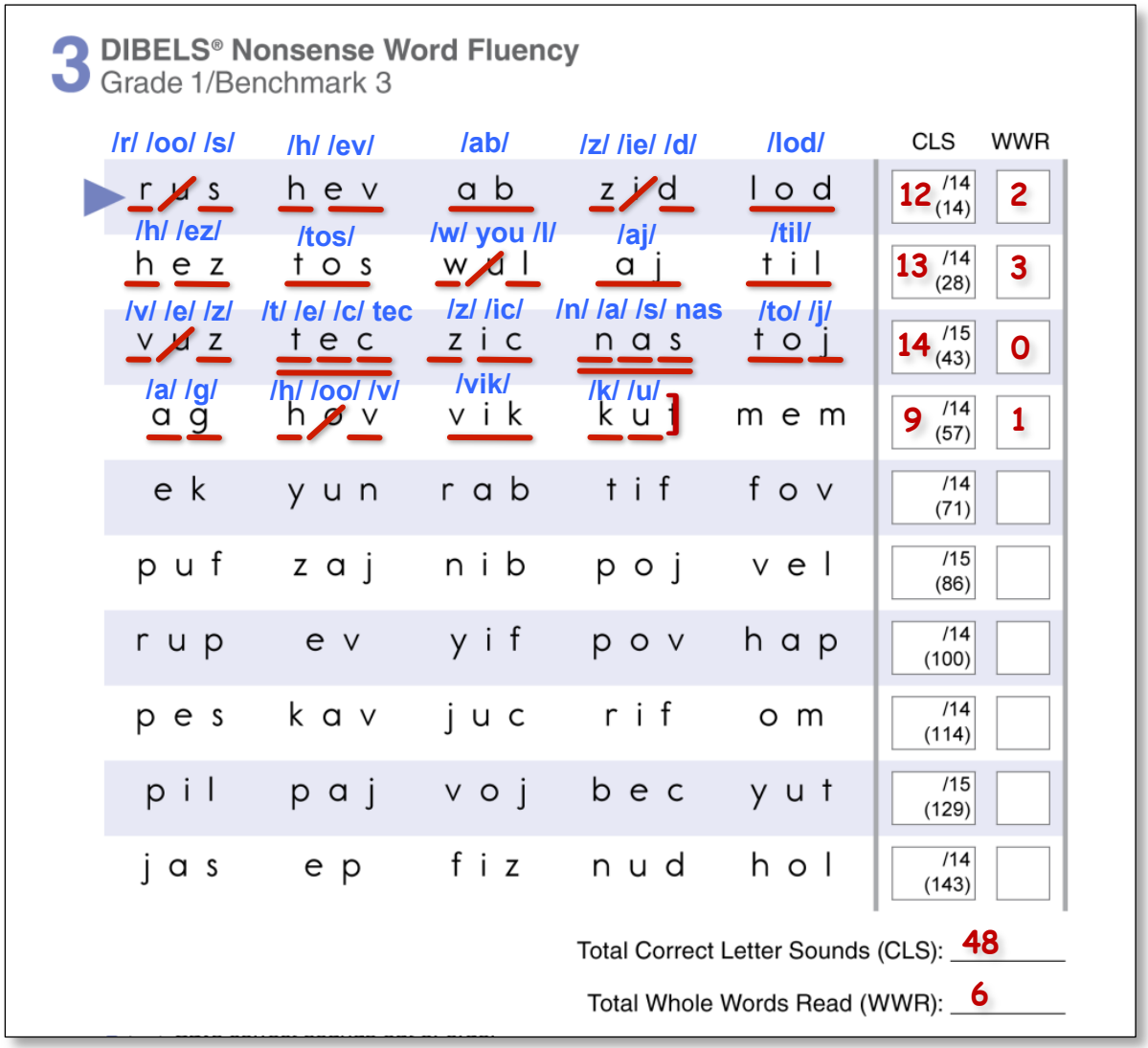


Total Correct Letter Sounds (CLS): 25

Total Whole Words Read (WWR): 0

NWF Whole Group Practice #1
Slide 62

Participants should mark in the 1st grade scoring booklet (Benchmark 3)



3 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 3

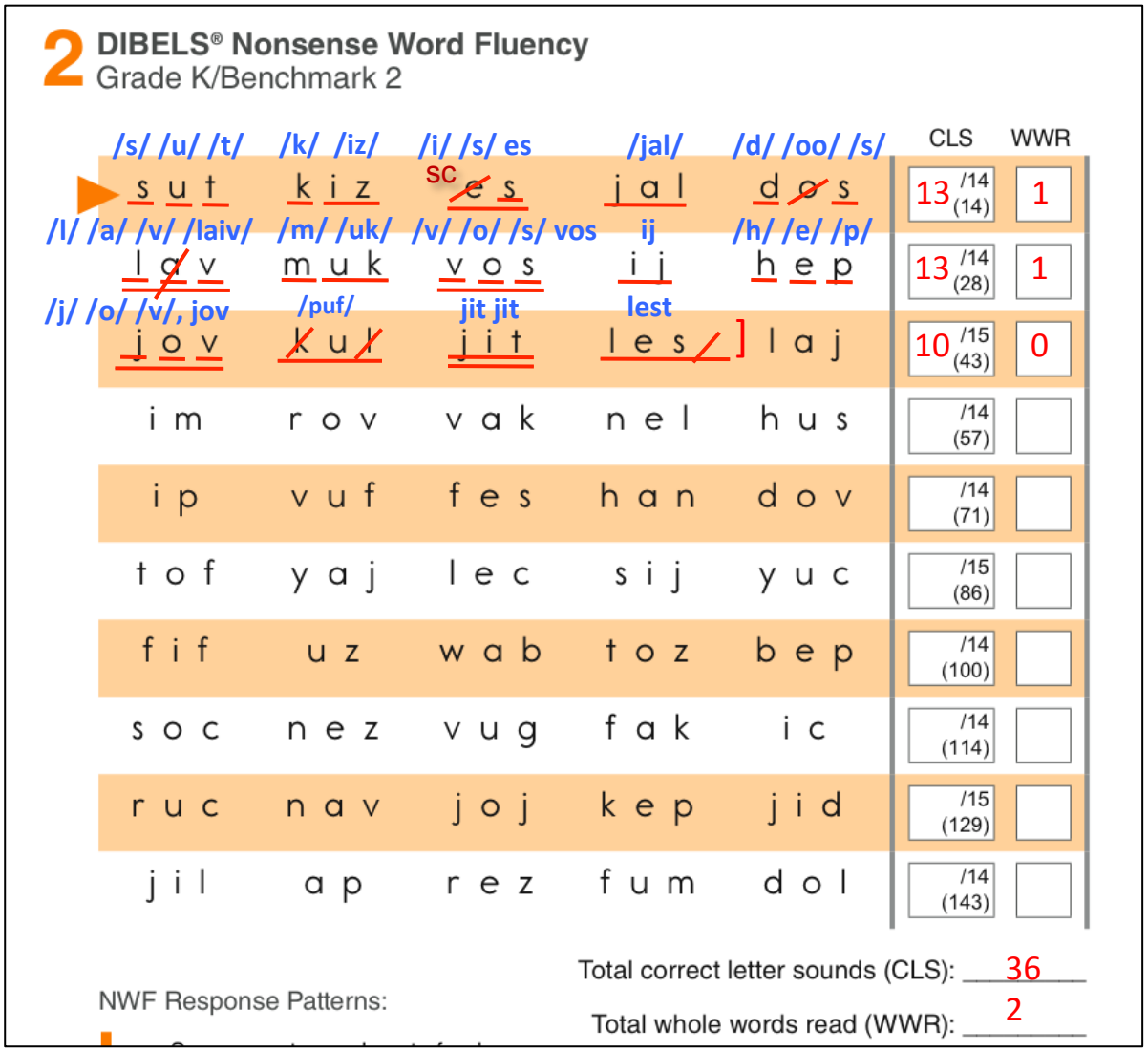
					CLS	WWR
/r/ /oo/ /s/	/h/ /ev/	/ab/	/z/ /ie/ /d/	/lod/		
r u s	h e v	a b	z i d	l o d	12 /14 (14)	2
/h/ /ez/	/tos/	/w/ you /l/	/aj/	/til/		
h e z	t o s	w u l	a j	t i l	13 /14 (28)	3
/v/ /e/ /z/	/t/ /e/ /c/ tec	/z/ /ic/	/n/ /a/ /s/ nas	/to/ /j/		
v u z	t e c	z i c	n a s	t o j	14 /15 (43)	0
/a/ /g/	/h/ /oo/ /v/	/vik/	/k/ /u/			
a g	h o v	v i k	k u j	m e m	9 /14 (57)	1
e k	y u n	r a b	t i f	f o v	/14 (71)	
p u f	z a j	n i b	p o j	v e l	/15 (86)	
r u p	e v	y i f	p o v	h a p	/14 (100)	
p e s	k a v	j u c	r i f	o m	/14 (114)	
p i l	p a j	v o j	b e c	y u t	/15 (129)	
j a s	e p	f i z	n u d	h o l	/14 (143)	

Total Correct Letter Sounds (CLS): 48

Total Whole Words Read (WWR): 6

NWF Whole Group Practice #2
Slide 64

Participants should mark in the Kindergarten scoring booklet (Benchmark 2)



2 DIBELS® Nonsense Word Fluency
Grade K/Benchmark 2

					CLS	WWR
/s/ /u/ /t/	/k/ /iz/	/i/ /s/ es	/jal/	/d/ /oo/ /s/		
s u t	k i z	sc e s	j a l	d o s	13 /14 (14)	1
/l/ /a/ /v/ /laiv/	/m/ /uk/	/v/ /o/ /s/ vos	ij	/h/ /e/ /p/		
l a v	m u k	v o s	i j	h e p	13 /14 (28)	1
/j/ /o/ /v/, jov	/puf/	jit jit	lest			
j o v	k u f	j i t	l e s]	l a j	10 /15 (43)	0
i m	r o v	v a k	n e l	h u s	/14 (57)	
i p	v u f	f e s	h a n	d o v	/14 (71)	
t o f	y a j	l e c	s i j	y u c	/15 (86)	
f i f	u z	w a b	t o z	b e p	/14 (100)	
s o c	n e z	v u g	f a k	i c	/14 (114)	
r u c	n a v	j o j	k e p	j i d	/15 (129)	
j i l	a p	r e z	f u m	d o l	/14 (143)	

Total correct letter sounds (CLS): 36

Total whole words read (WWR): 2

NWF Response Patterns:

DORF Embedded Practice Scoring Rules 1 & 2
Slide 40
Participants should mark on the slide on page 152 in the training book

Going to Market

buckets

0 Four baskets were filled with fish. Now it was time to take them to 14

lift

14 the market. Ken helped his father load the baskets onto the family's boat. 27

island large

27 Ken's family lived on a large island off the coast of Africa. They used the 42

42 boat to sail to market. 47

/o/ /l/ /d/

47 Ken jumped into the boat. His father pushed the old wood boat off 60

60 the sand and into the clear blue water. After climbing in, Ken's father 73

73 lifted the big triangle sail. The wind filled the cloth, pushing the boat out 87

87 to sea. The trip would take about an hour, so Ken sat down in the front 103

103 of the boat. There were often interesting plants and animals to see 115

115 along the way. He did not want to miss any of them. 127

Retell Embedded Practice 1: Scoring Rule 1
Slide 57

Participants should mark on the slide on page 160 in the training book

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	6	~~7~~	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 6

It's about goldfish. They're good pets.

Retell Embedded Practice 2: Scoring Rule 1
Slide 58

Participants should mark on the slide on page 160 in the training book

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	~~15~~	~~16~~	~~17~~	~~18~~	~~19~~	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: 20

Goldfish are good pets. They don't cost a lot. They are cheap to feed and you can watch them swim.

Retell Embedded Practice 3: Scoring Rule 1
Slide 59

Participants should mark on the slide on page 161 in the training book

Passage: During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world's water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water. The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 9

It's about the ice age. And there were glaciers.

Retell Embedded Practice 4: Scoring Rule 1
Slide 60

Participants should mark on the slide on page 161 in the training book

Passage: During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world's water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water. The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	~~15~~	~~16~~	~~17~~	~~18~~	~~19~~	~~20~~	~~21~~	~~22~~	~~23~~	~~24~~	~~25~~
~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	~~31~~	~~32~~	~~33~~	~~34~~	~~35~~	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: 36

The story is about the ice age. Most of the land was covered in ice. And a lot of water was trapped in glaciers. And there was a skinny land bridge between Asia and South America.

Retell Embedded Practice 5: Scoring Rule 2
Slide 66
Participants should mark on the slide on page 163 in the training book

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 11

Goldfish make good pets. **Um.** They are easy to **uh** take care of … (pause). **You know, I don't have a goldfish, but I wish I did. I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.**

Retell Embedded Practice 6: Scoring Rule 2
Slide 67

Participants should mark on the slide on page 164 in the training book

Passage: The main ingredients for this recipe are cucumbers and dill weed. Both of these are easy to grow if you are lucky enough to have a vegetable garden. If you don't have a garden, you can find them in the produce department at the grocery store. Two other produce items you will need are fresh garlic and a small onion about the size of a golf ball. You will also need salt and sugar to add flavor to the pickles.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 6

The story is about **um…oh yea…**making pickles. **You put them in a pot and you cook them with other stuff. Then you take them out and put them in the refrigerator and then you can eat them. They are delicious.**

DORF Whole Group Practice #1
Slide 87

Participants should mark in the 1st Grade scoring booklet (Benchmark 3.1)

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.1

Total words: 62
Errors (include skipped words): – 2
Words correct: = 60

The Cocoa Stand

0 Mark and his brother Sam wanted to go to the movies, but they 13
13 needed money. In the summer they sold cool drinks, but it was very cold 27
27 outside. 28
28 "I have an idea," said Sam. "We can make hot cocoa, because on 41
41 such a cold day, everyone will want some cocoa to warm them up." 54
54 Mark loved hot cocoa, but he could not make it. Sam was fifteen, so 68
68 he could make cocoa, but what could Mark do? 77
77 "You can help too!" said Sam. "I will work the stove, but you can help 92
92 mix it together." 95
95 Sam told Mark what they needed to make cocoa. While Sam 106
106 heated the milk, Mark mixed the cocoa and sugar in a bowl. He added a 121
121 small amount of vanilla and a tiny bit of salt, and then Sam brought over 136
136 the hot milk and carefully poured it in. Mark got out a big thermos and 151
151 Sam poured the hot cocoa into it. Then they put on their warm clothes. 165
165 They also got out chairs and a card table. Sam made a sign that said 180
180 "Hot Cocoa for Sale!" and Mark drew a picture of a cup of hot cocoa. 195
195 They went outside to sell their drink. 202
202 Their neighbor, Ms. Martin, came by. "I'll buy a cup," she said. Sam 215
215 gave her a cup and she tasted it. "This is really good," she said. "It's the 231
231 perfect drink for a cold day. Who made such good cocoa?" 242
242 "We both did!" the brothers said. 248

cold...I mean cool
sc
Id eah
so

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.1

The Cocoa Stand (continued)

Now tell me as much as you can about the story you just read. Ready, begin.

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~13~~	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 14

Quality of Response:
(Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details
2 Provides 3 or more details
3 Provides 3 or more details in a meaningful sequence
4 Provides 3 or more details in a meaningful sequence that captures a main idea

There are two brothers and they need money so they start a cocoa stand.

Can you tell me anything more about the story?

5 second pause…

DORF Whole Group Practice #2
Slide 90
Participants should mark in the 1st Grade scoring booklet (Benchmark 3.3)

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Total words: 67
Errors (include skipped words): – 7
Words correct: = 60

Going to Market

filed (skip) /mar/ /ket/ the...them sc family issland Aifrica (ussed) (pulled)

0 Four baskets were filled with fish. Now it was time to take them to 14
14 the market. Ken helped his father load the baskets onto the family's boat. 27
27 Ken's family lived on a large island off the coast of Africa. They used the 42
42 boat to sail to market. 47
47 Ken jumped into the boat. His father pushed the old wood boat off 60
60 the sand and into the clear blue water. After climbing in, Ken's father 73
73 lifted the big triangle sail. The wind filled the cloth, pushing the boat out 87
87 to sea. The trip would take about an hour, so Ken sat down in the front 103
103 of the boat. There were often interesting plants and animals to see 115
115 along the way. He did not want to miss any of them. 127
127 Ken's father kept the boat close to the land. Ken could see clean 140
140 white beaches lined with coconut trees. A big sea turtle came up for 153
153 air near the boat. It went back under when the boat got closer. Before 167
167 long, Ken saw some dolphins. They raced beside the boat for several 179
179 minutes. Looking back at the coast, Ken saw some monkeys. They were 191
191 leaping from tree to tree. 196
196 The trip seemed too short. Ken's father turned the boat to the shore 209
209 and let the sail down. Ken heard the wood scrape on the sand. Now 223
223 it was time to take the fish to the market. Ken hoped they would sell all 239
239 their fish quickly. He wanted to sail in the boat again. 250

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Going to Market (continued)

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	7	~~8~~	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 7

Quality of Response:
(Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details
2 Provides 3 or more details
3 Provides 3 or more details in a meaningful sequence
4 Provides 3 or more details in a meaningful sequence that captures a main idea

Notes:

They have a boat. They go fishing. *(5 second pause…)*

Can you tell me anything more about the story?

And they have a boat.

Daze Whole Group Practice
Slides 31-37

Participants should mark on slides starting on page 204 in the training book

Daze | progress monitoring



5

Name: _____

42

Practice 1

After playing in the dirt, Sam went [home / summer / was] to wash her hands.

Practice 2

On her way home, she [chair / sleep / saw] an ice cream truck.

STOP

C: 48

I: 13

AS: 42

Level 6/Progress Monitoring 5

Page 19

Day 2

Topic	Time Needed	Sample Timeframe
Review NWF	90 minutes	8:30 – 10:00
Break	15 minutes	10:00 – 10:15
NWF continued	30 minutes	10:15 – 10:45
DORF	75 minutes	10:45 – 12:00
Lunch	60 minutes	12:00 – 1:00
Daze	75 minutes	1:00 – 2:15
Break	15 minutes	2:15 – 2:30
Logistics	30 minutes	2:30 – 3:00
Conclusions	15 minutes	3:00 – 3:30
Evaluation	15 minutes	3:30 – 3:45

DIBELS Next Data Interpretation Workshop Trainer Practice Key



Dynamic Measurement Group

FSF Practice

1 DIBELS® First Sound Fluency
Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point			Incorrect
1. laughed /l/	/l/	/la/			0
2. pine /p/	/p/	/pie/			0
3. skirt /s/	/s/	/sk/	/sker/		0
4. flag /fl/	/f/	/fl/	/fla/		0
5. rang /r/	/r/	/ra/			0
6. crow 3 seconds	/k/	/kr/			0
7. hide /h/	/h/	/hie/			0
8. blame /blai/	/b/	/bl/	/blai/		0
9. deck /du/	/d/	/de/			0
10. crab /kr/	/k/	/kr/	/kra/		0
11. bright /br/	/b/	/br/	/brie/		0
12. knock /n/	/n/	/no/			0
13. trash /t/	/t/	/tr/	/tra/		0
14. list /l/	/l/	/li/			0
15. spring /sp/	/s/	/sp/	/spr/	/spri/	0
16. chief /ch/	/ch/	/chea/			0
17. grand /gra/	/g/	/gr/	/gra/		0
18. sweat /swe/	/s/	/sw/	/swe/		0
19. shelf "shelf"	/sh/	/she/			0
20. heard	/h/	/her/			0
21. crisp	/k/	/kr/	/kri/		0
22. plow	/p/	/pl/			0
23. hat	/h/	/ha/			0
24. sad	/s/	/sa/			0
25. swan	/s/	/sw/	/swo/		0
26. voice	/v/	/voy/			0
27. grapes	/g/	/gr/	/grai/		0
28. shell	/sh/	/she/			0
29. top	/t/	/to/			0
30. steal	/s/	/st/	/stea/		0

2-pt responses: 10

x 2: 20 + 1-pt responses: 7 = Total: 27

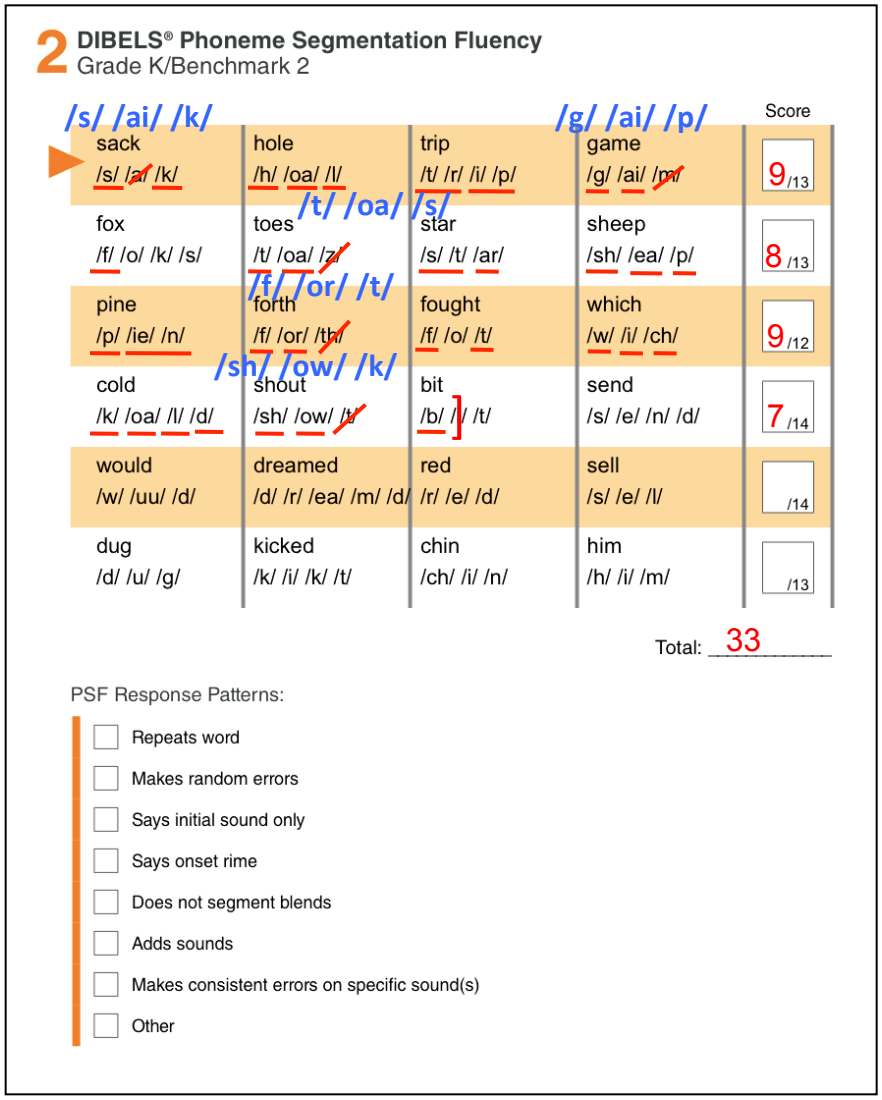
LNF Practice



D... I mean... B

I don't know that one...3 seconds...

PSF Practice



2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

				Score
sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	9 /13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/	sheep /sh/ /ea/ /p/	8 /13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	9 /12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	7 /14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	/13

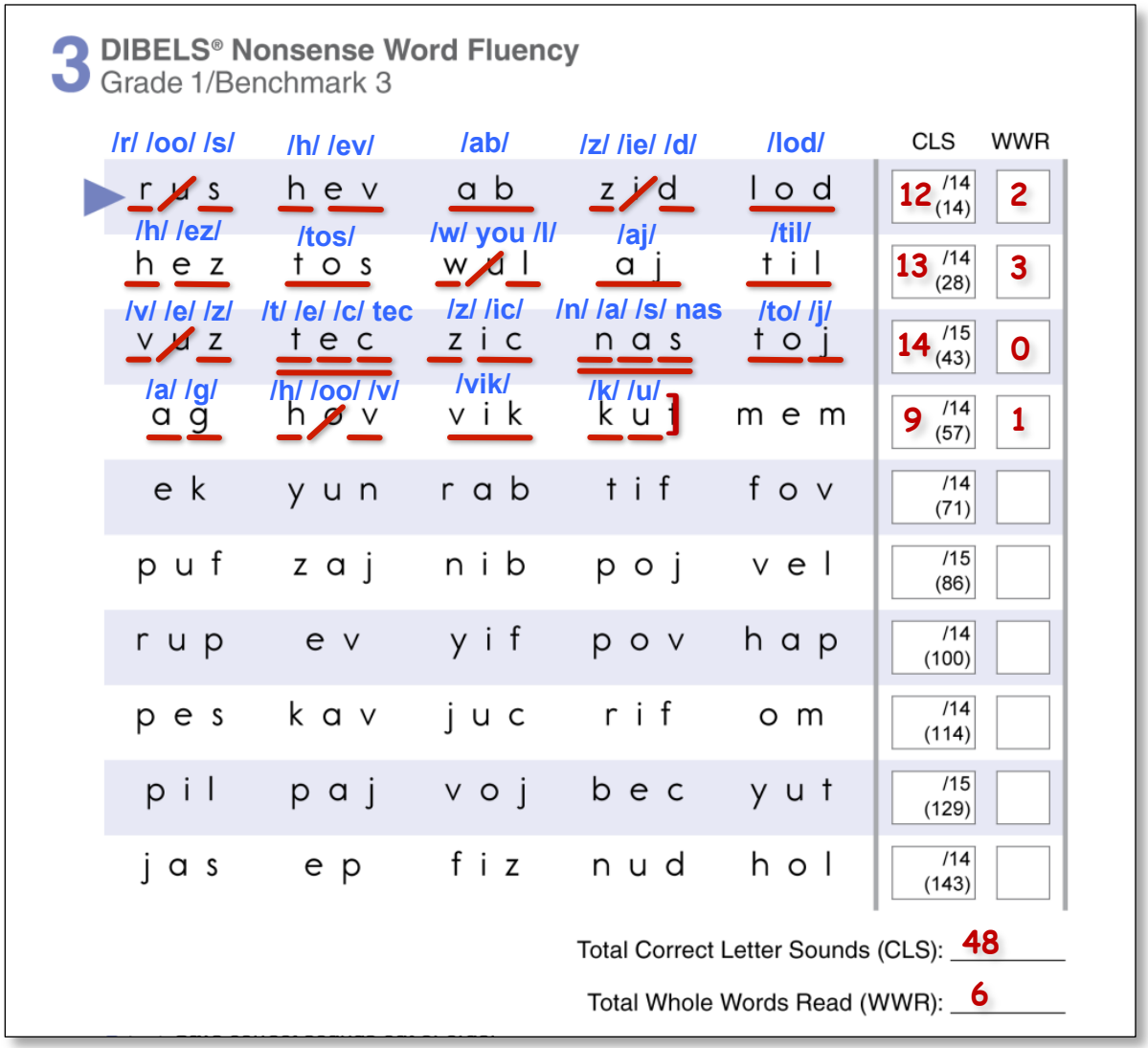
/s/ /ai/ /k/
/g/ /ai/ /p/
/t/ /oa/ /s/
/f/ /or/ /t/
/sh/ /ow/ /k/

Total: 33

PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

NWF Practice



3 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 3

/r/ /oo/ /s/	/h/ /ev/	/ab/	/z/ /ie/ /d/	/lod/	CLS	WWR
r u s	h e v	a b	z i d	l o d	12 /14 (14)	2
/h/ /ez/	/tos/	/w/ you /l/	/aj/	/til/		
h e z	t o s	w u l	a j	t i l	13 /14 (28)	3
/v/ /e/ /z/	/t/ /e/ /c/ tec	/z/ /ic/	/n/ /a/ /s/ nas	/to/ /j/		
v u z	t e c	z i c	n a s	t o j	14 /15 (43)	0
/a/ /g/	/h/ /oo/ /v/	/vik/	/k/ /u/			
a g	h o v	v i k	k u j	m e m	9 /14 (57)	1
e k	y u n	r a b	t i f	f o v	/14 (71)	
p u f	z a j	n i b	p o j	v e l	/15 (86)	
r u p	e v	y i f	p o v	h a p	/14 (100)	
p e s	k a v	j u c	r i f	o m	/14 (114)	
p i l	p a j	v o j	b e c	y u t	/15 (129)	
j a s	e p	f i z	n u d	h o l	/14 (143)	

Total Correct Letter Sounds (CLS): 48

Total Whole Words Read (WWR): 6

DORF Practice

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.1

Total words: 62
Errors (include skipped words): – 2
Words correct: = 60

The Cocoa Stand

0 Mark and his brother Sam wanted to go to the movies, but they 13
13 needed money. In the summer they sold cool drinks, but it was very cold 27
27 outside. 28
28 "I have an idea," said Sam. "We can make hot cocoa, because on 41
41 such a cold day, everyone will want some cocoa to warm them up." 54
54 Mark loved hot cocoa, but he could not make it. Sam was fifteen, so 68
68 he could make cocoa, but what could Mark do? 77
77 "You can help too!" said Sam. "I will work the stove, but you can help 92
92 mix it together." 95
95 Sam told Mark what they needed to make cocoa. While Sam 106
106 heated the milk, Mark mixed the cocoa and sugar in a bowl. He added a 121
121 small amount of vanilla and a tiny bit of salt, and then Sam brought over 136
136 the hot milk and carefully poured it in. Mark got out a big thermos and 151
151 Sam poured the hot cocoa into it. Then they put on their warm clothes. 165
165 They also got out chairs and a card table. Sam made a sign that said 180
180 "Hot Cocoa for Sale!" and Mark drew a picture of a cup of hot cocoa. 195
195 They went outside to sell their drink. 202
202 Their neighbor, Ms. Martin, came by. "I'll buy a cup," she said. Sam 215
215 gave her a cup and she tasted it. "This is really good," she said. "It's the 231
231 perfect drink for a cold day. Who made such good cocoa?" 242
242 "We both did!" the brothers said. 248

Appendix U

DIBELS Next Essential Workshop Trainer Practice Key/Presenter notes




DIBELS | Next
DIBELS Next Data Interpretation Workshop Trainer Practice Key
Dynamic Measurement Group

Appendix V

Agenda: Dibels Next data interpretation for teachers

8:30 - 8:45	Welcome, Review Agenda and Objectives
8:45 - 9:45	Module 1
9:45 - 10:00	Break
10:00 - 10:45	Module 2
10:45 - 11:30	Module 3
11:30 - 12:15	Lunch
12:15 - 12:45	Module 3 continued
12:45 - 1:30	Module 4
1:30 - 1:45	Break
1:45 - 2:45	Module 5
2:45 - 3:30	Module 6

Appendix W

Dibels Next data interpretation workshop talking points

Module 1 - Foundations

Slide 1 – *DIBELS Next® Essential Workshop*

The Essential Workshop is designed to provide the beginning DIBELS user with the foundations of DIBELS Next®, as well as training on how to give and score each of the measures. This workshop was designed to be used by paper-pencil and mobile device users of DIBELS Next. We will start with the research foundations of DIBELS, then learn each of the measures, and end the workshop with the logistics of collecting benchmark and progress monitoring data.

This workshop was prepared by Dynamic Measurement Group (DMG), in collaboration with our partner Amplify. DMG is a private educational development and training company founded by Drs. Good and Kaminski, the co-authors of DIBELS Next®. DMG offers training institutes and onsite professional development on DIBELS Next® conducted by the authors and/or by DMG-certified DIBELS Next® trainers.

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The materials you will need for the workshop include:
1. The training book that contains all of the slides
2. The Benchmark Goals document
3. A kindergarten and first grade scoring booklet
4. A stopwatch
5. Mobile device

The workshop training books come with a color version of the K and Scoring Booklets. If your district downloads the free black and white scoring booklets rather than purchasing the color version from Sopris, you may provide those to your participants for practice during the training.

Trainer Note:
Introduce yourself and welcome participants.

- If it is a small group, have participants introduce themselves, tell about their experience with DIBELS, why they are at the workshop, what they hope to get out of it. If it is a large group, ask for a show of hands for the following:
    - How many: teachers of K, 1, 2, 3, other grades, principals, reading specialists? teaching assistants, etc?
    - How many with experience with DIBELS? How many new to DIBELS?
    - How many use DIBELS on paper? How many use a mobile device?

- Introduce yourself; establish credibility by describing your experience in education and with DIBELS.
- Set the tone and expectations for the training, e.g., interactive, participatory. Express that you want people to ask questions, especially the "why" questions.

Trainer Note:
The Foundations Module has been developed to provide participants with an introduction to the conceptual and empirical foundations of DIBELS Next®. Appropriate and effective implementation of DIBELS Next® requires not only the knowledge of how to administer and score the measures, but an understanding of what the measures are designed to do and *why* they have been designed the way they have.

The importance of participants' understanding of the conceptual foundations of DIBELS Next® cannot be overstated. Allow enough time for the module. This module sets the tone for the rest of the training. Although there is a lot of information to be presented, involve the participants whenever possible. Provide opportunities for the participants to discuss concepts with one another; ask questions of the group; encourage questions from the group.

Slide 2 – ***Workshop Objectives***

Upon completion of this module participants will:
1. Understand the conceptual foundations of DIBELS Next®.
    - Be familiar with the early reading research that underscores the development of DIBELS Next®.
    - Know the basic early literacy skills reading and understand: a) why these skills are important and b) how DIBELS Next® relates to the basic early literacy skills.
    - Be aware of how to use DIBELS Next® within an Outcomes-Driven Model of decision-making.
2. Learn how to give and score each of the DIBELS Next® measures on paper and on a mobile device
3. Practice scoring each of the measures
4. Prepare for benchmark and progress monitoring

Slide 3 – ***Workshop Agenda***

The agenda for the workshop is as follows: The foundations and guidelines modules will introduce the important research and concepts behind DIBELS Next®. Then we will learn how to give and score each of the DIBELS Next® modules in this order: First Sound Fluency, Phoneme Segmentation Fluency,

Letter Naming Fluency, Nonsense Word Fluency, DIBELS Oral Reading Fluency, and Daze. Then we will wrap up with logistics of benchmark and progress monitoring assessment, and the conclusions module in which we will practice conducting a benchmark assessment from beginning to end.

Slide 4 – *What Is DIBELS?*

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. DIBELS is set of measures used to assess early literacy and reading skills for students from kindergarten through sixth grade that can be used to:

Identify students who may be at risk for reading difficulties
Help teachers identify areas to target instructional support
Monitor progress of students
Examine the effectiveness of instructional support

Slide 5 – *DIBELS® are One Part of an Effective School-wide Literacy System*

- DIBELS Next® is an effective assessment tool, but is only one part of *school-wide literacy model.*
- DIBELS Next® alone does not bring about school success. DIBELS Next® is but *one integral part* of a larger school-wide literacy model that includes not only assessment but curriculum and instruction as well as the literacy environment and resources.
- DIBELS Next® is but *one part of the assessment circle – it is not the only* assessment that is done.
- Assessment interacts with, i.e., informs and is affected by, other components of the model. It is this interaction among the components that leads to student success.

Slide 6 – *Module 1: Foundations*

Let's start with the content of Module 1: The Foundations of DIBELS Next®

Slide 7 – *Objectives of Module 1: Foundations*

The objectives of this Foundations module are:

- Understand conceptual and research foundations of DIBELS Next®
- Be familiar with early reading research.
- Identify and understand the importance of Basic Early Literacy Skills and the linkage to DIBELS Next® indicators
- Be aware of how to use DIBELS Next® in a Response-to-Intervention, Outcomes-Driven Model of educational decision-making.

- Understand the differences between 6th Edition and DIBELS Next®

Slide 8 – ***Research on Early Literacy: What Do We Know?***

Trainer Note:
Have participants write down three things they notice while looking at this slide.

DIBELS Next® measures are sensitive to growth in child performance and to effects of intervention over relatively short intervals of time. This is an important point and a major point of difference between DIBELS and many other assessment tools currently in use. Most assessments were designed to be administered at a single point in time, (e.g., at the beginning or end of the year to identify children who don't have certain skills). Many assessments take too long to administer for them to be used every week or month. Even if it were possible to administer them weekly, you might not be able to document change because those assessments were not designed to detect small changes over short periods of time.

We know from the research on curriculum based measurement that there is a fairly stable pattern of growth, or trajectory, of reading skills across a school year. This graph depicts the typical rate of growth on words correct per minute across second grade. You can see that the growth is not completely linear and upward, there are typically some ups and downs across the year. But generally, students read more words correct per minute at the end of the year than they did at the beginning. A measure like DIBELS Oral Reading Fluency will measure that rate of growth over time.

Slide 9 – ***Middle and Low Trajectories for Second Grade***

It is possible to look at the rate of growth, or trajectory, for students with different levels of number of words correct per minute at the beginning of second grade. In this graph, the performance of 17 students in the middle performing group and 19 in the low performing group is shown across second grade.

Ask participants what they notice about the graph:
- Where you start the year predicts where you end the year
- The students in the middle group make more growth by the end of the year
- By the end of the year, students in the low group are reading about as well as students in the middle group did at the beginning of the year
- No students in the low group caught up to the middle group by the end of the year

Slide 10 – ***Reading Trajectories of Low and Middle Readers***

We can expand this picture beyond second grade. This graph shows words correct per minute for the same students as they move from first to sixth grade The red line depicts the average performance of children in the bottom 10% of students. The green line represents the average performance of students in the middle 10%.

Ask participants what they see in the graph:

- The gap widens. Low readers fall further and further behind over time.
- There is variability (upness and downess) in both groups.
- There is "goes upness" in both groups.
- The two groups start at the same place.
- The gap between the two groups widens over time
- Although there is "goes upness" in the bottom group, the children in the bottom group never "catch up" to the middle group and, in fact, the gap between the two groups widens.
- In order to catch up, a child on the red (low) trajectory, needs to learn at a *faster rate* than a child on the green (middle) trajectory, because the child on the green trajectory is also going up.
- Simply going up is not enough! If we want to prevent reading difficulty, we need to know how much "goes-upness" is necessary.
- At the beginning of first grade the lines look fairly close together. At this point, the gap between the two groups is still fairly small. This is where we want to intervene if we can. The difference between the two lines at the end of first grade does not look too great. But once the two groups diverge, they never meet again.

We now know how many words correct per minute students need to read at the end of first grade – 47. Students who read at least this well have an 80-90% chance of meeting future reading outcomes. Students who leave first grade reading less than 32 words correct per minute have a 10-20% chance of meeting future reading outcomes unless we do something different. The difference between 47 and 32 words per minute may seem small, but it is significant in terms of predicting future success.

Slide 11 – ***End of First Grade: Reader #1***

Let's watch two videos that illustrate the difference between reading in a way that predicts good future reading outcomes and a way that indicates more support is needed. The first video shows a student doing the DIBELS Oral Reading Fluency task.

Trainer Note:

After the video, discuss the student's reading rate, accuracy and fluency.

Slide 12 - ***End of First Grade: Reader #2***

Now let's watch a video of a student reading less than 32 words correct per minute, below the cut point for risk for DORF.

Trainer Note:
After the video, discuss the student's rate, accuracy and fluency, and how this student's performance is different from the first video.

Slide 13 – ***47 Words per Minute at the End of First Grade Puts Children on Trajectory to Reading***

Reading at least 47 words correct per minute at the end of first grade is an important, measureable and attainable goal. Reading at least this well puts the odds in the student's favor for future reading success. It is important for every student to reach this minimal goal by the end of first grade.

Slide 14 – ***Summary: What Do We Know from Research?***

There are a few important conclusions from the research:

- Reading trajectories are established early and tend to be stable over time
- Students who start on a low trajectory tend to stay in the low group, even many years later and in spite of intervention
- Students who start on a low trajectory tend to fall further and further behind their average performing peers
- Unless...

These points have been documented in the research over many years, with many different types of students. So waiting until a student has a reading problem and trying to remediate the reading problem may not be the best course of action. The key is to do something about low skills before there is a reading problem and to intervene as early as possible when a reading problem is identified so that the student's skills can be brought up to grade level.

Slide 15 – ***...WE DO Something: We CAN Change Trajectories***

There are some key steps we can take to prevent reading problems from getting worse, or better yet, to prevent them from happening in the first place.

- Focus assessment on key indicators – assess what is important in terms of predicting future reading outcomes and what can be changed with instruction – be driven by the outcomes

- Focus instruction on what research tells us is important to teach – the basic early literacy skills – teach those skills to mastery
- Use the data to improve outcomes – at the system and student levels - be driven to teach all students to high levels of the basic early literacy skills

Slide 16 – ***Need for DIBELS®*: Prevent Reading Difficulties**

If we know that students need to read 47 words correct per minute at the end of first grade to be on a healthy reading trajectory, what would it take to get all students there? What should we assess and what should we teach in kindergarten and early first grade so that all students reach that goal? The DIBELS assessments were designed to be steps along the way to reach the end of first grade goal of 47 words correct per minute. The DIBELS measures used in kindergarten and early first grade target the basic early literacy skills and have goal levels that predict reading 47 at the end of first grade.

Slide 17 – ***Need for DIBELS®: Change Outcomes***
Although prevention is the primary goal for using DIBELS, there are some students who leave first grade on the low trajectory. Screening and progress monitoring with DIBELS are tools for knowing how far behind a student is and on which basic early literacy skills. DIBELS also provides feedback about whether or not current instruction is effective for catching students up to grade level.

Slide 18 – ***Relevant Features of DIBELS®***

Using DIBELS is about changing outcomes for students – both prevention for young students and acceleration for older students who are struggling. To meet these goals, the DIBELS measures must meet some specific criteria:

- The measures must assess the basic early literacy skills – the skills that instruction is focused on, the must-have elements of successful reading
- In order to be used with all students and to be used frequently, the measures must be efficient and economical. Most of the DIBELS measures are one minute, one of the measures is three minutes but it can be done with the whole class at one time. DIBELS can be downloaded for free or can be purchased or obtained on a mobile device at a reasonable price.
- In order for DIBELS scores to be compared to benchmark goals, they must be given under standardized conditions. Each student has the same, standardized testing conditions so their scores can be compared to other students' and to the goals.
- The DIBELS measures are designed to be repeatable. There are 20 alternate forms of each assessment that are roughly equivalent.
- They are designed to be sensitive to small amounts of change so they are

well suited for progress monitoring.
- They must have technical adequacy

Slide 19 – ***What Is DIBELS®?***

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills.
- DIBELS were developed to monitor progress and to identify children who are in need of support to achieve reading goals. The name, DIBELS, provides clues to fundamentals of the measures:
- The measures are dynamic. That is, they have been developed to measure change — growth and development — over time.
- They are most useful and relevant at the individual level to let you know whether or not a child is progressing.
- However, the data from the measures can also be combined and viewed at a group — classroom, school, district or state — level to let you know, for example, whether or not your new curriculum or approach is working in your classroom or school for most children.
- Finally, the measures assess Basic Early Literacy Skills – the core components of reading or what we might refer to as BIG IDEAS of early literacy. These BIG IDEAS are critical skills that are necessary for children to be successful readers.

Slide 20 – ***DIBELS® are Indicators***

The measures are indicators. This means that they are not comprehensive measures of every possible component of early literacy. Rather, they should be thought of as an indicator, in the same way that a thermometer is an indicator of general health and well-being. Does a person's temperature tell you everything you need to know about his/her general health and well-being? Of course not. Is it a reliable indicator that something is not right?

The DIBELS Next® measures work as indicators of the Big Ideas – similarly to how height, weight, blood pressure, and body temperature work as indicators of overall physical health.

Another way to think of indicators is as height and weight. Is height/weight all one needs to know about physical growth and development? Of course not. Is it an efficient, cost-effective, reliable, valid, and sensitive indicator of a child's physical growth and development? Can a child's lack of growth be a reliable and valid indicator of a possible problem with physical development? Yes.

Slide 21 – ***Summary of Research: Reliability***

Technical adequacy data of DIBELS Next® measures is as good as data on other measures of reading readiness, achievement, intelligence, etc., some of which take substantially more time to administer and score and provide only pre and post test data. Research began on DIBELS in 1988 with a grant from the U.S. Department of Education. Research on reliability, validity, sensitivity, and utility of measures has been ongoing since then, and measures have been revised based on data and feedback from the field.

Slide 22 – ***Summary of Research – Predictive Validity***

Criterion measures for criterion-related validity studies are varied and include standardized, norm-referenced measures of the corresponding basic early literacy skill (e.g., The Test of Phonological Awareness, Woodcock Johnson Reading Test, Test of Language Development), achievement tests (e.g., Stanford Achievement Test), readiness tests (e.g., Metropolitan Readiness Test), and teacher ratings. Research on the measures continues and revision to make the measures better is ongoing. A comprehensive list of DIBELS research references can be found on the DMG website at dibels.org. The technical adequacy data of DIBELS measures is as good as data on other measures of reading readiness, achievement, intelligence, etc., some of which take substantially more time to administer and score and provide only pre and post test data.

Slide 23 – ***Objective of Module 1: Foundations***

The second objective of this module is to discuss the big ideas or basic early literacy skills that are the foundation of DIBELS Next®.

Slide 24 – ***Basic Early Literacy Skills***

There are many skills that are related to reading performance, but not all are big ideas. The five that are highlighted are the Big Ideas. The other skills listed here (e.g., visual tracking, letter naming) are related to reading but would not be considered big ideas.

Slide 25 – ***What is a Basic Early Literacy Skill?***

To be a Big Idea a skill must be:

- Something that is highly predictive of reading acquisition and later reading achievement. But being highly predictive is not enough.
- A Big Idea must also be something that we can do something about, i.e., something that we can *teach. Even being a teachable skill is not enough.*
- A Big Idea must be something that research shows us that when we teach

it, it changes outcomes.

Slide 26 – ***Why Focus on Basic Early Literacy Skills?***

The basic early literacy skills serve as organizers and help teachers prioritize how to spend their time. These skills should be the focus of instruction and we should teach them thoroughly and well.

Slide 27 – ***DIBELS Assess the Basic Early Literacy Skills***

This slide shows the basic early literacy skills and the DIBELS Next® measures that indicate those skills. There are 2 indicators of phonemic awareness – the new measure called First Sound Fluency, and Phoneme Segmentation Fluency. Nonsense Word Fluency still functions as an indicator of the Alphabetic Principle and Phonics. DIBELS Oral Reading Fluency, which now includes the required Retell, is a complex measure that indicates 3 early literacy skills: Advanced Phonics and Word Attack Skills, Accurate and Fluent Reading of Connected Text, and Reading Comprehension. The Daze measure serves as an additional indicator of Reading Comprehension.

Slide 28 – ***What About LNF?***

There is a measure of letter laming. However, letter naming is *not a basic* early literacy skill.

- Letter naming is NOT the most powerful instructional target for struggling readers. Thus, there are no benchmark goals or progress monitoring materials for LNF.
- Use LNF as an added indicator of risk in conjunction with performance on other DIBELS Next® measures. For example, at the beginning of kindergarten, a large number of children may have low scores on FSF. The children who also have low scores on LNF may need more instructional support than the students whose scores are low only on FSF.

Slide 29 – *What about Vocabulary?*

Vocabulary is an important basic early literacy skill. The Word Use Fluency – Revised measure (WUF-R) is still in development and is available as an experimental measure for use by DMG research partners. For more information about WUF-R visit our website at http://dibels.org.

Slide 30 – ***Basic Early Literacy Skills: Stepping Stones***

This graphic illustrates the journey from the land of non-reading to the land of

reading. There is a large, turbulent river between. It is not possible to jump from the land of non-reading to the land of reading, nor is it possible to jump over a step. Each step along the way is critical and equally important to successful reading. This is the sequence of skills through which most people learn to read, and the sequence that DIBELS Next® measures.

Slide 31 – Basic Early Literacy Skills: Strands

The basic early literacy skills are inter-related, as shown in this rope graphic. Knowing how to segment phonemes will facilitate learning phonics, and knowing phonics skills will facilitate reading text accurately. We want all students to have each of these skill strands come together in a strong literacy rope that allows them to read accurately and fluently for meaning.

Slide 32 – *Objectives of Module 1: Foundations*

The third objective of the foundations module is to become aware of how to use DIBELS Next®® in a Response to Intervention, Outcomes-Driven Model of educational decision making. The over-arching purpose of DIBELS® is to improve outcomes for individual students and school systems. We can be more effective in improving outcomes for each and all students by using DIBELS data within an outcomes-driven, response to intervention model.

Slide 33 – *DIBELS® Benchmark Goals*

The DIBELS Next® measures have what we call benchmark goals. The goals are made up of 2 components – a score and a point in time. For students to be on track to reach future reading outcomes, they must reach a certain score by a particular point in time. The benchmark goals represent where we want the lowest student to be by that point in time, because that is the specific level that predicts meeting future goals.

Slide 34 – *Three Levels of Performance Compared to Benchmark Goals*

Benchmark scores can be described in 3 categories – at or above the benchmark, below the benchmark, and well below the benchmark. Students who score at or above the goal have an 80-90% chance of reaching future reading outcomes if instruction stays the same for them. They are likely to make sufficient progress with core reading instruction or the instruction they are currently receiving. Students who score below the benchmark goal have a 40-60% chance of reaching future reading goals if instruction stays the same for them. So these students need to have their instruction analyzed because it is not the best match for their needs. They are likely to need a targeted change of

instruction to get back on track. Students who score well below the benchmark goal have a 10-20% chance of reaching future goals if instruction stays the same for them. They may need a substantial change to their current instruction and may require more intensive, individualized instructional support.

Slide 35 – *Beginning of Year Benchmark Goals*

This graphic may seem complex at first, but it represents a great deal of important information about DIBELS Next®, what it measures, when those skills are assessed, and how DIBELS Next® can be used in the context of prevention as well as remediation. The graphic can be thought of as 3 sections. The top section represents the basic early literacy skills – generally along a language-based meaning path and a code-based decoding path. Both pathways are essential and inter-related. All skills build toward reading comprehension. The middle section represents the sequence of DIBELS Next® measures and how they indicate the basic early literacy skills. The bottom section shows the timeline for the benchmark goals for each measure across K to 6th grade. Thinking about and using the measures from left to right on this graphic shows the path for preventing reading failure. For older students who are not reaching grade-level goals, the graphic can be thought of and used from right to left for remediating reading difficulties.

Trainer Note:
Advance the slide to show the benchmark goals on key indicators at the beginning, middle, and end of the year.

Slide 36 - *DIBELS Composite Score*

The DIBELS Next Composite Score is a collection of important DIBELS Next measures at each grade and time of year. Each measure that contributes to the Composite goes in approximately equally. The weighting you see on the Composite Score Worksheets in the Benchmark Goal Document at the back of the training book is not so one measure counts more than another, it is so they all count equally in the Composite.

The Composite has its own benchmark goals that are derived in the same way as the goals for the component measures. Being at benchmark on the Composite means the odds are in your favor of reaching a broad range of reading outcomes.

Slide 37 – *DIBELS*® Benchmark Goals

Benchmark goals function as predictors, to identify which students are likely to

need more instructional support. And they function as goals to work toward in instruction.

Slide 38 – *Benchmark Goals and Need for Support*

Trainer Note:
This slide has many "builds". Practice advancing the slide to layer in the information.

The benchmark goals are related to predictions for the future and the type of instructional support that students are likely to need to make sufficient progress. The purpose of having the benchmark goal information at the beginning of the year is to beat the odds – change the prediction by teaching so well that even the students who scored well below the benchmark at the beginning of the year catch up and reach the end of the year goal.

Students who score at or above the benchmark goal at the beginning of the year have an 80-90% chance of reaching future reading goals. They are likely to make progress with core reading instruction.

Students who score below the benchmark goal at the beginning of the year have a 40-60% chance of reaching future goals. They are likely to need strategic, targeted instructional support in addition to core reading instruction in order to catch up and meet future goals.

Students who score well below the benchmark goal have a 10-20% chance of reaching future goals if instruction stays the same for them. They are likely to need intensive instructional support in addition to core reading instruction in order to catch up and meet future reading goals.

The reason to screen all students at the beginning of the year is to identify the students who are not on track and provide different, perhaps intensive instruction for the purpose of catching up the student by the end of the year. Your job is to ruin the prediction by teaching well and change the predicted outcome.

Slide 40 – *Is there a Point to This?*

Simply doing the assessment will not change outcomes. What is important is what we do with the assessment information. The actions we take after collecting the assessment information are what will change outcomes for students.

Slide 41 – *How Do We Make Educational Decisions with DIBELS®?*

One of the unique features of DIBELS is that it is attached to a specific decision making model, called the outcomes driven model.

- The Outcomes-Driven Model (ODM) is a framework for educational decision-making. The ODM provides a sequence of steps related to decisions. It is based on a Problem-Solving Model of decision-making; however there are some significant differences between an ODM and PSM.
- Important outcomes are identified: Where do you want to be by when? All steps of the model are implemented with respect to outcomes.
- The model is preventive: The focus is on preventing problems, not remediating problems after they occur.
- The focus is on identifying need for support to achieve important outcomes, not identifying problems.
- Need for support is identified at two levels: student and system.

Slide 42 – *Outcomes-Driven Model*

This slide visually presents the model. It illustrates how benchmark assessment and progress monitoring map onto steps of the ODM and can be used for decision-making.
Benchmark decisions to be made 3 times per year:

- Identify and validate need for support
- Plan and implement the support
- Evaluate the effectiveness of the support. Progress monitoring decisions are to be made as often as necessary (e.g., weekly for students receiving intensive instructional supports).
    - Is the support being provided effective in getting the student back on track to achieve the next benchmark goal?
    - If not, revise/modify the support and continue to monitor progress.
    - This process is like the spin cycle on a clothes dryer. It's a dynamic process that allows teachers to review progress over and over again.
- Review outcomes

Assessment should always be done for a purpose: To make an educational decision or to answer a question. The steps of the Outcomes Driven Model are designed to provide a framework for educational decision-making. Each step is defined by a series of questions and the types of assessment data that may be used to answer the questions.

Slide 43 - ***Outcomes-Driven Model***

Here are the key questions to be answered by the data and what to do/what data to use to answer the questions.

Slide 44 – ***Outcomes-Driven Model in a picture***
Here is an example of the Outcomes-Driven Model. We will walk through the five steps using sample data from a student who scores below the benchmark goal on a DIBELS measure.

Slide 45 - ***1. Identify Need for Support***
The first step of the Outcomes-Driven Model is to identify need for support by universally screening all students. Those who score above the benchmark goal on a measure will likely achieve the end of year benchmark goal and be on track for future reading success. Those who score below the cutpoint are unlikely to achieve the end of year goal without additional support.

Here, Jessica has scored below the cut point for risk at the beginning of the year and likely needs intensive support in order to achieve the end of year benchmark goal.

Slide 46 - ***2. Validate Need for Support***
The second step is to validate the need for support. Jessica's two validation scores on repeated administrations of the measure increases our confidence in her likelihood of need for support.

Slide 47 - ***3. Plan and Implement Support***

Trainer Note: This slide contains several builds. Practice clicking through the slide and what you will say with each build.

The third step of the Outcomes-Driven Model is to Plan and Implement Support. First, you need to establish a meaningful and ambitious goal, which for Jessica will be the end of year benchmark goal. Next, draw an aimline from her initial performance to the goal, indicating the rate the progress needed to achieve the goal. Finally, select and implement a research-based intervention for Jessica.

Slide 48 - ***4. Evaluate and Modify Support***

Trainer Note: This slide contains several builds. Practice clicking through the slide and what you will say with each build.

Once intervention is in place for a student, the fourth step of the Outcomes-Driven Model is to evaluate and modify the support as needed based on progress monitoring data in order to maintain adequate progress toward the goal.

In Jessica's case, her first three progress monitoring scores all fall below the aimline. Any time a student has three consecutive scores below the aimline, it is time to consider making a change to the intervention the student is receiving. For Jessica, a decision is made to increase the time and fidelity of her intervention, as well as decrease the intervention group size.

Following this change, Jessica's scores start to improve until she is scoring above the aimline.

Slide 49 - *5. Review Outcomes*

The fifth step of the Outcomes-Driven Model is to periodically review outcomes at the individual and systems-level. For Jessica, the data shows our support is working and she is on track to meeting her goal.

Slide 50 - *Outcomes-Driven Model in a Picture*

By using the Outcomes-Driven Model, we are building futures by changing outcomes.

Slide 51 – *Where Are We?*

DIBELS functions like a GPS. It helps you know where you are and where you need to go, as well as the best course to follow to get there.

Slide 52 –DIBELS® are the GPS for Educators; *Changing Outcomes is the Point*

Progress monitoring on a graph works in a similar way to following a GPS on a map. If you are not currently on track to reach the goal or destination, it is time to change course, change instruction for the student, so they will get back on track.

In summary, DIBELS Next® measures are reliable and valid indicators of basic early literacy skills. Formative assessment with DIBELS Next® allows for timely decisions about changes to instruction that will support more students to be successful readers. When given according to standardized procedures, DIBELS Next® is a powerful tool for improving reading outcomes. Those standardized procedures will be the focus of much of the rest of this workshop.

Module 2: Guidelines

Slide 1 – ***Module 2: Guidelines***

This module provides guidelines to the DIBELS Next® materials and general guidelines for DIBELS Next®.

Slide 2 – ***Where to get DIBELS Next®***

DIBELS Next assessment materials are available in three formats. A free, download version is available online from Dynamic Measurement Group. A printed version of the materials is available from publisher Sopris, and software that enables you to administer and score DIBELS Next on handheld devices is available from Amplify.

Slide 3 – ***Overview of Materials***

DIBELS Next® includes materials for benchmark and progress monitoring assessment. Benchmark assessment is done three times a year with every student, using materials that match the grade level to which the student is assigned. Progress monitoring is done with a few students in between benchmark times, and can be done with below, at, or above grade level materials.

Slide 4 – ***Overview of Materials: Benchmark Assessment***

For benchmark assessment, you will need one scoring booklet for every student that you are assessing and one set of student materials. The scoring booklet contains all of the scoring forms for the measures given in the fall, winter, and spring for that grade. The student materials are the forms for the student to look at.

When using DIBELS Next on a mobile device, you will not need scoring booklets for benchmark assessment because you are marking the score on the device. The directions, practice items, timing, wait rule, and discontinue rule are integrated into the software and can be viewed on the device.

Slide 5 – ***Benchmark Scoring Booklet***

The DIBELS Next® materials can be downloaded for free from the DMG website at www.dibels.org or ordered from Sopris/Cambium at www.cambiumlearning.org. The download version is black and white and should be printed and copied on legal sized paper and folded into a booklet. The published version is printed in color, with a different color for each grade level.

The cover of the benchmark booklets includes a place to record identifying information about the student and a place to record the score.

The layout of the DIBELS Next® materials provides space for marking student responses, with a checklist of common response patterns at the bottom. The inside of the published version of the scoring booklet has alternating lines of color.

Trainer Note:
Have participants look at sample K and 1st grade materials.

Slide 6 – ***Benchmark Student Materials***

The benchmark student materials are the forms that you put in front of the student in the fall, winter, and spring. The download version of the benchmark student materials are black and white and should be printed and copied onto letter size paper. They can be stapled together or 3-hole punched and put into a binder. They will be reused with each student tested.

The published version of the student materials are organized into a "flip-book" with a spiral binding. The book should be oriented so that the directions, practice items, etc. are facing you and the materials the students are viewing are facing them. On measures where there isn't anything for the student to look at, there is a blank page facing the student.

Slide 7 – ***Overview of Materials: Progress Monitoring***

For progress monitoring assessment, you will need one scoring booklet for every student that you are assessing and one set of student materials. The scoring booklet contains 20 alternate forms of the scoring forms for FSF, PSF, NWF, DORF, and Daze. The student materials are the forms for the student to look at.

Slide 8 – ***Progress Monitoring Scoring Booklets***

The progress monitoring scoring booklets contain 20 alternate forms of one of the DIBELS Next® measures. The front cover has a place to record identifying information about the student, and a graph for recording scores over time. The download version of the booklets are in black and white, and the published versions are in color.

Slide 9 – ***Progress Monitoring Student Materials***

The progress monitoring student materials are the forms that you put in front of the student. The download version of the benchmark student materials are black

and white and should be printed and copied onto letter size paper. They can be stapled together or 3-hole punched and put into a binder. They will be reused with each student tested.

The published version of the student materials are organized into a "flip-book" with a spiral binding. The book should be oriented so that the directions, practice items, etc. are facing you and the materials the students are viewing are facing them. On measures where there isn't anything for the student to look at, there is a blank page facing the student.

Slide 10 – ***DIBELS Next® Assessment Manual***

The DIBELS Next® Assessment Manual is an essential resource for anyone giving and scoring DIBELS Next®. The manual contains:
–Chapters on the Foundations of DIBELS Next®, Guidelines for Administering and Scoring, Interpreting DIBELS Next® Data, and Implementing DIBELS Next® in Your School
–Administration and scoring rules for all DIBELS Next® measures
–Model scoring pages
–Appendices including the Pronunciation Guide, practice scoring sheets and answer keys, Assessment Accuracy Checklists, and sample statements and letters.
The manual can be downloaded or purchased. A copy comes with the purchase of a class set of Sopris materials. Each DIBELS Next® assessor should have a copy of the manual.

Slide 11 – mCLASS DIBELS Next Materials

The materials required for conducting DIBELS Next assessment on a mobile device include the device, the student materials for benchmark and progress monitoring, and the Assessment Manual. Those materials can be purchased from Sopris/Cambium or downloaded

Slide 12 - ***Stopwatches***

Recommended features of stopwatches: Point out features of the stopwatches that make them user-friendly and appropriate for DIBELS testing:
• Silent
• Easy to operate and read
• Small enough to hold in palm of hand and/or attach to top of clipboard
• Keep time to hundredths of seconds

DMG stopwatches are available for purchase at www.dibels.org

Trainer Note:
Take about 2 minutes to have participants take out stopwatches and learn how to use them.

Slide 13 – ***General Guidelines: Mini-Max Standard***

Need to balance standardized procedures with maximizing child performance
• Use good assessment-of-young-children skills
• Priorities to balance:
• The first priority is to administer the measures in a standardized way.
• The second priority is to maximize student performance. Be sure to be personable, engage the child, be sensitive to child's needs and responses.

Teachers are usually excellent with the second priority. They know how to interact positively and appropriately with children. The first priority is usually more difficult, because teachers want to do what they do so well – teach! ("I know if I only gave him 5 seconds instead of 3 he would get it" or "If I just said these directions a little differently I know she could do it"). Teachers need to curtail their desire to teach during the assessment. IF IT IS NOT REQUIRED, IT IS PROHIBITED.

Slide 14 – ***General Guidelines for Administration and Scoring***

The DIBELS measures are standardized assessments, meaning they must be given, timed, and scored according to the DIBELS Next® Assessment Manual every time, by every assessor. In order to compare student scores to the benchmark goals, standardized procedures must be followed. And timing must be accurate.

Also, scores are not pro-rated for any measures. If a student responds to all items before the timing is complete, do not present additional items.

Slide 15 – *General Guidelines: Students*

There are some general scoring guidelines that you will see as notes on each of the measures. Students are not penalized in terms of the score for differences in pronunciation due to articulation errors, dialect differences, or speaking a first language other than English. Each individually-administered measure has a discontinue rule so that students who do not have the skill do not have to continue in a task that is too difficult for them. It is helpful for assessors to note patterns in performance that help indicate what the student can and cannot yet do.

Slide 16 – ***Approved Accommodations***

An accommodation is a planned deviation from the standard administration and scoring procedures. The DIBELS Next® approved accommodations are listed here. Any changes other than these to the standardized procedures would not be approved, and would mean that the student's score should not be treated as official DIBELS scores, and cannot be compared to other DIBELS scores or to the benchmark goals.

For the first three accommodations on this slide, use those accommodations with students for whom they are appropriate (for example, use an enlarged copy of the student materials for students who typically require enlarged copies of classroom materials or whose IEP requires it). For the last accommodation, using a marker to focus the student's attention, unless it appears on the student's IEP, try administering the test first without it, and then only use it if necessary for that student.

Slide 17 – ***Approved Accommodations***

Accommodations should be used sparingly and only for student who truly need them. If you are unsure about whether or not it is appropriate to use an accommodation, test under standardized conditions first, and then re-test if necessary.

Scores obtained using DIBELS approved accommodations can be compared to the benchmark goals, but should be indicated with an "A" beside the score on the scoring booklet just to remind yourself that an accommodation was used. Test administrations given with the approved accommodations are considered equivalent to standard DIBELS testing, but it may be helpful to know when an accommodation was used.

The Assessment Manual provides more detail on the approved and unapproved accommodations.

Slide 18 – ***Unapproved Accommodations***

In a very few cases, it may be helpful to test a student outside the bounds of the standardized procedures for the purpose of learning more about what the student knows. Any change to the standardized procedures that are not listed with the approved accommodations would be called unapproved accommodations. Using an unapproved accommodation would be for the teacher's knowledge about how to help the student only. Scores would not be compared to the benchmark goals and would not be entered into a data system.

Slide 19 – ***General Guidelines: Details***

Keep in mind that the goal of DIBELS assessment is to find out about what the student knows, and what they need to learn.

Before administering DIBELS, you should practice giving the test with students until you are comfortable and accurate at doing so, according to the standardized procedures. You should only practice with students who will not receive those same materials during their actual testing. For example, you might practice before the benchmark testing with progress monitoring materials or with materials from a grade below where the student is assigned.

There will be opportunities to practice each of the measures during the training; however additional practice with children will be necessary prior to administering the measures "for real" for the first time. If there are administrators present, it is important that they hear this point. It is always a good idea to review the administration and scoring rules and practice prior to administering the measures.

Module 3: First Sound Fluency

Slide 1 – *Module 3: Introduction to First Sound Fluency*

The First Sound Fluency (FSF) Module has been developed to provide participants with training in administration and scoring of the DIBELS Next® FSF measure. The procedures for administration of FSF are presented and modeled. Scoring rules are presented with examples. Participants have the opportunity to practice administering and scoring FSF and to observe others administering and scoring FSF.

Trainer Notes:

• This measure is typically taught first because it is one of the first DIBELS Next® measures given – in the fall of kindergarten – and because it measures phonemic awareness, one of the first basic literacy skills

• Participants vary in their experience and background knowledge of phonemic awareness. Some participants may have difficulty hearing sounds in words and scoring them in real time. Reassure them that this measure takes practice and that administration and scoring will get easier with practice.

• Practice using the Trainer Practice Key and making the "correct mistakes" for the practice scoring activities before you model the "correct mistakes" during the training.

• It is important that participants can hear during the practice activity. Encourage groups to spread out for the practice activities so that individuals within groups can hear one another more easily. (It will be important to have a training setting that is not overcrowded, so that participants *can* spread out.)

Slide 2 – *DIBELS® Assess the Basic Early Literacy Skills*

First Sound Fluency is a direct assessment of one of the first steps toward successful reading, phonemic awareness. First Sound Fluency provides an indication of whether or not students are mastering an early phonemic awareness skill, producing initial sounds in spoken words. Because phonemic awareness is a key early literacy skill, students who score above the benchmark goal on FSF are probably on track toward reading success. Those who do not may need some additional instructional support.

Slide 3 – *Basic Early Literacy Skills: Strands*

Teaching and learning phonemic awareness does not happen in isolation. At the same time students are learning phonemic awareness in preschool and kindergarten, they are also developing vocabulary and oral language skills. These skills serve as a foundation for and are related to phonics and decoding.

Slide 4 – ***What is Phonemic Awareness?***

First Sound Fluency is an indicator of phonemic awareness, which is the ability to recognize, produce, and manipulate sounds in spoken language. A phoneme is the smallest unit of speech that makes a difference to the meaning of the word. How many phonemes are in each of these words? For example, breaking down the spoken word cat into the individual phonemes , or sounds, /k/ /a/ /t/. Phonemic awareness is a purely auditory skill.

Slide 5 – ***Is Phonemic Awareness the Same as Phonics?***

Phonemic awareness is often confused with phonics, but they are not the same skills. Phonics skills involve connecting sounds to print, which involves looking at letters and words on a page. Phonemic awareness is a purely auditory skill that can be done without looking at print and can even be done with your eyes closed.

Slide 6 – ***Is Phonemic Awareness the Same as Phonological Awareness?***

Phonemic awareness is not the same as phonological awareness. Phonological awareness is an umbrella term that includes phonemic awareness, but also includes tasks that are not done with phonemes, but are done with words, syllables, or onsets and rimes.

Slide 7 – ***Why Phonemic Awareness?***

Phonemic awareness is critically important to learning to read. Knowledge of sounds in spoken language will make it easier for students to learn letter-sound connections and phonics. Phonemic awareness is a strong predictor of reading – students who are struggling readers are often lacking this skill. Phonemic awareness is a skill that can be taught in very natural, child-friendly ways. When it is taught, reading outcomes improve. Students who have mastered phonemic awareness are more likely to be readers.

Slide 8 – ***Phonological/Phonemic Awareness Skills***

All of these skills are phonological awareness skills, from easier to more difficult. The skills in black are phonemic awareness skills. It is important for instruction to focus on working at the phoneme level. Research is clear that the most important skills for students to master are blending and segmenting phonemes.

Slide 9 – ***What is First Sound Fluency?***

First Sound Fluency assesses fluency with identifying initial sounds in words. Initial sounds may include the first group of sounds or an initial, individual sound

(phoneme). For example, the initial sound in crab may be identified as either /kr/ or /k/.

First Sound Fluency is a new measure in DIBELS Next®, and it replaces the DIBELS 6th edition measure called Initial Sound Fluency.

First Sound Fluency does not contain pictures or words that the student looks at during the assessment.

Slide 10 – ***First Sound Fluency (FSF) Overview***

First Sound Fluency is a one-minute indicator of phonemic awareness that is given in the beginning and middle of Kindergarten. An additional change from Initial Sound Fluency in 6th edition is that First Sound Fluency is given for one, continuous minute.

The score is either 2 points for saying the initial phoneme or 1 point for saying an initial consonant blend, consonant plus vowel, or blend and vowel.

For example, the student would receive two points for saying the individual phoneme “sssss” for “street” or “sun”.

A student would receive 1 point for identifying the first group of sounds in a word including consonant blends, consonant plus vowel, or consonant blend plus vowel). As a few examples, a student would receive 1 point for saying the consonant blend “st” or “str” in street; or 1 point for a response that includes a consonant plus vowel such as “su” in the word “sun”, and 1 point for saying the consonant blend plus vowel as in saying “stree” for “street”.

Students will receive more points for identifying individual first sounds in words because recognizing and producing individual phonemes is a more advanced skill than recognizing and producing a group of individual sounds. However, identifying a group of individual sounds is still a phonemic awareness skill, so students will obtain 1 point for each group of sounds identified.

The wait rule for FSF is 3 seconds and the discontinue rule is no correct response in the first 5 words.

Slide 11 – ***FSF Benchmark Goals and Cut Points***

FSF is given as part of benchmark assessment at the beginning and middle of kindergarten. The goal at the beginning of the year is 10, and at the middle of the year the goal is 30. Students whose scores are at or above these goals have a 80-90% chance of reaching future reading outcomes. Students who score

below these goals are likely to need additional instructional support to reach future goals.

Slide 12 – *DIBELS® First Sound Fluency (FSF)*

The assessor says words one at a time. As the student responds, the assessor circles the correct responses and slashes the zero for incorrect responses. The score is the number of points for correct responses in one minute.

When using a mobile device, the word to speak to the student will be printed in the top left corner of the screen. For correct responses, tap the 1 or 2-point response. For incorrect responses, tap the zero. The next word to say to the student is printed in the lower left corner of the screen.

Trainer Note:
Each probe is carefully constructed with a planned arrangement of some words that start with blends and some that start with single phonemes – of the single phoneme words, half are continuous sounds and half are stop sounds.
The words used in the First Sound Fluency assessment are all one-syllable words.

Slide 13 – *DIBELS® First Sound Fluency (FSF)*

Let's watch a video of an educator administering First Sound Fluency to a kindergartner in the middle of the year.

Trainer Note:
Click on the picture to start the video.

Slide 14 - *Materials*

To give the paper-pencil version of FSF, you need a scoring booklet, clipboard, stopwatch, and pen or pencil.

To give the mobile version, you will need the device.

Slide 15 – Administration Directions

When administering First Sound Fluency on paper, the assessor will have a copy of the scoring booklet on his/her clipboard, open to the FSF scoring page and positioned so that the student can not see what you are writing. When administering on a mobile device, hold the device so the student is not seeing the screen. The task for the student is all auditory, so there are no materials in front of the student on this measure. Read the directions verbatim.

Slide 16 – ***FSF Directions: Practice Item 1***

There are 3 practice items on FSF. The multiple practice items are useful at the beginning of kindergarten, when identifying beginning sounds in words can be an abstract and de-contextualized activity for young children who may have not yet had instruction in phonemic awareness.

The first practice item is a model of the task that will be done during the assessment. The correction procedures support students who do not answer correctly by providing the right answer and asking the student to repeat it. The sequence of practice items provides an opportunity to familiarize the student with the task, without actually teaching the skill.

Say the words in bold italic type verbatim. Practice item #1 includes a model with the word man. The student is told what the first sound in man is, and then asked to say the first sound in man. If the student says "/mmmm/" or "/ma/", they are correct, so you should read what it says in the box next to Correct Response. Then go on to practice item #2. If the student gives an incorrect response or doesn't respond within 3 seconds, read what it says in the box next to Incorrect Response. The student is told the correct answer and asked the same question again. If they are correct this time, say "Good" and go on to practice #2. If they are still incorrect, say "/mmm/, say /mmmm/". If the student says "/mmmm/", you would say "Good". If they do not, you say "OK" and go on to practice #2.

Trainer Note:
Familiarize participants with the way to read the cascade of how the assessor should respond depending on the student's response. The options for student response are on the far left. The arrows lead to what the assessor should say. Model moving through this graphic based on a variety of student responses to the first item and the correction procedures.

Slide 17 - ***FSF Directions: Practice Item 2***

Practice item #2 asks the student the first sound in the word moon. Follow through the flow chart in the same way you did for practice #1, depending on whether the student gives a correct or an incorrect response. Then go to practice #3.

Slide 18 - ***FSF Directions: Practice Item 3***

Practice #3 uses the word sun. If the student immediately provides a correct response, you can read what is next to Correct Response. If the student doesn't respond immediately, wait up to 3 seconds before continuing the directions.

Trainer Note:
Encourage participants to practice saying the directions verbatim. They should practice until they are able to say the directions fluently and in an engaging way, without having to read robotically from the script. Practice with several students to become familiar with the correction procedure.

Slide 19 - FSF Directions: Mobile Device

The same directions and practice items will appear on the screen of the mobile device. Tap correct or incorrect to advance to the next screen during the practice items.

Slide 20 – *During the Testing*

You will begin timing the measure right after you say the first word on the measure. (For example, if the first scoreable word is "Frog" you would start your stopwatch or tap start on the device immediately after saying "Frog").

The task is auditory – without a visual component for students. You will be presenting words orally, one at a time, waiting for the student to respond between words. The words you will use will all appear in a column in your student scoring booklet, or appear one at a time on the screen of your device.

Throughout administration of the measure, you will be scoring student's responses according to the scoring rules.

As soon as the student finishes saying the initial sound/sounds in the word, say the next word promptly and clearly.

During the testing, you will continue to say the words one at a time and score the student's response for 1 minute. At the end of 1 minute, stop presenting the words. Tap done on the mobile device. Do not score any student responses after 1 minute. If the student completes the assessment before 1 minute, assessment stops and he/she receives the score obtained. Scores are not pro-rated.

Slide 21 – *Scoring Rules*

There are 3 scoring rules for FSF.
1. Circle or tap the corresponding listed sound or sounds that a student says for a word.
2. Put a slash through the zero or tap the zero for an incorrect response or no response within 3 seconds.
3. Write "sc" over the slash and circle the corresponding sounds or group of

sounds in the student's response if the student self-corrects an error within 3 seconds. If the student self corrects while assessing with a mobile device, tap the zero a second time and tap the correct response.

Slide 22 – ***Scoring Rule 1: Circle Correct Responses***

The correct 2 point and 1 point responses are listed in the scoring booklet next to each word, and appear on the mobile device under each word. Circle or tap the listed sound or sounds the student says.

Slide 23 - ***Scoring Rule 1: Circle Correct Responses***

Here are some examples of correct responses. If the word is fish and the student says /f/ or /fu/ because they added a schwa after the consonant, circle the /f/ in the 2-point column. If the word is fish and the student says /fi/, circle that response in the 1-point column. There is no penalty in terms of scoring for students who add a schwa sound to the consonants.

Slide 24 - ***Scoring Rule 1: Circle Correct Responses***

If the student provides all of the sounds in the word, there is no prompt, and you can still circle and score the correct 2 or 1-point response. If the student gives a correct 2 or 1-point response and then repeats the entire word you can still circle and score the correct response. There is no prompt necessary.

Slide 25 - ***Scoring Rule 1: Circle Correct Responses***

Some young children substitute the /j/ sound when they are trying to say the /dr/ blend or the /ch/ sound when they are trying to say the /tr/ blend. If this is the way the student typically produces these sounds, they would not be penalized in terms of their score for saying the sounds this way on FSF.

Slide 26 – ***Practice Scoring Rule 1: Circle Correct Responses***

Trainer Note:
This is the first embedded practice activity. You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice scoring rule 1. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now you are going to have an opportunity to practice scoring correct response on FSF. We will not practice the directions yet and we won't practice timing. You will

read the words on the list one at a time out loud together as if you are the assessor. I will be the student. You should mark my responses in your training book according to the scoring rule.

Slide 27 – Scoring Rule 2: Slash the Zero for Incorrect Responses

If the student provides an incorrect response, slash or tap the zero. An incorrect response is any response that is not listed in the 2 or 1-point columns. For example, if the word is fish and the student gives the wrong sound, slash the zero. If the student repeats the entire word to you, slash the zero.

Slide 28 – Scoring Rule 2: Slash the Zero for Incorrect Responses

Using the same scoring rule, if the word is "fish" and the student says "eff", for the letter "f", draw a slash through the 0. If the student provides a letter name instead of a sound, the reminder or prompt "Remember to tell me the first sound you hear, not the letter name" may be used one time during the assessment. This reminder is for future items, not an opportunity to correct this item.

An additional way for a student to be incorrect is not to respond within 3 seconds. After 3 seconds, slash the zero and read the next word on the list.

Slide 29 – *Scoring Rule 3: Self-Corrections*

Scoring rule #3 deals with self-corrections. Students can get points for their response if they self correct an error within 3 seconds.
For example, if the word is "fish" and the student says "/m/…I mean /f/", put an "sc" above the slashed zero and circle the /f/ in the 2-point column.

On a mobile device, if the student self-corrects within three seconds, tap the corresponding correct sound. The area around the zero will turn from red to green and "sc" will appear above the box. The correct response will be scored.

Slide 30 – *Practice Scoring Rules 2 & 3*

Trainer Note:
This is the second embedded practice activity. You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now you are going to have an opportunity to practice scoring incorrect responses

and self-corrections on FSF. We will not practice the directions yet and we won't practice timing. You will read the words on the list one at a time out loud together as if you are the assessor. I will be the student. You should mark my responses on the slide according to the scoring rule.

Slide 31 – ***Wait Rule: 3 Seconds***

Students must respond to each word within 3 seconds. If 3 seconds go by before they respond, put a slash over or tap the zero and read the next word. On mobile devices, the 3 seconds will be displayed with 3 diamonds at the top of the screen. However, it is up to the assessor to read the next word immediately after the 3 second wait time.

Slide 32 – ***Discontinue Rule: First Five Words***

Discontinue administering the measure if the student has not given a correct response in the first 5 items. On a mobile device, the assessment will stop if the first 5 items were incorrect. A screen will prompt you to tap discontinue or keep going. If you tap discontinue (as you should), the score for that student will be zero.

Slide 33 – ***Reminders***

There are 2 reminders or prompts that can be used on FSF.

The first reminder may be used when the student says the name of a letter. In this situation, the assessor would say, "Remember to tell me the first sound in the word, not the letter name," then the assessor would say the NEXT word on the list.

This reminder may be used only one time in the minute. After this reminder, if the student continues to say letter names, slash the zero.

The second reminder may be used when it appears that the student may have forgotten the task. The assessor would say "Remember to tell me the first sound that you hear in the word," then the assessor would say the NEXT word. This reminder can be used as many times as needed during the minute. Please note that this reminder is not intended for students who do not know how to do the task. If a student is wrong, you should not automatically use this prompt. It is intended to be used only if the student seems to have forgotten the task.

Keep in mind that the reminders are used to prompt the student for the next item, not allow them to correct the response that elicits the reminder. If a student gives a response for a word that came before the reminder, that response cannot be

scored. In other words, the reminders cannot produce a self-correct.

Slide 34 – ***Notes***

Schwa sounds (/u/) added to consonants are not counted as errors.

Also, students are not penalized for imperfect pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

Slide 35 – ***Approved Accommodations for FSF***

Approved accommodations are unlikely to affect how the assessment functions. A score can be compared to the benchmark goal and reported in a data system. The only approved accommodation specific to FSF is the use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.

Slide 36 – ***Immediately After Testing***

As soon as testing is complete, tap done on your mobile device or reset your stopwatch for the next measure AND make a note within the student scoring booklet regarding any student responses that were not captured by the marking procedures. Patterns, motivation, and notes can be recorded by selecting the tabs to the left of the score on the mobile device.

Slide 37 – ***At a Later Time, Compute the Final Score***

After you have completed administering the measure on paper, you should calculate the final score.

To compute the final score, you first add the total number of correct responses in each of the 2- and 1-point columns. In this example, there are 5 correct responses in the 2- point column and 4 correct responses in the 1-point column.

Next, multiply the number of responses from the 2-point column by two and include that product in the space provided. In this example, 5 multiplied by 2 is 10.

Finally, add the number of points from both the 2- and 1-point columns to determine the final score. In this example, 10 plus 4 equals a final score of 14.

For mobile device users, the score is automatically calculated for you by the software, using the same formula.

Slide 37 – ***Final Score: Benchmark Cover Page***

Record the total score in the correct FSF column on the cover page of the benchmark scoring booklet.

Slide 38 – ***Final Score: Progress Monitoring Cover Page***

Or, if you are progress monitoring, record the score on the front cover and graph it.

Slide 39 – Final Score: Mobile Device

When using FSF on a mobile device for benchmark or progress monitoring assessment, the score is automatically calculated and displayed.

Slide 41 - ***Pronunciation Guide***

The administration and scoring manual includes a Pronunciation Guide. It includes examples of the sounds in the beginning, middle and ending positions of words. The most common, but not all possible, spellings for the sounds are included. Dialects may impact pronunciations, so assessors should pronounce the words the way they would in conversation.

Slide 42 – ***FSF Review***

Trainer note:
This slide contains 5 questions. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of key administration and scoring rules for First Sound Fluency.

Slide 43 – ***FSF Practice #1***

Trainer Note:
This is the first whole-group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the benchmark scoring booklet. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. Have participants practice reading the directions and practice items

out loud together. The purpose is to practice all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the FSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the kindergarten scoring booklet. At the end of the minute, calculate the total score.

Slide 44 - ***FSF Practice #1***

Get your stop watch ready to time for one minute. You will read the directions from the kindergarten scoring booklet or if you are practicing in the Sopris scoring booklet, read from page 47 in the training book. If you are practicing from a mobile device, read from your screen. Ready, begin.

Trainer Note:
At the end of one minute, say "stop". Allow a few minutes for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

Slide 45 – *FSF Audio/Video Practice*

Set your timer for one minute. Follow along as the student on the video is responding, and mark according to the scoring rules on the copy of the probe provided in your training manual. When the video ends, calculate the total score.

Slide 46 – *FSF Audio/Video Practice*

Trainer Note:
This is an opportunity for participants to practice scoring FSF along with a video of a student. They should mark in the kindergarten benchmark scoring booklet. At the end of the video, advance the slide to show the correct scoring marks and total score. Review the score with participants, answer any questions or resolve differences.

Now you will have an opportunity to practice along with a video of a kindergarten student taking FSF. You should time the assessment and mark in the kindergarten scoring booklet. At the end of the minute, you can compare your scoring mark and total score to the slide.

Slide 47 – ***Small Group Practice***

Now we will do the small group practice of FSF in groups of 2 or 3. In a group of 3, each person will take a turn in the role of student, assessor, and observer. The person in the student role reads from the script titled "Student". He or she will pretend to be a student by providing the scripted responses. The person in the assessor role reads the directions and practice items from the benchmark scoring booklet, the training book, or the mobile device and marks the student responses in the booklet. He or she will perform the directions verbatim, time the assessment, record responses, and calculate a final score. The person in the observer role will time along with the Assessor and use the Assessment Accuracy Checklist to check accurate administration and scoring. The Observer will provide constructive feedback to the Assessor for the purpose of improving the accuracy of the assessment. After each practice round, rotate roles so that each person in the group has a turn in the Student, Assessor, and Observer Roles.

Slide 48 – *Small Group Practice*

When you are in the "Assessor" role you will:
Administer FSF to the "student" using the Kindergarten scoring booklet, Benchmark 1. Time the measure and score the student's responses.

When you are in the "Student" role you will:
Follow the student script for your round on page 39, 40, or 41. Review the student script and then pretend to be a student and say the scripted responses for your round. Pace the task and perform as a first grade student.

When you are in the "Observer" role you will:
Use your stopwatch and the scoring form on page 43 to time and score along with the assessor. Compare timing and scoring following the completion of the round. Complete the Assessment Accuracy Checklist on page 42 and provide feedback to the assessor on the accuracy of administration, scoring, and timing.

Slide 49 – *Small Group Practice Debrief*

Answer the following questions for the round in which you were the assessor:
What was easy for you?
What was difficult?
What do you need to practice?
How were the skills of the student you assessed?
What instruction would you recommend?

Slide 50 – *Analyze the Student's Skills*

Trainer Note:

When most participants have completed the activity, process out the scores of each student relative to the benchmark goal. Discuss the skills that each student has currently, and what you might work on next.

Student A:
Consistently gives correct initial phoneme or consonant blend
Able to identify initial sounds in words without consonant blends
Above benchmark: This student is likely to make sufficient progress while receiving core reading instruction in Phonemic Awareness.

Student B:
Able to identify consonant blends plus vowel or consonant and vowel
Below benchmark: This student would probably benefit from some strategic instruction in Phonemic Awareness, particularly instruction in the identification and production of sounds at the phoneme level

Student C:
Unable to identify sounds in words
Well below benchmark: This student would benefit from instructional support in acquiring phonemic awareness skills.

Slide 51 – ***FSF Summary***

In summary, FSF is an indicator of phonemic awareness that is used as part of benchmark assessment in the beginning and middle of kindergarten. The score is either 2 points for saying the correct initial phoneme, or 1 point for saying the correct initial consonant blend, consonant blend plus vowel, or consonant and vowel. Students receive 0 points for saying a response other than one that is listed in the scoring booklet.

Module 4: Phoneme Segmentation Fluency

Introduction to Phoneme Segmentation Fluency

The Phoneme Segmentation Fluency (PSF) Module has been developed to provide participants with training in administration and scoring of the DIBELS PSF measure. The procedures for administration of PSF are presented and modeled. Scoring rules are presented with examples. Participants have the opportunity to practice administering and scoring PSF and to observe others administering and scoring PSF.

Objectives
Upon completion of this module, participants will:
• Know the basic early literacy skill related to PSF
• Be able to accurately administer and score PSF

Trainer Notes:
• Participants vary in their experience and background knowledge of phonemic awareness. Some participants may have difficulty hearing sounds in words and scoring them in real time. Reassure them that this measure takes practice and that administration and scoring will get easier with practice.
• Practice using the Trainer Practice Key and making the "correct mistakes" for the practice scoring activities before you model the "correct mistakes" during the training.
• It is important that participants can hear during the practice activity. Encourage groups to spread out for the practice activities so that individuals within groups can hear one another more easily. (It will be important to have a training setting that is not overcrowded, so that participants *can* spread out.)

Slide 1 – ***Introduction to Phoneme Segmentation Fluency***

This module provides training on how to give and score the Phoneme Segmentation Fluency, or PSF, measure.

Slide 2 – ***Basic Early Literacy Skill: Phonemic Awareness***

Phoneme Segmentation Fluency is a direct assessment of one of the first steps toward successful reading, phonemic awareness. Phoneme Segmentation Fluency provides an indication of whether or not students are mastering an early phonemic awareness skill, producing all of the individual sounds, or phonemes, in spoken words. Because phonemic awareness is a key early literacy skill, students who score above the benchmark goal on PSF are probably on track toward reading success. Those who do not may need some additional instructional support.

Slide 3 – ***Basic Early Literacy Skills: Strands***

Teaching and learning phonemic awareness does not happen in isolation. At the same time students are learning phonemic awareness in preschool and kindergarten, they are also developing vocabulary and oral language skills. These skills serve as a foundation for and are related to phonics are decoding.

Slide 4 - ***What is Phonemic Awareness?***

First Sound Fluency is an indicator of phonemic awareness, which is the ability to recognize, produce, and manipulate sounds in spoken language. A phoneme is the smallest unit of speech that makes a difference to the meaning of the word. How many phonemes are in each of these words? For example, breaking down the spoken word cat into the individual phonemes , or sounds, /k/ /a/ /t/. Phonemic awareness is a purely auditory skill.

Slide 5 - ***Why Phonemic Awareness?***

Phonemic awareness is critically important to learning to read. Knowledge of sounds in spoken language will make it easier for students to learn letter-sound connections and phonics. Phonemic awareness is a strong predictor of reading – students who are struggling readers are often lacking this skill. Phonemic awareness is a skill that can be taught in very natural, child-friendly ways. When it is taught, reading outcomes improve. Students who have mastered phonemic awareness are more likely to be readers.

Slide 6 - ***Phonological/Phonemic Awareness Skills***

All of these skills are phonological awareness skills, from easier to more difficult. The skills in black are phonemic awareness skills. It is important for instruction to focus on working at the phoneme level. Research is clear that the most important skills for students to master are blending and segmenting phonemes.

Slide 7 - ***What is Phoneme Segmentation Fluency?***

Phoneme Segmentation Fluency is a one-minute indicator of phonemic awareness that is given from the middle of kindergarten through the beginning of first grade. The score is the number of correct sound segments produced in one minute. The wait rule is 3 seconds and the discontinue rule is no correct sound segments in the first 5 words. Changes from the 6th edition of PSF include no longer giving it as part of benchmark assessment in the winter and spring of first grade.

Slide 8 – ***Phoneme Segmentation Fluency (PSF) Overview***

PSF is given as part of benchmark assessment from the middle of kindergarten through the beginning of first grade. When giving PSF there are no student materials for the student to look at during the assessment. The assessor is reading words from and marking in the scoring booklet. The assessor says a word to the student, and the student has to say the sounds in the word. The score is the number of correct sound segments the student says in one minute.

Slide 9 – ***PSF Benchmark Goals and Cut Points***

The benchmark goals for PSF are listed here. Students who score at or above the benchmark goal have an 80-90% chance of reaching future reading goals.

Slide 10 – ***Phoneme Segmentation Fluency (PSF)***

The assessor says the words on the probe, one at a time, by reading across the page or by reading each word as it appears on the top left corner of the mobile device.. As the student responds, the assessor marks according to the scoring rules.

The score is the total number of different, correct parts of the word said in one minute.

Slide 11 – ***PSF Video Demonstration***

Let's watch a video of an educator administering Phoneme Segmentation Fluency to a first grader.

Trainer Note:
Click on the picture to start the video.

Slide 12 – ***Materials***

The materials needed for conducting Phoneme Segmentation Fluency on paper are the scoring booklet, a clipboard, stopwatch, and pen or pencil. To conduct PSF on a mobile device, all you need is the device.

Slide 13 – ***Administration Directions***

Hold the clipboard or the device so that the student cannot see what you are writing. Say the words in bold italic type verbatim.

Slide 14 – *PSF Administration Directions*

The practice item is designed to support students to understand the task. The assessor models saying the sounds in a three and a four phoneme word. The student is asked to say the sounds in "soap". If the student responds correctly, read what is printed in bold next to "correct response". If the student responds incorrectly, read the correction procedure. Continue with the remaining directions.

Trainer Note:
Make sure participants understand how to work through the correction procedures and where the arrows indicate they should go if a student is correct or makes an error.

Slide 15 – *PSF Directions: Mobile Device*

The same directions and practice items will appear on the screen of the device.

Slide 16 - *During the Testing*

The one-minute timing begins when you say the first word. Start your stop watch or tap start on the device. Read the words one at a time by reading across the page. Mark or tap as the student responds. Be ready to say the next word as soon as the student is finished saying the sounds.

Present the words one at a time and score the student's responses. At the end of one minute, stop presenting words, and tap Done if using a mobile device. Do not score any responses given after the minute ends.

Slide 17 – *PSF Notes*

If the student completes all the items on the page before time runs out, the assessment ends and the score at that point is recorded. Do not prorate a rate per minute score.

If the student is responding when time runs out, you may allow him or her to finish, but do not count any sound segments produced after the time ran out.

Slide 18 – *Scoring Rules*

There are 5 scoring rules for PSF. The overarching rule is to underline or tap each different, correct part of the word. Blended sounds or partially correct

segmentation should be underlined exactly as the student said it, and given 1 point per underline. Put a slash through or tap twice sound segments that are incorrect. If the student repeats the whole word, circle it if scoring on paper and underline it if scoring on a device. Leave blank any sound segments the student skips. Students can earn a point for any sound segment that is self-corrected within 3 seconds.

Slide 19 – ***Scoring Rule 1: Underline Correct Sound Segments***

Correct sound segments are each different, correct part of the word. Partial credit is given for segments that include blended sounds or partially segmented words.

Slide 20 – ***Scoring Rule 1 Example: Complete Correct Segmentation***

Here are some examples of scoring rule 1. In these examples, the student segments the words all the way to the phoneme level, which is the desired response. Underline or tap the screen for each different and correct part of the word as the student says it.

Slide 21 –***Scoring Rule 1 Example: Partial Segmentation***

In these examples, the student has responded correctly, but has not fully segmented the words. The student does not get credit for sounds that are not said, but does get credit for partially segmented word. On the mobile device, drag your finger or cursor under the sounds that are blended together.

Slide 22 – ***Scoring Rule 1 Example: Overlapping Sound Segments***

Students receive one point for each different, correct part of the word even if the same sound segment is included in two different segments. Even if the student produces multiple different, correct parts for a word, you cannot give more points for a word than there are phonemes in the word.

Slide 23 – ***Scoring Rule 1 Example: Inserted Sounds***

Added sounds are ignored in terms of scoring as long as they are separated from the other sounds in the word. If an added sound is blended with a sound in the word, it is marked as an error.

Slide 24 – ***Practice Scoring Rule 1: Correct and Overlapping Segmentation***

Trainer Note:
This is the first embedded practice activity. You will need the Trainer Practice

Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice scoring rule 1. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now you are going to have an opportunity to practice scoring various examples of correct responses including fully segmented words, partially segmented words and inserted sounds. You should mark my responses on the slide according to the scoring rule.

Slide 25 – ***Note: Schwa Sound***

There is no penalty in terms of scoring for adding the schwa sound to consonants.

Slide 26 – ***Note: Articulation, Dialect, Different First Language***

There is no penalty in terms of scoring for students whose pronunciation of the sounds is different due to articulation, dialect differences, or speaking a first language other than English.

Slide 27 – Note: *Elongating Sounds*

Some reading programs teach students to hold each phoneme briefly as they are segmenting. If students do it this way on DIBELS, they can receive credit.

Slide 28 – *Scoring Rule 2: Slash Incorrect Sound Segments*

Scoring rule 2 is to put a slash through incorrect sound segments, as shown in these examples. When assessing on a mobile device, underline and then tap to indicate incorrect sound segments.

Slide 29 – ***Scoring Rule 3: Circle Whole Words***

If the student repeats the word after you say it, circle it if scoring on paper and underline it if scoring on a device to indicate they get no points because they produced no phonemes.

Slide 30 – ***Scoring Rule 4: Leave Omitted Sounds Blank***

Sounds that are skipped are left blank and no points are given.

Slide 31 – ***Scoring Rule 5: Self-Corrections***

Students can get credit for self-correcting as long as they do so within 3 seconds. If scoring on paper and the student self corrects, you would have already slashed the sound, so write "sc" above it and count that one as correct in the score. If scoring on a device, tap the sound segment again if the student self corrects within 3 seconds.

Slide 32 – ***Practice Scoring Rules 2-5***

Trainer Note:
This is the embedded practice activity for scoring rules 2-5. You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice scoring different types of errors. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now you are going to have an opportunity to practice scoring the scoring rules 2 through 5. You will read the words one at a time out loud together and scoring in the training book.

Slide 33 – ***Wait Rule / Discontinue Rule***

The discontinue rule on PSF is the first 5 words. If the student has given 0 correct sounds in the first 5 words, record a score of 0 and stop the task. The software in the device will automatically record a score of 0 if there were no correct sound segments scored in the first 5 words.

The wait rule on PSF is 3 seconds. If the student has not said any sound segment in 3 seconds, read the next word. The maximum time that the student has to produce each sound segment is 3 seconds.

Slide 34 – ***Reminders***

There are 2 reminders or prompts that can be used one time each on PSF.

If a student spells the word, say *"Say all the sounds in the word."*

If a student repeats the word, say *"Remember to say all the sounds in the word."* These reminders may be given one time.

Slide 35 – ***Notes***

There is no penalty in scoring PSF for adding the schwa sound after consonants, or for differences in pronunciation due to dialect, articulation errors, or for speaking a first language other than English. If students are being taught to elongate or hold each sound segment briefly as they segment a word, and they do this on the DIBELS assessment, there is no penalty in the score.

Slide 36 – ***Approved Accommodations for PSF***

Approved accommodations are unlikely to affect how the assessment functions. A score can be reported and interpreted as an official DIBELS® score.
The only approved accommodation for PSF is the use of assistive technology, such as hearing aids and assistive listening devices, for students with hearing impairments.

Slide 37 – ***Immediately After Testing***

After the testing, tap done if using a mobile device or reset the stopwatch for the next measure if scoring on paper. Note any performance patterns that may be helpful in planning instruction.

Slide 38 – ***At a Later Time, Compute the Final Score***

Calculate the final score after the student is no longer with you. Add the number of correct sound segments across each row. The number of possible phonemes in each row is listed inside the box. Tally down the score column to get the total. On the device, the total score will automatically be calculated for you.

Slide 39 – ***Final Score: Benchmark Cover Page***

Record the score in the PSF box on the cover of the scoring booklet.

Slide 40 – ***Final Score: Progress Monitoring Cover Page***

If you are using PSF for progress monitoring, record the total score on the front cover of the booklet and graph it.

Slide 41 - Final Score: Mobile Device

The software on the device will calculate and display the score for you whether you are testing for benchmark or progress monitoring assessment.

Slide 42 – 44 *Pronunciation Guide*

The Assessment Manual includes a Pronunciation Guide. It includes examples of the sounds in the beginning, middle and ending positions of words. The most common, but not all possible, spellings for the sounds are included. Dialects may impact pronunciations, so assessors should pronounce the words the way they would in conversation.

The Pronunciation Guide describes how r-controlled vowels were dealt with in constructing the PSF probes.

• /ar/, /er/, and /or/ are treated as 1 phoneme
• "air," "ear," and "oor" are treated as 2 phonemes
• /e/ /r/ as in "pair" and "share"
• /i/ /r/ as in "hear"
• /uu/ /r/ as in "tour" and "lure"
• /ng/ is treat as one phoneme

For the intent and purpose of assessing beginning phonemic awareness skills in children in kindergarten and first grade, we do not distinguish between the /w/ sound in "win" and the /wh/ sound in "where" or between the /o/ sound in "hop" and the /aw/ sound in "saw."

Slide 45 – *PSF Review*

Trainer Note:
This slide contains 5 questions. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of key administration and scoring rules for Phoneme Segmentation Fluency. I will show a question and you should answer as a group. I will leave the answers up if you would like to write them on your slide.

Slide 46 – *PSF Practice #1*

Trainer Note:
This is the first whole group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the benchmark scoring booklet. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. Have participants practice reading the directions and practice items

out loud together from the black and white scoring booklet or page 77 of the training book. The purpose is to practice all of the scoring rules.

Let's practice all of the PSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the benchmark scoring booklet. At the end of the minute, calculate the total score.

Slide 46 – *PSF Practice #1*

Trainer Note:
At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Slide 47 – *PSF Practice #1*

Let's do another practice of PSF. We will practice the same way as last time – you will read the directions, time the assessment, and read the words on the probe, and I will provide student responses. Mark in the benchmark scoring booklet or on your mobile device.

Slide 48-49 – *PSF Practice #2*

Trainer Note:
After the last item, allow a few minutes for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

Slide 50 – *PSF Audio/Video Practice*

Now we will practice scoring PSF while watching a video. Make sure your timer is reset for one minute. Follow along as the student on the video is responding, and mark according to the scoring rules on the full-page slide provided in your training book. When the video ends, calculate the total score.

Slide 51 – *PSF Audio/Video Practice*

Trainer Note:
At the end of the video, advance the slide to show the correct scoring marks and total score. Review the score with participants, answer any questions or resolve differences.

Slide 52 – *Small Group Practice*

Now we will do the small group practice of FSF in groups of 2 or 3. In a group of 3, each person will take a turn in the role of student, assessor, and observer. The person in the student role reads from the script titled "Student". He or she will pretend to be a student by providing the scripted responses. The person in the assessor role reads the directions and practice items from the benchmark scoring booklet and marks the student responses in the booklet or on the mobile device. He or she will perform the directions verbatim, time the assessment, record responses, and calculate a final score. The person in the observer role will time along with the Assessor and use the Assessment Accuracy Checklist to check accurate administration and scoring. The Observer will provide constructive feedback to the Assessor for the purpose of improving the accuracy of the assessment. After each practice round, rotate roles so that each person in the group has a turn in the Student, Assessor, and Observer Roles.

Slide 53 – *Small Group Practice*

When you are in the "Assessor" role you will:
Administer PSF to the "student" using the Kindergarten scoring booklet, Benchmark 3. Time the measure and score the student's responses.

When you are in the "Student" role you will:
Follow the student script for your round on page 63, 64, or 65. Review the student script and then pretend to be a student and say the scripted responses for your round. Pace the task and perform as a Kindergarten student.

When you are in the "Observer" role you will:
Use your stopwatch and the scoring form on page 67 to time and score along with the assessor. Compare timing and scoring following the completion of the round. Complete the Assessment Accuracy Checklist on page 66 and provide feedback to the assessor on the accuracy of administration, scoring, and timing.

Slide 54 – Small Group Practice Debrief

After Completing Each Round...
Answer the following questions for the round in which you were the assessor:
What was easy for you?
What was difficult?
What do you need to practice?
How were the skills of the student you assessed?
What instruction would you recommend?

Slide 55 - Analyze the Student's Skills

Trainer Note:
When most participants have completed the activity, process out the scores of each student relative to the benchmark goal. Discuss the skills that each student has currently, and what you might work on next.

Student A
Score level is well below benchmark goal
Unable to produce sounds in words
Needs intensive support acquiring phonemic awareness skills

Student B
Score level is above benchmark goal
Has established phonemic awareness skills
Needs continued good teaching and research-based core curriculum

Student C
Score level is below the benchmark goal
Emerging skills–mostly able to produce onset-rime
Likely to need strategic support in addition to core

Slide 56 – ***PSF Summary***

In summary, the timing for Phoneme Segmentation Fluency starts when the assessor says the first word and ends after one minute. Students receive points for each correct sound segment they produce in one minute. The most desirable response is segmenting the words into phonemes, however, students can get credit for incomplete segmentation. Slash any incorrect sounds segment and leave blank and added or omitted sounds. Circle the word if the student repeats the whole word and gives no sound segments. Score the sound segment or word as incorrect and say the next word if the student hesitates for 3 seconds. Discontinue the task if the student has not gotten any correct sound segments in the first 5 words.

Module 5: Letter Naming Fluency

Introduction to Letter Naming Fluency

The Letter Naming Fluency (LNF) Module has been developed to provide participants with training in administration and scoring of the DIBELS® Next LNF measure. The procedures for administration of LNF are presented and modeled. Scoring rules are presented with examples. Participants have the opportunity to practice scoring LNF.

Objectives
Upon completion of this module, participants will:
• Understand that LNF is used as an added measure of risk and is *not* an indicator of one of the Big Ideas.
• Be able to accurately administer and score LNF.

Trainer Notes:
• This measure is one of the easier measures to administer and score. It is taught prior to NWF because there are some similar features to NWF that LNF will model.
• LNF is not related to one of the Basic Early Literacy Skills. Remind participants of "What makes a Big Idea a Big Idea" from the Foundations Module. Letter Naming *is* highly predictive of reading acquisition and achievement and it *is* teachable. However, focusing on the teaching of letter names does not lead to improved reading outcomes for children. What leads to higher reading outcomes is teaching phonemic awareness, the alphabetic principle and phonics, accuracy and fluency, comprehension, and vocabulary. LNF is included because it is a highly powerful predictor.
• Because LNF is not linked to a Big Idea, there is no benchmark goal and there are no progress monitoring materials for LNF.

Slide 1 – ***Introduction to LNF***

This module provides training on how to give and score the DIBELS Next® Letter Naming Fluency measure.

Slide 2 – ***Basic Early Literacy Skill: None***

Letter naming fluency is not an indicator of any of the basic early literacy skill. The basic early literacy skills represent the research-based elements of instruction. They are the skills that students must acquire to be readers. It is possible to learn to read without naming letters. So letter naming is a secondary, but not a primary, instructional target.

However, Letter Naming Fluency functions as an indicator of risk and an indication of how much instructional support a student may need to learn one of the basic early literacy skills. Because Letter Naming is not a basic early literacy skill, there is no benchmark goal for Letter Naming Fluency, nor are there progress monitoring materials for LNF.

Although Letter Naming Fluency is not an indicator of a basic early literacy skill, it is a measure of student's fluency with naming letters and an indication of risk of reading failure.

Slide 3 – ***Basic Early Literacy Skills: Strands***

Letter naming is not an essential basic early literacy skill and is therefore not represented in this graphic.

Slide 4 – ***What is Letter Naming Fluency (LNF)?***

Letter Naming Fluency in DIBELS Next® uses a new font called Report School. This is a sans-serif font that was custom-designed for education. It was selected for DIBELS Next® to reduce confusion for early readers.

There are new directions, and the letters are placed on each probe so that a random assortment of each letter appears in either upper- or lower-case before the letters will repeat.

The directions have changed slightly, there are new reminders or prompts, and a response pattern checklist is included with each probe.

Slide 5 – ***Why Letter Naming?***

Letter naming is a skill that is a good indicator of the amount of support a student may need to learn to read. Letter Naming Fluency functions as an effective screener to sort students into groups of students who are likely to be on track and those who are likely to need additional support.

Slide 6 – ***Letter Naming Fluency (LNF) Overview***

Letter Naming Fluency is a one minute risk indicator that is used as part of benchmark assessment from the beginning of kindergarten through the beginning of first grade. The score is the number of letters named correctly in one minute. The wait rule is 3 seconds and the measure is discontinued if the student does not name any letters correctly in the first row.

Slide 7 – ***Letter Naming Fluency (LNF)***

The assessor places a page of upper and lower case letters in front of the student. The same letters appear in either the scoring booklet or on the mobile device. The score is the number of letters named correctly in one minute.

Slide 8 – ***LNF Video Demonstration***

Let's watch a video of an educator administering Letter Naming Fluency.

Slide 9 – ***Materials***

The materials required for giving Letter Naming Fluency are the student materials, and the scoring booklet on a clipboard, a stopwatch, and a pen or pencil if testing on paper, and the device if testing with the mobile version.

Slide 10 – ***Administration Directions***

Position the clipboard or the device so the student cannot see what you write. Say the directions verbatim.

Slide 11 – ***LNF Administration Directions***

Put the student copy of LNF in front of the student and say,

I'm going to show you some letters. I want you to point to each letter and say its name. (Put the page of letters in front of the student**)** ***Start here.*** (point) ***Go this way*** (Sweep your finger across the first two rows of letters) ***and say each letter name. Put your finger under the first letter*** (point). ***Ready, begin.***

Slide 12 – ***LNF Directions: Mobile Device***

On the mobile device, the same directions will appear on the screen.

Slide 13 - ***During the Testing***

Start the stopwatch or tap Start to start the one-minute timing when you say Begin. Follow along in the scoring booklet or on the device, marking errors. At the end of the minute, tell the student to stop and stop the timer or tap Done on the device. If a student completes the probe before the minute runs out, record their score as it is at that point. Do not pro-rate scores.

Slide 14 – ***Scoring Rules***

The student receives 1 point for each correctly named letter.

There are 4 scoring rules:
1. Leave letters named correctly blank.
2. Slash (/) or Tap any letter that the student omits or names incorrectly.
3. Write “SC” above or tap again any letter that had previously been marked as incorrect and was self-corrected within 3 seconds. Count that letter as correct.
4. Draw a line through any row the student skips or tap the "X" to the left of the row on the device, and do not count that row in scoring.

Slide 15 – ***Scoring Rule 1: Correct Letter Names***

Leave blank letters that are named correctly.

Slide 16 – ***Scoring Rule 2: Errors***

Put a slash or tap the letter on the device if the student says an incorrect letter name.

Slide 17 –***Scoring Rule 3: Self-Corrections***

Students can correct a wrong answer and receive credit for it, as long as they do so within three seconds. Write "sc" above the slash if scoring on paper, or tap the letter twice if scoring on a device.

Slide 18 – ***Scoring Rule 4: Skipping Rows***

When marking on paper, draw a line through skipped rows and disregard the letters in those rows when scoring. When using a mobile device, tap the "X" to the left of the row.

Slide 19 – ***Wait Rule: 3 Seconds***

The maximum hesitation time on each letter is 3 seconds. If the student does not respond within 3 seconds, slash or tap the letter and tell the student the correct letter name. On the device, watch the 3 seconds display on the top of the screen.

Slide 20 – *Discontinue Rule: First 10 Letters*

Discontinue the task if the student hasn't named any letters correctly in the first row. The software in the device will prompt you to discontinue or continue if there are no letters named correctly in the first row.

Slide 21 – *Reminders*

There are 3 reminders or prompts for LNF that can be used one time each within the minute.
If the student does not go left to right, say ***Go this way.*** (Sweep your finger across the row).
If the student skips 4 consecutive letters, say ***Try to say each letter name.***
If the student says letter sounds, say ***Say the letter name, not its sound.***

There are also 2 reminders that can be used on any DIBELS measure where the student is asked to look at written material. These 2 reminders can be used as often as needed.

If the student stops and it is not a hesitation on a specific item, say **"Keep going"**. If the student loses his or her place, point to where they should be on their copy.

Slide 22 – *Note*

Students are not penalized for imperfect pronunciation due to articulation delays or impairments or speaking a dialect or first language other than English.

Slide 23 – *Approved Accommodations for LNF*

Approved accommodations are unlikely to affect how the assessment functions. A score can be reported and interpreted as an official DIBELS® score.

Approved accommodations for LNF include the use of:

- enlarged student materials for students with visual impairments
- colored overlays, filters, or lighting adjustments for students with visual impairments
- assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments
- markers or rulers to focus student attention on a single line

Slide 24 – *Immediately After Testing*

At the end of the minute, reset the stopwatch. Note any response patterns that may be helpful in planning instruction.

Slide 25 – ***At a Later Time, Compute the Final Score***

After the student is no longer with you, add up the number of correct letter names before the bracket and record it on the line that says Total Correct.

Slide 26-27 – ***Final Score***

Record the score in the appropriate box on the cover page of the benchmark scoring booklet.

Slide 28 – ***LNF Review***

Trainer Note:
This slide contains 4 questions. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of key administration and scoring rules for Letter Naming Fluency.

Slide 29 – ***LNF Practice #1***

Trainer Note:
This is the first whole-group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants will be in the role of the assessor and read the directions from their black and white scoring booklets or from page 88 in the training book. Participants should mark on the corresponding page of the benchmark scoring booklet or their mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. The purpose is to practice all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the LNF scoring rules together. Please read the directions out loud together. I will act as the student. You should mark in the benchmark scoring booklet. At the end of the minute, calculate the total score.

Slide 30 – ***LNF Practice #1***

At the end of one minute, advance the slide to show the correct scoring marks and score. Allow participants a few minutes to check their marks and discuss any differences in scoring.

Slide 31 – *LNF Practice #2*

Trainer Note:
This is the second whole-group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the benchmark scoring booklet or their mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book.
Participants should read the directions and practice items and time the assessment. The purpose is to practice the directions, timing, and all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's do a second one-minute scoring practice of LNF.

Slide 32 – *LNF Practice #2*

At the end of one minute, allow time for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

Slide 33– *LNF Summary*

In summary, letter naming is not an indicator of one of the core components of reading. However, performance on LNF does serve as a useful predictor of risk. The timing starts when the assessor says "begin" and stops at the end of one minute. The score is the number of letters named correctly in one minute. Correct letters are left blank. Incorrect letters such as letters that are named incorrectly, hesitations for more than 3 seconds, and letters that are omitted are slashed. If a student hesitates for more than 3 seconds on a letter, say the correct letter name and slash the letter. Students can get credit for an incorrect response as long as they self-correct within 3 seconds. If a student skips a row, draw a line through the row and disregard those letters in terms of scoring. Discontinue the task if the student has not gotten any correct letters in the first row.

Module 6: Nonsense Word Fluency

Slide 1 - *Introduction to Nonsense Word Fluency*

The Nonsense Word Fluency (NWF) Module has been developed to provide participants with training in administration and scoring of the DIBELS Next® NWF measure. The procedures for administration of NWF are presented and modeled. Scoring rules are presented with examples. Participants have the opportunity to practice administering and scoring NWF and to observe others administering and scoring NWF.

Objectives
Upon completion of this module, participants will:
• Know the Big Idea related to NWF
• Be able to accurately administer and score NWF

Trainer Notes:
This measure is sometimes controversial because of the use of nonsense words. It is worth discussing the use of nonsense words as you introduce the measure. Some points about why we use nonsense words:
• Why do we use nonsense words as an indicator of the alphabetic principle? Remember, there are two parts to the alphabetic principle: (a) knowing letter-sounds and (b) being able to blend the letter sounds into words. We have tried a variety of different measures to find a reliable, valid, and predictive indicator of the alphabetic principle, and reading nonsense words works extremely well as an indicator of both of these parts of the alphabetic principle. When children read nonsense words we are assessing whether or not they (a) know the most common sound for letters and (b) can blend that letter-sound with whatever comes before and after it. Recoding nonsense words takes a high level of skill that demonstrates prior knowledge and real skill with the two levels of the alphabetic principal.
• Some other measures we tried: (1) Reading lists of real words - didn't work. Some children did very well reading word lists but didn't have the alphabetic principle. What they *did* have was a large sight-word vocabulary. (2) Saying the most common sound for letters – didn't work. Also, only gets at the first part of the alphabetic principle.
• Do we want teachers to *teach children to read nonsense words?* NO. What we want is for teachers to teach the alphabetic principle. We want teachers to teach children a *strategy* for what to do when they encounter an unknown word. Teachers can teach the strategy without ever using nonsense words in their teaching.
• Practice using the Trainer Practice Key and making the "correct mistakes" for the practice scoring activities.

It is important that participants can hear during the practice activity. Encourage groups to spread out for the practice activities so that individuals within groups can hear one another more easily. (It will be important to have a training setting that is not overcrowded, so that participants *can* spread out.)

Slide 2 – *DIBELS® Assess the Basic Early Literacy Skills*

In the path to becoming a skilled reader, the 2nd important basic early literacy skill is the alphabetic principle. Nonsense Word Fluency is an indicator of both parts of the alphabetic principle: the understanding that letters represent sounds and being able to blend letter sounds.

Slide 3 – *Basic Early Literacy Skills: Strands*

As students are learning to read, the alphabetic principle and basic phonics provides an early foundation. Automaticity with phonemic awareness provides a strong foundation for learning the alphabetic principle, or phonics and decoding. Later in the primary grades, advanced phonics skills are taught.

Slide 4 – *What is the Alphabetic Principle?*

Nonsense Word Fluency is an indicator of the core component, the alphabetic principle. Alphabetic principle, also known as "phonics," has 2 parts

- Alphabetic understanding
- Phonological recoding

Part 1 is alphabetic understanding. This includes letter-sound correspondence or grapheme-phoneme correspondence and the understanding that letters represent sounds in spoken words.

Part 2 is phonological recoding, or blending the letter-sounds to form words. Phonological recoding involves the use of alphabetic understanding to decode unknown words.

It is important to note that the alphabetic principle is not simply knowing letter sounds. In order to read, children need to be fluent at blending sounds into words. This is where phonemic awareness and alphabetic principle work together. If a child knows that words are made up of individual speech sounds and is familiar with the symbols (i.e., letters of the alphabet) and knows their sounds, it is much easier for the child to blend those sounds into a word.

Slide 5 – *What is Basic Phonics?*

Phonics is the system of letter-sound relationships that forms the basis of

decoding words in print.

Slide 6 – *Why Alphabetic Principle and Basic Phonics?*

These skills are essential to being a skilled reader. Students who struggle with reading are often missing these skills. The alphabetic principle and basic phonics skills can be taught. And when they are taught, students are more likely to become proficient readers.

Slide 7: *Alphabetic Principle and Basic Phonics Skills*

This slide lists some of the alphabetic principle and basic phonics skills from educational research, from the University of Oregon's Curriculum Maps, and from the Common Core Standards.

Slide 8 - *What is Nonsense Word Fluency (NWF)?*

Nonsense Word Fluency is an indicator of the alphabetic principle. There are two scores on NWF that measure the two parts of the alphabetic principle – the ability to connect sounds and letters and the ability to recode those letter-sounds into words.

Nonsense Word Fluency now uses an "early reader" font called Report School. **Note:** The font that is used on the slides in these training materials is not the font used in the DIBELS Next assessment materials. See the sample Kindergarten and First Grade scoring booklets for the correct font.

The items on the probes have been stratified, or arranged, to make each probe equally difficult, whether it appears on a benchmark or progress monitoring probe and whether it is in Kindergarten or first grade materials. For example, each row of the probes contains a word with an "a", a word with a "e", an "l", an "o", and a "u". The order in which they appear within the row is randomized.

There are new directions designed to clarify that the preferred way of approaching the task is reading whole words.

There is a new score to calculate called Whole Words Read (WWR), which replaces Words Read Correctly and Completely (WRC).

There are new reminders or prompts.

And finally, a checklist is included in the scoring booklet for assessors to indicate patterns in the student's responses. This information may be useful for planning instruction.

Slide 9 - *Why Nonsense Words?*

To successfully complete NWF, the student must apply knowledge of letter-sound correspondences to blend sounds and decode unfamiliar words.

Why not real words?
A student might read real words as sight words, without applying knowledge and understanding of the alphabetic principle and basic phonics.

Why only V-C and C-V-C words?
V-C and C-V-C words function as a good indicator of basic phonics skills as well as a good predictor of reading connected text.

Should I teach nonsense words?
No. Teach the alphabetic principle and basic phonics skills. If students have the skills, they will be able to apply the skills to decoding nonsense words.

Slide 10 – ***Nonsense Word Fluency (NWF) Overview***

Nonsense Word Fluency is a one-minute indicator of the alphabetic principle that is given from the middle of Kindergarten through the beginning of 2nd grade. The score is the number of correct letter sounds (CLS) and the number of whole words that have been read without first sounding them out (WWR). The wait rule is 3 seconds and the discontinue rule is no correct letter sounds in the first row.

Slide 11-12 – ***NWF Benchmark Goals and Cut Points***

Trainer Note:
Review the goals and cut points for risk for each grade and time of year.

Slide 13 – ***Nonsense Word Fluency* (*NWF)***

The assessor follows along as the student reads a page of nonsense words.

NWF has 2 scores:
1.The number of correct letter sounds the student reads in 1 minute and
2.The number of words read as whole words.

Slide 14 – ***NWF Video Demonstration***

Let's watch a video of an educator administering Nonsense Word Fluency to a student.

Slide 15 – ***Materials***

The materials required for administering Nonsense Word Fluency are the scoring booklet or mobile device, student booklet, clipboard, stopwatch, and pen or pencil.

Slide 16 – ***Administration Directions***

Position the clipboard or mobile device so the student cannot see what you write. Read the directions and practice items verbatim.

Slide 17 – ***NWF Directions: Practice Item***

The directions and practice item for Nonsense Word Fluency are new for DIBELS Next®. The changes include shortening the directions and providing the goal response – reading these as whole words – as the first example.
The word "sog" is read as a model. The student is told to read any sounds he or she knows, if he or she can't read the whole word. The practice item is "mip". If the student reads the word correctly, the testing begins. If the student reads all of the sounds correctly but does not blend all of the sounds together into a word, the assessor says "Very good. /m/ /i/ /p/ or 'mip'" and then testing begins. If the student gives an incorrect response, the assessor provides the correct answer and asks the student to try again. The directions continue, with the reminder for the student to say any sounds they know if they can't read the whole word.

Slide 18 - ***NWF Directions: Mobile Device***

On a mobile device the same practice item and directions appear on the screen. You will have to click through several screens to complete the directions.

Slide 19 – ***During the Testing***

Say Begin and start the timer or tap Start. Follow along in the scoring booklet or on the mobile device, marking according to the scoring rules. At the end of one minute, place a bracket after the last letter sound produced, even if it is in the middle of a nonsense word. Say Stop, and stop the stopwatch or tap Done. If the student completes the assessment before one minute, record the score they have obtained and do not prorate a score.

Slide 20 – ***NWF Notes***

If the student completes all items of the probe before the minute ends, their score at that point is the score that gets recorded. Don't redirect them to go back to the top of the probe and don't prorate a rate per minute.

If the student is in the middle of a word when time runs out, put the bracket at that point in the word. You can allow the student to finish the word before you say “stop”, but don’t count any sounds they say after the minute ends.

Slide 21 - 22 – ***Scoring Rules***

There are 5 scoring rules for NWF:
1. For correct responses, underline each letter sound the student says correctly, either in isolation or in the context of the nonsense word.

2. Put a slash over (or tap) each incorrect letter sound.

3.Leave blank any letter sounds that are omitted, added, or repeated. When a student is reading sound-by-sound, leave blank any inserted letter sounds. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds.

4. If the student self-corrects within 3 seconds, write sc above the previously slashed letter (or tap it a second time) and count that letter sound or word as correct. Credit is only given for WWR when the student reads the whole word completely and correctly the first time.

5. Draw a line through any row the student skips. On a mobile device, simply advance to the next word read. The skipped row will not be counted in the score.

Slide 23 – ***Scores***

Two scores are calculated for NWF.

1.The first score is Correct Letter Sounds, or CLS. Students receive 1 CLS point for each letter sound read correctly, either in isolation or as part of a nonsense word.

2.The second score is Whole Words Read, or WWR. Students receive 1 WWR point for each whole word read correctly without first being sounded out. A point is given for whole words read only when the student reads the word as a word, correctly, the first time, and only reads it once. Sounding out and then recoding the sounds into a word would earn points for correct letter sounds, but not for a whole word read. Although this pattern is an appropriate scaffold toward the end goal, the ultimate goal of decoding instruction is for students to read words as whole words. We will look at examples of each of these scores.

Slide 24 - ***Scoring Rule 1***: ***Underline Correct Letter Sounds***

Underline each letter sound the student says correctly, either in isolation or in the context of the nonsense word. For CLS, score the student's final answer. For WWR, only give credit if the student's first and only answer was to read the whole word correctly without first sounding it out.

Slide 25 – ***Scoring Rule Example 1: Correct Letter Sounds in Isolation***

Separate Sounds Example
Let's look at some examples of Scoring Rule 1.
Use separate underlines to indicate that the student said separate letter sounds. The procedure is the same for a mobile device - underline the correct letter sound.

Trainer Note: The font that is used on the slides in these training materials is not the font used in the DIBELS Next assessment materials. See the sample Kindergarten and First Grade scoring booklets for the correct font.

Slide 26 – ***Scoring Rule 1 Example: Correct Letter Sounds in Whole Words***
Whole Word Example
Use a continuous underline to indicate that the student blended the letter sounds together and read a whole word. On the mobile device, the button at the bottom of the screen that says WWR can be tapped if the student met the criteria for scoring a Whole Word Read. This will quickly advance the screen to the next word.

Slide 27 – ***Scoring Rule 1 Example: Correct Letter Sounds in Blends***

Partially Blended Example
Underline exactly the way the student says the sounds for partially blended words.

Slide 28 – ***Scoring Rule 1: Practice 1***

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that are correct, whether the student

reads individual letter-sounds, whole words, or partially blends letter-sounds.

Slide 29 – *Scoring Rule 1 Example: Sounding Out and Recoding*

Sound Out and Recode Example
Underline exactly the way the student says the sounds, which may result in multiple rows of underlines. The pattern of sounding out the word and then recoding it is not scored as a WWR.

Slide 30 – *Scoring Rule 1 Example: Repeated Sounds*

Multiple Repetitions Example
Underline each letter sound the student says correctly, even if they repeat the same sound. But only give credit for the sound one time.

Slide 31 – *Scoring Rule 1: Practice 2*

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that are correct and include sounding out and recoding letter-sounds and multiple repetitions of a letter-sound or word.

Slide 32 – *Note: Articulation and Dialect*

Articulation, Dialect, First Language Examples
Students are not penalized for articulation errors that they make typically in conversation.

Slide 33 - *Note: Schwa*

Schwa Example
There is no penalty for adding the schwa sound after consonants.

Slide 34 – *Scoring Rule 2: Slash Incorrect Letter Sounds*

Incorrect Letter Sound Example

Scoring rule 2 is to slash (or tap) incorrect letter sounds. Slash (or tap) the incorrect sound whether it was said in isolation or blending together with other sounds in the word. Another example of an error would be saying a long vowel sound. On a mobile device, if the student says an incorrect sound, underline and then tap the sound.

Slide 35 – ***Practice Scoring Rule 2***

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that include a variety of errors.

Slide 36 - ***Scoring Rule 3: Omitted Sounds***

The 3rd scoring rule is to leave blank letter sounds that are omitted, inserted, or repeated.

If the student is reading sound by sound and they skip a sound, leave it blank. If he or she skips a whole word, leave the word blank.

Slide 37 - ***Scoring Rule 3 Practice***

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that include omitted sounds.

Slide 38 – ***Scoring Rule 3: Inserted Sounds***

If the student is reading sound by sound and they insert a sound, as in the example of “seb”, leave it blank and ignore it in terms of scoring. If he or she is reading whole words and inserts a sound, slash the underline to show where the sound was inserted and to keep you from counting that as a Whole Word Read.

On the device there is a small slash at the end of the underline. Tap that slash if the student inserts a sound anywhere in the word.

Slide 39 - ***Scoring Rule 3 Practice***

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that include inserted sounds.

Slide 40 – *Scoring Rule 4: Self-Corrections*

Scoring rule 4 is about self-corrections. Students can receive points for letter sounds that are self-corrected within 3 seconds. On the device, tap the corrected letter sound a second time within 3 seconds and it will be scored as correct.

Note that WWR is scored only when the student reads the whole word correctly and completely the first time, without first sounding it out.

Slide 41 – *Note: Score Final Responses*

Final Answer for CLS
For CLS, the student's final answer is scored. So it is possible for a student to read the individual letter sounds correctly and then make an error when recoding the sounds into a word, which would not receive a point for whole words read.

Slide 42 - *Scoring Rule 4 Practice*

Trainer Note:
You will need the Trainer Practice Key for this activity. Participants should mark in their training book. They do not need to read the directions and they do not need to time the assessment. The purpose is to practice the remaining scoring rules. At the end of the practice, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Now we will practice scoring responses that include a variety of responses.

Slide 43 - ***Scoring Rule 5: Skipping a Line***

If the student skips a row, draw a line through it. Do not count the row when scoring.

Slide 44 - ***Note: Reading Letter Sounds Out of Order***

Left to Right: Sound-by-Sound Example
Letter sounds said correctly in isolation but out of order are scored as correct as long as the student points. Blended sounds must be in the correct position to be scored as correct, and cannot be read right to left, regardless of pointing. This should be an uncommon responses pattern. If a student consistently reads letter sounds right to left, make a note.

Slide 45 ***- Note: Reading Words Right to Left***

Left to Right: Blending Example
Blended sounds must be in the correct position to receive credit, regardless of pointing. In these examples, no credit is given for WWR because although the sounds were blended together they were not in the correct order. On a mobile device, swipe left to right to underline the whole word, then tap the consonants (and perhaps vowel) that were said incorrectly. It is not possible to swipe from right to left on the device.

This should be an uncommon responses pattern. If a student consistently recodes right to left, make a note.

Slide 46 – ***Wait Rule: 3 Seconds***

The wait rule for NWF is 3 seconds. If the student does not say the next letter sound/word within 3 seconds, score the letter sound/word incorrect, and tell the student the correct sound or word. If the student does not continue reading at that point, you may point to the next sound/word on their page and say **Keep going**.

Slide 47 - ***Scoring Rule 2 Example: 3-Second Hesitation Sound by Sound***

3-Second Hesitation: Sound-by-Sound Example
Another example of an error is if the student hesitates for more than 3 seconds. Provide the sound and mark it wrong. On a mobile device, underline and tap the sound to mark it wrong.

If the student does not continue reading, it is OK to point to the next letter or word and ask “What sound?” or “What letter?”

Slide 48 – ***Scoring Rule 2 Example: 3-Second Hesitation Word by Word***

3-Second Hesitation: Whole Word Example
The 3-second rule applies to students reading whole words as well. If the word is not read within 3 seconds, provide the word and put a slash over the word. On a mobile device, if a student has been reading whole words and hesitates for 3 seconds, underline and tap each sound in that word. This is the same procedures that is used for students who are reading sound-by-sound and hesitate for 3 seconds. There is no way to indicate that the student blended sounds together.

Slide 49 – *Discontinue Rule: First 5 Words*

NWF is discontinued when the student doesn't get any correct sounds in the first 5 words. This does not mean the student must read them as words. Errors include saying the wrong letter sound, omitting a word, or not responding within 3 seconds. The mobile device will prompt with a box about the

Slide 50 -51– ***Reminders***

There are 4 reminders or prompts that can each be used one time on NWF:

1. If the student does not go left to right, say, ***"Go this way."*** This reminder can be used if students start to read left to right and then go from right to left on the next row, if they read down the column instead of across the page, if the student starts reading anywhere other than the first item on the page, or if the student randomly picks out words on the page.

2. If the student says letter-names, say, ***"Say the sounds, not the letter names."***

3. If the student reads the word first, then says the letter-sounds, prompt, ***"Just read the word."***

4. If the student says all of the letter sounds correctly in the first row, but does not make *any* attempt to blend or recode, say, ***"Try to read the words as whole words."***

If the student stops and it is not a hesitation on a specific item, say **Keep going**.
If the student loses his/her place, point.
These two reminders may be used as often as needed.

Slide 52 – ***Notes***

As with all the DIBELS measures, there is no penalty in terms of scoring for adding the schwa sound to consonants, or for imperfect pronunciation due to dialect, articulation errors, or for pronunciations due to speaking a first language other than English.

Slide 53 – *Approved Accommodations for NWF*

Approved accommodations are unlikely to affect how the assessment functions. A score can be reported and interpreted as an official DIBELS® score.

Approved accommodations for NWF include the use of:
enlarged student materials for students with visual impairments, colored overlays, filters, or lighting adjustments for students with visual impairments
assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments
Markers or rulers to focus student attention on a single row

Slide 54 – ***Immediately After Testing***

After the assessment, restart the stopwatch for the next measure and note any response patterns that may be helpful in planning instruction.

Slide 55 – ***At a Later Time, Compute the Final Score***

At a later time, after the student is no longer with you, calculate the final score. Add the number of correct letter sounds and whole words read for each line, up to the bracket. Total the CLS and WWR columns and record the scores at the bottom of the page.

Slide 56 – ***Final Score: Benchmark Cover Page***

Record the CLS and WWR scores on the front cover of the scoring booklet.

Slide 57-58 – *Final Score: Progress Monitoring Cover Page*

If you are using NWF for progress monitoring, record the final score on the cover of the booklet and graph it.

Slide 56 - *Immediately After Testing*

On a mobile device, the response pattern checklist and student scores will automatically appear.

Slides 59 – 60- ***NWF Review***

Trainer Note:
The next two slides contain 6 questions. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of key administration and scoring rules for Nonsense Word Fluency.

Slide 61-61 – ***NWF Practice #1***

Trainer Note:
This is the first whole group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the benchmark scoring booklet or on their mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. Participants should read the directions from the black and white scoring booklets or from page 127-129 in the training book, and time the assessment. The purpose is to practice all of the scoring rules. At the end of the activity, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the NWF scoring rules together. You will read the directions and time the assessment. I will act as the student. You should mark in the benchmark scoring booklet. At the end of the minute, calculate the total score.

Trainer Note:
After the last item, allow a few minutes for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

Here are the correct marks and score.

Slide 63-64 – NWF Practice #2

Trainer Note:
This is the second whole group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of student. Participants should mark on the corresponding page of the benchmark scoring booklet or mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book.

Participants should read the directions and practice items and time the assessment. The purpose is to practice the directions, timing, and all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the NWF scoring rules together. This time you should read the directions and time the assessment. I will act as the student, You will read me the directions and practice items. I will respond as the student. You should mark in the benchmark scoring booklet. You should start your timer when I say begin. At the end of the minute, calculate the total score.

Trainer Note:
At the end of the minute, allow a few moments for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

Here are the correct marks and score.

Slide 65-66 – *NWF Audio/Video Practice*

Trainer Note:
This is an opportunity for participants to practice scoring along with a student on a video. Have participants mark on the slide provided in the Training Manual. At the end of the minute, advance the slide and ask participants to compare their score to the marks and score on the screen.

Now you will have an opportunity to practice NWF with a student on a video. If you would prefer, you can simply watch the assessor score the measure. Mark in your benchmark scoring booklet. At the end of the minute, we will compare your marks and score to the screen.

Trainer Note:
Show the correct scoring marks and score and ask participants to compare their marks and score to the screen. Discuss any questions they have.

Slide 67-70 - ***Small Group Practice***

Now we will do the small-group practice of NWF in groups of 2 or 3. In a group of 3, each person will take a turn in the role of student, assessor, and observer. The person in the student role reads from the script titled "Student". He or she will pretend to be a student by providing the scripted responses. The person in the assessor role reads from the script titled "Assessor". He or she will perform the directions verbatim, time the assessment, record responses, and calculate a final

score. The person in the observer role will time along with the Assessor and use the Assessment Accuracy Checklist to check accurate administration and scoring. The Observer will provide constructive feedback to the Assessor for the purpose of improving the accuracy of the assessment. After each practice round, rotate roles so that each person in the group has a turn in the Student, Assessor, and Observer Roles.

When you are in the "Assessor" role you will:
Administer NWF to the "student" using the first grade scoring booklet, Benchmark 1, page 8. Time the measure and score the student's responses. Student materials for NWF are on the page titled "Student Materials."

When you are in the "Student" role you will:
Follow the student script for your round on page 104, 105, 106. Review the student script and then pretend to be a student and say the scripted responses for your round. Pace the task and perform as a first grade student.

When you are in the "Observer" role you will:
Use your stopwatch and the scoring form on page 108 to time and score along with the assessor. Compare timing and scoring following the completion of the round. Complete the Assessment Accuracy Checklist on page 107 and provide feedback to the assessor on the accuracy of administration, scoring, and timing.

After Completing Each Round...
Answer the following questions for the round in which you were the assessor:
What was easy for you?
What was difficult?
What do you need to practice?
How were the skills of the student you assessed?
What instruction would you recommend?

Trainer Note:
When most participants have completed the activity, process out the scores of each student relative to the benchmark goal. Discuss the skills that each student has currently, and what you might work on next.

Student A
Scored below the benchmark goal for both CLS and WWR
Needs support mastering vowel sounds, recoding whole words
May need supplemental support in addition to core curriculum

Student B
Scored well below benchmark goals
Knows very few letter sounds

Needs intensive support acquiring alphabetic principle skills

Student C
Scored above benchmark goals for both CLS and WWR
Will probably make sufficient progress with core reading support

Slide 71 – ***NWF Summary***

In Summary, Nonsense Word Fluency for DIBELS Next® has new directions and practice items to clarify that it is preferable to read whole words. The timing starts when the assessor says begin and continues for one minute. Correct letter sounds are underlined, whether they are produced in isolation or blended together. Incorrect letter sounds are slashed. Leave blank any inserted or omitted sounds. Student can self-correct as long as they do so within 3 seconds. The wait rule is 3 seconds. If the student does not name the letter or word within 3 seconds, mark it wrong and tell them the letter sound or word. If a student skips a row, draw a line through it and disregard it in terms of scoring. Discontinue the task if the student has not gotten any correct letter sounds in the first five words.
a list of recommended readings.
Information about further training opportunities is available at the Dynamic Measurement Group website at www.dibels.org.

Module 7: DIBELS Oral Reading Fluency

Slide 1 - *Introduction to DIBELS® Oral Reading Fluency*

The DIBELS® Next Oral Reading Fluency (DORF) Module has been developed to provide participants with training in administration and scoring of the DORF measure. The procedures for administration of DORF are presented and modeled. Scoring rules are presented with examples.

Objectives
Upon completion of this module, participants will:
• Know the Big Idea related to DORF
• Be able to accurately administer and score DORF

Trainer's Notes:
• For many participants, this measure is easy to learn to administer and score. Some participants are uncomfortable with DORF because it appears to them to only be a limited measure of "speed reading," and is not a measure of meaningful reading. It is important to discuss the evidence that shows a strong relationship between oral reading fluency and comprehension. Remind participants again of the notion of DORF as an *indicator*.
• A discussion may arise regarding whether or not to read the title or to direct students to read the title or to tell students what the passage is about. DORF was intentionally designed to assess a student's ability to read and comprehend print, therefore, standardized directions must be followed. Students are *not* directed to read the title, nor are they told the title or what the passage is about. Students are not penalized for reading the title, however. The timing begins after the student reads the first word of the passage. Titles are used on DORF passages for the sake of convention, to make passages easier to identify, and to make the task more similar to classroom reading activities.

Slide 2 – *DIBELS® Assess the Basic Early Literacy Skills*

DORF provides an indication of several basic early literacy skills. With the accuracy score, we can get a sense of the student's ability to decode words with phonics patterns that are more advanced than those on NWF. The measure also provides an indicator of accurate and fluent reading of connected text. DORF is also a strong indicator of comprehension. It doesn't tell us everything about a student's comprehension skills. But for the vast majority of students, if they are accurate and fluent readers, they are likely to understand what they have read. The retell component provides an additional indicator of comprehension, and helps to identify the small number of students for whom DORF may not be as good an indicator of comprehension.

Slide 3 – ***Basic Early Literacy Skills: Strands***

Oral reading fluency provides the last step or bridge to comprehension.
One of the last strands to be added to this literacy rope is accurate and fluent reading of text. The phonemic awareness, vocabulary and alphabetic principle skills all contribute to that strand. It is the accurate and fluent reading of text that enables students to access comprehension instruction. Oral reading fluency can be seen as a necessary but not sufficient contribution to comprehension.

Slide 4 – ***What is DIBELS® Oral Reading Fluency (DORF)?***

DIBELS Oral Reading Fluency is an indicator of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. The retell portion of DIBELS Oral Reading Fluency provides an additional check on comprehension for the small number of students who read a minimum number of words correct per minute, but for whom oral reading fluency alone may not be a good indicator of comprehension.

In addition to the inclusion of Retell with DIBELS Oral Reading Fluency, all of the passages are new.

They have been field-tested and empirically leveled in terms of difficulty.

Calculation of the percentage of words read accurately has been added to the scoring and will be added to determination of the benchmark goals.

And finally, the passages are now produced in an early reader font, called Report School, for grades 1 and 2.

Slide 5-6 – ***What is Oral Reading Fluency?***

Oral Reading Fluency is more than accurate reading of words and is not speed reading. There are multiple definitions of fluency in the reading literature. Most definitions include accuracy, rate, and prosody. Reading fluency depends on well-developed letter-sound recognitions skills, efficient and automatic decoding of regular and irregular words, and the use of expression and phrasing when reading aloud.

Slide 7 – ***Accuracy Precedes Fluency***

In the progression of skills leading to reading comprehension, accuracy precedes fluency. We support students to read with a high rate of accuracy before building fluency. It is not useful to read fast and make many mistakes. Once a student is an accurate reader, it is repeated practice that moves then to automaticity and

fluency. Once a student is both accurate and fluent, they are able to attend to what they read and can read with expression.
Fluency can be described as the bridge to comprehension. It is not a goal itself, but a means to the end of understanding what is read.

Slide 8 – ***DIBELS® Oral Reading Fluency (DORF) Overview***

DIBELS Oral Reading Fluency is a one-minute passage reading activity, followed by a maximum one-minute retell activity. DORF is an indicator of advanced phonics, accurate and fluent reading, and comprehension. It is given from the middle of first grade through the end of sixth. Scores include the median words read correctly, the median errors, and the median retell. The wait rule is 3 seconds. The discontinue rules apply to the passage reading and the retell. On passage reading, discontinue the task if the student gets no words correct in the first row of the passage. If fewer than 10 words are read correctly on passage one, do not continue to passages two and three, and do not administer retell. If the student reads less than 40 words correct on a passage, use your professional judgment on whether to administer retell for that passage.

Slides 9-14 – ***DORF Benchmark Goals and Cut Points***

The next 6 slides show the DORF benchmark goals. These are the goals for Words Correct per minute, Accuracy, and Retell from 1st to 6th grade. The benchmark goal document also shows the goals for Retell Quality of Response.

Slide 15 – DIBELS® Oral Reading Fluency (DORF)

The assessor shows the student a passage of text that they have not seen before and asks them to read for one minute. Scores include the number of words read correctly and the percentage of words read accurately in one minute.

Slide 16 – ***DORF Video Demonstration***

Let's watch a video demonstration of DORF.

Slide 17 – ***Materials***

The materials needed to administer DIBELS Oral Reading Fluency include the scoring booklet or mobile device, clipboard, stopwatch, and pen or pencil

Slide 18 – ***Administration Directions***

Position the clipboard so the student cannot see what you write. Read the directions verbatim from the scoring booklet.

Slide 19 – *DORF Administration Directions*

The directions for DIBELS Oral Reading Fluency are as follows: I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish. (Place the passage in front of the student.) Put your finger under the first word (point to the first word of the passage). Ready, begin.

During benchmark assessment, students read from 3 different passages for one minute each. These shortened directions can be used on passage 2 and 3.

Slide 20 – *DORF Directions: Mobile Device*

On a mobile device, the same directions will scroll on the screen.

Slide 21 - *During the Testing*

Start the stopwatch (or tap Start) after the student says the first word of the passage. If the student scans the passage before you say Begin and asks you to tell them a word, do not tell it to them, and complete the directions.

Follow along as the student reads the passage. Leave blank any words read correctly and put a slash through errors.

At the end of 1 minute, put a bracket after the last word the student read before time ran out.

Tell the student to Stop (and tap Done), and remove the passage.

Slide 22 – *DORF Notes*

Each passage has a title on it. However, do not read the title to the student. If the student chooses to read the title, that is fine, but do not start the timer. You may supply words in the title if asked. Do not count or correct errors in the title.

If the student finishes the entire passage before the end of 1 minute, their score at that point is recorded as their score. Do not ask them to start reading again at the beginning of the story and do not prorate a rate per minute.

If the student is in the middle of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but only score the words said up to the end of 1 minute.

Side 23 – ***Scoring Rules***

There are 2 scoring rules for oral reading fluency. Leave the correctly read words blank and put a slash through any errors.

Slide 24 – *Scoring Rule 1 Example*

Leave blank words that are read correctly. Words or phrases that are repeated (read more than once) are not counted as errors, they are ignored in terms of scoring.

Slide 25 - *Scoring Rule 1: Sounding Out and Recoding Words*

To be counted as a correctly read word, the whole word must be read, not just the sounds. So if the student sounds out the word, they must also pull the sounds together and read the word, as in this example.

Slide 26 - ***Scoring Rule 1: Inserted Words***

Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

Slide 27 - ***Scoring Rule 1: Self-Corrections***

A word is scored as correct if it is initially misread but the student self-corrects within 3 seconds. Mark SC above the word and score as correct. On a mobile device, tap the word a second time within 3 seconds and that word will be scored as correct.

Slide 28 – ***Scoring Rule 1: Proper Nouns***

If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct.

Slide 29 - ***Scoring Rule 1: Numerals and Abbreviations***

Abbreviations should be read the way they would be pronounced in conversation. Numerals must be read correctly within the context of the sentence. Hyphenated words count as two words if both parts can stand alone.

Slide 30 – ***Scoring Rule 2 Example: Slash Words Read Incorrectly***

Put a slash through (or tap) any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

Slide 31 - ***Scoring Rule 2 Example: Words Read Sound by Sound***

Students must read the whole word, not just the sounds, to be counted as correct. They can first read the sounds, but they must blend them together into the correct word in order to get credit.

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Slide 32 - ***Scoring Rule 2 Example: Repeated Errors***

If a student reads the same word incorrectly multiple times in the story, it counts as an error each time.

Slide 33- ***Scoring Rule 2 Example: Omitted Words***

Words that are skipped are scored as errors.

Slide 34 - ***Scoring Rule 2 Example: Skipped Lines***

If a student skips a row, draw a line through the entire row and count the omitted words as errors. On a mobile device, tap the X to the left of the line to indicate it was skipped.

Slide 35 - ***Scoring Rule 2 Example: Substituted Words***

If a student substitutes a word for the word on the page, it is an error.

Slide 36 - ***Scoring Rule 2 Example: Hesitations***

If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect.

Slide 37 - ***Scoring Rule 2 Example: Incorrect Pronunciation of Words in Context***

If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.

Slide 38 - ***Scoring Rule 2 Example: Contractions***

Students should read contractions as they are printed on the page.

Slide 39 - ***Scoring Rule 2 Example: Words Read Out of Order***

Words should be read in the order they appear on the page.

Slide 40 – *Practice Scoring Rules 1 & 2*

Trainer Note:
Use the Trainer Practice Key to read the passage in the role of the student. Have participants mark in the training book. When finished, advance the slide to show the correct scoring marks.

Here is an opportunity to practice scoring rules 1 & 2. You will mark on the passage in the training book while I read the passage as if I were the student.

Slide 41 – ***Wait Rule***

The wait rule for oral reading fluency is 3 seconds. If the student hasn't said anything or is still working on sounding out the word after 3 seconds, tell them the word and slash it as an error.

Slide 42 – ***Discontinue Rule Part 1: DORF***

The discontinue rule for oral reading fluency is 0 words read correctly in the first row of the passage. If this occurs, do not administer the retell portion and do not ask the student to read passages 2 and 3.

If the student meets the discontinue rule on a mobile device, a box will appear automatically so you can tap discontinue assessment.

Slide 43 – ***Discontinue Rule Part II: Fewer than 10 (ten) Words in First Passage***

If the student reads fewer than 10 words correct on the first passage, do not administer the retell portion and do not administer passages 2 and 3. If the student reads fewer than 10 words correct per minute on the 2nd passage, you must still give passage 3.

The number of words the student read correctly is the score, and should be recorded on the front cover of the student booklet. Do not record zeros for stories 2 and 3, don't record any score.

Slide 44 - ***Reminders***

There are 2 reminders that can be used on any DIBELS measure where there is written material for the student to look at.

If the student stops reading (and it's not a hesitation on a specific item), say ***Keep going.*** This reminder also could be used if the student starts to tell you a story in the middle of reading the passage.

If the student loses her/his place while reading, point.
These reminders may be used as often as needed.

Slide 45 - ***Note***

There is no penalty in terms of scoring for differences in pronunciation of words due to articulation delays or impairments, dialect differences, or speaking a different dialect or first language.

Slide 46 – ***Immediately After Testing***

Immediately after testing, reset the stopwatch for the next measure and note any response patterns that may be helpful in planning instruction.

Slide 47 – ***At A Later Time, Compute the Final Score***

At a later time, when the student is no longer with you, add the total number of words up to the bracket and record it on the line for Total Words. Count and record the total number of errors. Subtract the errors from the total and record the words read correctly.

Slide 48 – ***DORF Retell***

Follow each oral reading fluency passage with retell if the student has read 40 or more words correct per minute on that passage.

Use your judgment about whether or not to administer retell if the student reads less than 40 words correct in the minute. For example, a first grade student who reads 38 words correct per minute with very few or no errors may have read enough to be able to engage in the retell.

On a mobile device, if the student read fewer than 40 words correct, a box will appear asking the assessor whether or not her or she wants to continue to Retell.

Slide 49 – ***DORF Retell Administration Directions***

The retell portion of DIBELS Oral Reading Fluency is given when students have read at least 40 words correct per minute.
After the student has read the passage aloud, remove the passage and read the retell directions verbatim. The same directions will appear on the screen of the mobile device.

Start the stopwatch (or tap Start) when you say Begin. The student has a maximum of 1 minute for the retell.

Mark the numbers on the scoring sheet to represent words in the student's response that are related to the story.

Slide 50 – ***During the Testing***

As the student is retelling the story, move your pen or pencil through the numbers to represent the number of words in his or her retell that are related to the passage just read.

Stop moving the pen or pencil if the student stops retelling the story or says something that is not relevant to the story.

If the student's response goes on for more than a minute, say "Thank you," discontinue the task, and circle the number of words in his or her retell.

Slide 51 – ***Retell Score and Scoring Rules***

Scoring for retell is 1 point for every word in the response that was about what was read. Do not count words that are not about the story, for example, if the student starts to talk about his or her own life.

Slide 52 – ***Retell Scoring Rule 1: Correct Words***

Count as correct any words in the response that are about the passage. Count small words such as "and," "is," "the," and words that might be slightly inaccurate but still not off base. For example, if the student refers to the narrator of the story as a boy, when the gender was not identified. Or if the student retells about apples that were placed in a bucket, but in the story it was a basket.

The critical judgment is whether the student is generally accurate about what was just read. Minor inaccuracies about the story are still counted as correct.

Mark with your pen or pencil through the numbers in the booklet for each correct word in the student's response.

Slide 53 - ***Retell Scoring Rule 1: Correct Words***

Here are 2 examples of marking and scoring correct responses. All of the words in each response are counted as correct because they are related to the passage. Contractions are counted as one word.

Slide 54 - ***Retell Scoring Rule 1: Correct Words***

Here are 2 additional examples of correct responses. The response does not have to be a complete sentence for the words to count as correct.

Slide 55 - ***Retell Scoring Rule 1: Correct Words***

This example shows how words are still counted as correct even though there may be minor inconsistencies between the passage and the retell.

Slide 56 – *Retell Scoring Rule 1: Correct Words on Mobile Device*

Starting on any rectangle, draw a line from left to right to mark words used in the retell that were about the story. Tap done when the retell is complete.

Slide 57 - *Practice 1: Retell Scoring Rule 1*

Trainer Note: This is an opportunity to practice Retell. You will need your copy of the Trainer Practice Key.

Now we will practice Retell. I will be the student and you will mark my response in your training book. You do not have to read the directions or time the practice.

Slide 58 – ***Practice 2: Retell Scoring Rule 1***

Here is another practice opportunity. You will mark my response in your training book.

Slide 59 – *Practice 3: Retell Scoring Rule 1*

Here is another practice opportunity. You will mark my response in your training book.

Slide 60 – *Practice 4: Retell Scoring Rule 1*

Here is another practice opportunity. You will mark my response in your training book.

Slide 61 - ***Retell Scoring Rule 2: Incorrect Words***

Stop moving your pen or pencil (or finger) through the box of numbers if the student is giving an incorrect response, which is a response that is not related to the passage that was read.

Slide 62 - ***Retell Scoring Rule 2: Incorrect Words***

In the first example, only the first 11 words are about the passage and therefore counted as correct. In the second example, only the first 5 words are counted. Once the student starts talking about their own life, stop counting words.

Slide 63 - ***Retell Scoring Rule 2: Incorrect Words***

Filler words such as “uhh”, “um”, “you know”, and “like” are not counted.

Slide 64 - ***Retell Scoring Rule 2: Incorrect Words***

Here is an example where the student’s entire response is off track.

Slide 65 - R*etell Scoring Rule 2: Incorrect Words - Mobile Device*

Words can be "erased" so to speak if necessary by drawing your finger from right to left to correct the word count. Tap done when the retell is complete.

Slide 66 – ***Practice 5: Retell Scoring Rule 2***

Here is a chance for you to practice scoring rule 2. I will act as the student. You will record my response in the training book. You do not have to say the directions or time the practice.

Slide 67 – *Practice 6: Retell Scoring Rule 2*

Here is an additional practice opportunity.

Slide 68 - *Wait Rule*

If the student stops or hesitates for 3 seconds, select one of the following:

If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.***

Otherwise, say ***Can you tell me anything more about the story?***

One or the other of these reminders may be used only once.

Following the 3-second wait rule and prompt, discontinue the retell if the student hesitates or gets off track for more than 5 seconds.

Slide 69 - ***Note***

The student is not penalized for differences in pronunciation of words due to articulation delays or impairments or speaking a different dialect or first language.

Slide 70 – ***Approved Accommodations for DORF***

Approved accommodations are unlikely to affect how the assessment functions. A score can be reported and interpreted as an official DIBELS® score.

Approved accommodations for DORF include the use of:

- enlarged student materials for students with visual impairments
- colored overlays, filters, or lighting adjustments for students with visual impairments
- assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments
- Markers or rulers to focus student attention on a single row

Slide 71 – ***Final Score: Scoring Page***

Write the number of correct words in the retell on the Retell Total line of the scoring sheet.

Slide 72 – ***Immediately After Testing***

Immediately after testing, reset the stop watch and rate the quality of the student's response using the Retell Quality of Response Rating.

Slide 73 – ***Retell Quality of Response***

The Quality of Response Rating is a subjective evaluation of a student's response and is designed to provide qualitative information for planning instruction. Although it has its own benchmark goals, it is not part of the composite score.

On a mobile device, the Quality of Response rating screen will appear automatically after the Retell assessment.

Slide 74 – ***Retell Quality of Response***

Here is an example of a retell response that earned a 1 rating. The student read the passage you see here, and then said "It was about fish. They took the fish to a market."
There are 2 details that were provided.

Slide 75 - ***Retell Quality of Response***

Here is an example of a retell response that earned a 2 on the quality of response rating. The student read the passage you see here, and then said "There was a boy named Ken. He had a sailboat. And they put their fish in baskets." This response includes 3 details, but they are not in a meaningful sequence.

Slide 76 - ***Retell Quality of Response***

Here is an example of a retell response that earned a 3 rating. The student's response was "The boy helped his dad load the fish into baskets and then they put the baskets on the boat to take them to the market." This response includes 3 or more details in a meaningful sequence. The sequence must be meaningful and logical, but does not have to be the exact sequence that appeared in the passage.

Slide 77 - ***Retell Quality of Response***

Here is an example of a retell response that earned a rating of 4 on the quality of response scale. The student's response was "The story was about a boy and his dad and how they sold fish at a market. They loaded the fish into baskets and used their boat to sail across the clear blue water to the market." This response includes more than 3 details that are in a meaningful sequence and express a main idea. Keep in mind that the quality of response rating is subjective, and designed to be helpful in planning instruction.

Slide 78 – ***Final Score: Benchmark Cover Page***

If the student read fewer than 10 words correct on the first passage, record the number of correct words on the front of the scoring booklet.
Do not administer passages 2 and 3.
Do not administer Retell.

Slide 79 - ***Final Score: Benchmark Cover Page***

During benchmark assessment, if the student reads 3 passages, transfer all 3 words correct scores and error counts to the front of the benchmark assessment booklet.

Slide 80 - ***Final Score: Benchmark Cover Page***

For example, if the student's scores are 27, 36, and 25 on the 3 stories, record these scores and the corresponding errors in the appropriate boxes.
Circle the median number of words correct and the median number of errors. These 2 medians could come from 2 different passages.
The median is the middle score. For example, for the scores 27, 36, and 25, 27 is the middle score – not the highest and not the lowest.
If 2 scores are the same number, that number is the median.
The median score is used because it is less sensitive to being influenced by extreme scores than the mean score would be. Thus, the median is the most representative score of the student's performance, and is calculated for both the words correct and the errors, in order to determine accuracy in a way that best represents the student's performance.
Record the retell score and corresponding rubric rating for each passage.

Slide 81 - ***Final Score: Benchmark Cover Page***

If the student provides a Retell after each of the 3 stories, record all 3 scores as well as all 3 Quality of Response values on the front cover and circle the median of each.
For example, if the 3 retell scores are 12, 19 and 16, circle 16.
If the Quality of Response values are 2, 3, and 2, the median is 2.

Slide 82 – ***Final Score: Accuracy***

The accuracy calculation tells you the percent of the words the student read correctly. It is important for students to read accurately and fluently. Reading words quickly and wrong is not the goal.
If you are using a data system, the accuracy percentage will be calculated for you after you have entered benchmark scores. If you do not use a data system, you will need to calculate the percent accurate yourself.

The formula is the median number of words read correctly divided by the sum of the median number of correct words and median incorrect words (or total words read), times 100. Again, the 2 median numbers do not have to come from the same passage.

In the example on the slide, the numbers in the formula would be 27 divided by 29 (which is 27 plus 2), times 100. The answer would be 93% accurate.

Slide 83 – ***Final Score: Progress Monitoring Cover Page***

The cover of the progress monitoring books can be used for recording and graphing words correct and retell scores. Accuracy calculations may also be important to monitor, but they would need to graphed elsewhere.

Slides 84-85 – ***DORF Review***

Trainer Note:
These slides contains 5 questions each. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of the key administration and scoring rules for DIBELS Oral Reading Fluency.

Slide 86-88 – ***DORF Practice #1***

Trainer Note:
This is the first whole-group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the benchmark scoring booklet or mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. They will read the directions out loud together from the black and white scoring booklet or page 179-181 of the training book, and time the assessment. The purpose is to practice all of the scoring rules. When you are done reading the story for one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the DORF scoring rules together. You will read the directions out loud together and time the assessment. I will act as the student. You should mark in the first grade benchmark scoring booklet. At the end of the minute, calculate the total score.

Trainer Note:
At the end of one minute, allow a few moments for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

At the end of the practice, show the script for the retell and the total score. Discuss any differences between participant's scores and the slide or any questions they may have.

Slide 89-91 - ***DORF Practice #2***

Trainer Note:
This is a second whole-group practice activity. You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the benchmark scoring booklet or mobile device. If for some reason the scoring booklet is not available, have participants mark on the full-page version of the probe in the training book. They should read the directions out loud together and time the assessment. The purpose is to practice all of the scoring rules. When you are done reading the story for one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the DORF scoring rules together. You will read the directions out loud together and time the assessment. I will act as the student. You should mark in the first grade benchmark scoring booklet. At the end of the minute, calculate the total score.

Trainer Note:
At the end of one minute, allow a few moments for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.
At the end of the practice, show the script for the retell and the total score. Discuss any differences between participant's scores and the slide or any questions they may have.

Slide 92-93 – DORF *Audio/Video Practice*

Trainer Note:
This is an opportunity for participants to practice scoring DORF along with a student on the video. They should mark in their benchmark scoring booklet and time the assessment. At the end of the minute, ask participants to compare their scores to the slide.

Set your timer for one minute. Follow along as the student on the video is responding, and mark according to the scoring rules on the copy of the probe provided in your training book. When the video ends, calculate the total score.

Trainer Note:

At the end of the video, advance the slide to show the correct scoring marks and total score. Review the score with participants, answer any questions or resolve differences.

Slide 94-97 – *Small Group Practice*

Now we will do the small-group practice of DORF with participants in groups of 2 or 3. In a group of 3, each person will take a turn in the role of student, assessor, and observer. The person in the student role reads from the script titled "Student." He or she will pretend to be a student by providing the scripted responses. The person in the assessor role reads from the script titled "Assessor." He or she will perform the directions verbatim, time the assessment, record responses, and calculate a final score. The person in the observer role will time along with the Assessor and use the Assessment Accuracy Checklist to check accurate administration and scoring. The Observer will provide constructive feedback to the Assessor for the purpose of improving the accuracy of the assessment. After each practice round, rotate roles so that each person in the group has a turn in the Student, Assessor, and Observer Roles.

When you are in the "Assessor" role you will:
Administer DORF to the "student" using the first grade scoring booklet or your mobile devce, Benchmark 3.2. Time the measure and score the student's responses. Student materials for DORF are on the page titled "Student Materials."

When you are in the "Student" role you will:
Follow the student script for your round on page 144 or 145. Review the student script and then pretend to be a student and say the scripted responses for your round. Pace the task and perform as a first grade student.

When you are in the "Observer" role you will:
Use your stopwatch and the scoring form on pages 148 and 149 to time and score along with the assessor. Compare timing and scoring following the completion of the round. Complete the Assessment Accuracy Checklist on pages 146 and 147 and provide feedback to the assessor on the accuracy of administration, scoring, and timing.

After Completing Each Round...

Answer the following questions for the round in which you were the assessor:
What was easy for you?
What was difficult?
What do you need to practice?
How were the skills of the student you assessed?

What instruction would you recommend?

Trainer Note:
When most participants have completed the activity, process out the scores of each student relative to the benchmark goal. Discuss the skills that each student has currently, and what you might work on next.

Student A
Accurate, fluent, reading for meaning

Student B
Highly inaccurate
Not much of a decoding strategy – got first sound but not other sounds in unknown words – assessor supplied words after 3 seconds
Misread several words
Low comprehension

Student C
Accurate, fluent, reading for meaning

98 – *Readability of Passages*

Trainer Note:
The following slides provide an explanation of how the readability level of the passages was determined and controlled for DIBELS Next®. These slides may be used with audiences who request and/or are ready for this in-depth information. For participants who are just starting out using DIBELS, the trainer may decide not to use these slides. With some groups, they may be interested in this topic when you mention it on slide 4 and you could jump to these slides at that time. It is up to the trainer to determine at what time these slides will be used. Although they are placed at the end of the module, they were not intended to be used at this point. It is recommended that trainers read the Readability Technical Report available on the DMG website www.dibels.org.

To create the passages for DIBELS Next®, DMG took a pragmatic approach. Narrative and expository passages were authored that met the design specifications.

The passages went through extensive review to make sure they were “well behaved”, meaning they flowed well, were engaging to students, and made sense. The passages also had to represent diversity and be sensitive and respectful. The passages also met the DMG Passage Difficulty Index, which will be explained in a few minutes.

Forty passages that met the rigorous standards were examined in a scientific study using a repeated measures design. Twenty to twenty-five students in each grade (first to sixth) read all 40 passages. Each student also read a NAEP Fluency Passage and a DIBELS 6th Edition passage for their grade level.

The thirty-two best performing passages at each grade were selected for DIBELS Next®. Those thirty-two passages were arranged into triads to facilitate decision making with benchmark and progress monitoring data.

Slide 99 – *Readability of Passages*

There are many readability formulas available in the educational literature. One of the issues with these formulas is that they measure readability in different ways, and therefore can provide very different results in terms of the difficulty of the passage.

There are several aspects of readability that are variables that we can count. Those variables can generally be grouped into 3 categories – decoding difficulty, semantic difficulty and syntactic difficulty.

Slide 100 – *Most Readability Formulas Use Indicators in One or Two Areas*

Some of the most commonly used readability formulas are listed here. The variables that they use in their formulas are marked in the categories of word length, semantic difficulty and syntactic difficulty.

One problem is that none of these formulas measure from across all three categories. A second problem is that the formulas don't work across categories. In other words, you can make a passage look like it has a certain level or readability by controlling variables in one but not the other two categories. For example, if a formula measures sentence length but not decoding difficulty, a sentence like "Photosynthesis is good" could score like a primary grade passage but actually be very difficult for most young children.

The DMG Passage Difficulty Index was created to sample equally across all 3 categories. One third of the Index comes from each of the three categories so that all aspects of readability are measured.

Slide 101 – *Comparison of DIBELS Next® with DIBELS® 6th Edition - Readability*

Once the DMG Passage Difficulty Index was created, it was used on the DIBELS 6th Edition passages. There was a fair amount of variability across and within grades on the 6th Edition passages. For example, across second grade, the

benchmark passages vary from easy to difficulty. And across grades, there are some 6th grade passages, for example, that are as "easy" as the 5th grade passages, and there are some 5th grade passages that are as "hard" as 6th grade passages.

The amount of variability on the benchmark passages within each grades is reduced significantly, but the level of difficulty for each set of passages is very, very close to the level of difficulty for the 6th edition passages for that grade. Also note that the passages for each grade are a step more difficult than the grade before.

Advance slide

Once the DIBELS Next® passages were developed according to the design specifications, the DMG Passage Difficulty Index was used on those passages. The data points on this graph show the 9 benchmark passages and 3 DIBELS Survey passages for each grade. The amount of variability on the benchmark passages across and within the grades is reduced significantly.

Advance slide

The remaining 20 passages became progress monitoring passages. Once passages were assigned to benchmark, DIBELS Next® Survey, or progress monitoring, they were carefully designed into triads (and one progress monitoring dyad). The triads were designed to balance difficulty of the passage and type of passage (narrative or expository).

Triads should be used when analyzing DIBELS Next® data – three passages for benchmark and survey level assessment, and reviewing 3 consecutive data points for progress monitoring. The triads reduce variability across passages even further. This allows us to be more confident that differences between students and differences in student performance over time are related to student skills and not the passage.

Slide 102 - *Third Grade Student Performance: Triads Designed to Reduce Variability*

Even with careful level of the passages using the DMG Passage Difficulty Index, variability in the passages can still occur due to the topic, vocabulary, etc. Therefore, the most significant leveling of the DIBELS Next passages was done by observing how students perform on each passage. In each grade, 40 passages that met the grade-level criteria were administered to students. Then the 32 passages with the least variability in scores were selected to include in DIBELS Next.

Advance:

Here you can see the variability in mean third-grade passage scores. These are the triads for the beginning, middle, and end of year benchmark passages, as well as the passages used in DIBELS Survey. The passages are arranged in triads of slightly easier, medium, and slightly harder passages.

Advance:
When interpreting student results in triads, or groups of three, the variability in performance is even more consistent. (click through to show beginning, middle, end of year, and progress monitoring data points).

Slide 103 - *All DIBELS Next Triads are Designed to be of Equivalent Difficulty within Grade*

Here you can see the variability in passage means and triads for all grades.

Slide 104 – *DORF Summary*

Students read from a passage for one minute. Words read correctly are left blank. Errors such as reading the incorrect word, transposing or omitting a word, or words that are not read within 3 seconds are slashed. Errors such as repeating or adding words are left blank. Students can self-correct an error within 3 seconds. If a student skips a line, draw a line through it and count the skipped words as errors. Discontinue DORF if a student has not read any words correct in the first line of the passage

Slide 105 – *DORF Summary: Retell*

The retell measure is no longer separate and no longer optional. The retell component of DORF is given after each passage on which a student read 40 or more words correct in the minute. The maximum time allowed is one minute. Words that are related to the passage are counted, even if there are minor errors. Words that are unrelated to the story or about the student's own life are not counted. The first time a student pauses, wait for 3 seconds, then say, "Tell me as much as you can about the story." After this prompt or reminder, If the student pauses or gets off track for 5 seconds, say "Thank you" and discontinue the task.

Module 8 - DAZE

Slide 1 – ***Introduction to Daze***

This module focuses on the administration and scoring procedures for Daze, which is a new measure for DIBELS Next®.

Objectives
Upon completion of this module, participants will:
• Know the Big Idea related to Daze
• Be able to accurately administer and score Daze

Trainer Note:
For many participants, this measure is easy to learn to administer and score. The measure can be group-administered for benchmark assessment, or individually administered for progress monitoring. Administration involves reading from a script. Scoring involves using a scoring answer key.

Slide 2 – ***DIBELS® Assess the Basic Early Literacy Skills***

Daze provides an indicator of silent reading comprehension. It is a different way of measuring comprehension than DORF and provides an additional measure of comprehension.

Slide 3 – ***Basic Early Literacy Skills - Strands***

The stepping stones are leading to skilled reading and being able to truly understand what is read so that students can read to learn. As an assessment of reading comprehension, Daze provides an indication of whether or not a student is understanding what he or she has read.

Slide 4 – ***What is Reading Comprehension?***

Reading comprehension is the ultimate goal of all of our reading instruction and assessment activities. It is the ability to understand what is read by interacting with print.

Slide 5 – ***Why is Comprehension Important?***

Comprehension is the complex process of gaining meaning from text for a variety of purposes.

Slide 6 – ***Reading Comprehension Skills***

Reading comprehension is founded on and often defined by accurate and fluent reading of connected text. It involves successful language, verbal skills, the use of background knowledge, and working memory

Slide 7 – ***What is Daze?***

Daze is a new measure for DIBELS Next®. Daze is the standardized, DIBELS version of maze procedures for measuring reading comprehension. Daze assesses the student's ability to construct meaning from text using all of the skills and processes listed here.

Slide 8 – ***Daze***

Daze is a 3-minute indicator of reading comprehension. It can be given to the entire class at one time. Daze is used for benchmark assessment from the beginning of 3rd grade through the end of 6th grade. The score is the number of correct words in three minutes minus half the number of incorrect words.

Slide 9 – ***Daze Benchmark Goals and Cut Points***

The benchmark goals for the beginning, middle and end of third and fourth grade are listed on this slide.

Slide 10 – ***Daze Benchmark Goals and Cut Points***

And the goals for fifth and sixth grade are listed here.

Slide 11 – ***Daze***

The students in the class are asked to read a passage and circle the words that makes the most sense in the story. Three choices of missing words are given. The student has to circle the word that makes the most sense.

The score is the number of correct responses, minus half the number of incorrect responses, which compensates for students guessing.

Slide 12 – ***Daze Video Demonstration***

Let's watch a video of an educator administering Daze to a 5th grade class.

Slide 13 – ***Materials***

The materials required for Daze include the student workbooks for each student, a stopwatch, a pen or pencil for each student, and the administrator's copy of the directions and scoring key.

Slide 14 – ***Administration Directions***

Make sure each student has a pencil. Before handing out the worksheet to each student, say ***I'm going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.***

Hand out the Daze worksheet. When all students are ready say, 1.When all of the students are ready, say, ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.***

Slide 15 – ***Administration Directions***

A sample or model is provided to students in practice 1. Practice 2 allows the assessor to gauge whether or not students understand the task.

Slide 16 – ***Administration Directions***

The assessor provides the correct response for practice 2 after 30 seconds. Then continue with the remaining directions.

Start the stopwatch after you say begin.

Slide 17-18– ***Administration Directions***

Use the reminders as needed. At the end of 3 minutes, stop the student and collect the Daze worksheets.

Slide 19 – ***Scoring Rules***

A scoring key is used for scoring. Students receive 1 point for each correct word that is circled. Put a slash through words that are incorrect. Incorrect responses include errors, boxes with more than one answer, and items left blank that are blank because they were skipped.

Slide 20 – ***Scoring Example: Correct Response***

Here are several examples of correct responses. The correct answer is printed on the scoring key in bold. If the student circled the word that is in bold on the answer key, it is correct and should be left blank.

Slide 21 – *Scoring Example: Incorrect Response*

Put a slash over incorrect responses. A response is incorrect if the student circled an item that is not in bold font on the scoring key, if they circled more than one response or if they skipped an item.

Slide 22 – *Scoring Unmarked Items*

Slash as an error any item that is skipped, including all items on a page that is skipped. Do not score as errors the items that were not attempted. Those might be items left blank after the last scored item or items not attempted due to starting in the second page.

Slide 23 – *Reminders*

There are 3 reminders that can be used as often as needed.
If a student starts reading the passage out loud, say "***Remember to read the story silently."***

If a student is not working on the task, say "***Remember to circle the word in each box that makes the most sense in the story."***

In addition, if a student asks you to provide a word or for help with the task, say, "***Just do your best."***

Slide 24 – *Approved Accommodations for DAZE*

Approved accommodations are unlikely to affect how the assessment functions. A score can be reported and interpreted as an official DIBELS® score.

Approved accommodations for Daze include the use of:
enlarged student materials for students with visual impairments
colored overlays, filters, or lighting adjustments for students with visual impairments
assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments
markers or rulers to focus student attention on a single row

Slide 25 –*Final Score: Student Copy*

Use the scoring key to determine the total number of correct and incorrect responses and record those on the cover of the worksheet.

Slide 26 – *Final Score: Daze Adjusted Score*

An adjusted score is used as the final score for Daze to correct for the possibility that the student was correct by simply guessing.

The formula for calculating the Daze adjusted score is the number of correct responses minus the number of incorrect responses divided by 2.

Correct – (Incorrect / 2)

Or stated another way:

Correct – (Incorrect x 0.5)

If completing the formula results in a decimal, round to the nearest whole number. Half-points (0.5) should be rounded up.

The minimum adjusted score is 0. If the adjusted score is a negative number, record an adjusted score of zero. Do not record a negative number.

Most data management services will calculate this formula for you. Use this formula to calculate the adjusted score yourself if you are not using a data management service.

The steps for calculating the Daze adjusted score are:
1. Record the number of correct responses.
2. Record the number of incorrect responses.
3. Divide the number of incorrect responses by 2.
4. Subtract the result of step 3 from the number of correct responses.
5. The result of the formula should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Daze Adjusted Score is 0. Do not record a negative number.
6. Write the adjusted score on the top of the Daze cover sheet and circle it.

Slide 27 – *Adjusted Score Examples*

Here are two examples of adjusted scores. The first example shows that the formula will not significantly change the raw score for students who are not

guessing. The second example shows that the adjusted score will lower the raw score when the student has guessed correctly on a large number of items.

Slide 28-29 – ***Final Score: Cover Sheet***

Record the adjusted score on the cover of the worksheet.

Slide 30 – ***Daze Review***

Trainer Note:
This slide contains 5 questions. Participants are encouraged to read each question and answer the question as a group. Show the questions one at a time. Have participants answer as a group. Once they have answered a question, advance the slide to reveal the answer.

Now let's review some of key administration and scoring rules for Daze.

Slide 31 - 34– ***Daze Practice***

For this practice, you will need the page in your training book that looks like the practice sheet on the screen, and a pen or pencil. The student materials on the screen indicate the student response. Use the scoring key to determine the accuracy of the student's responses. Put a slash over errors and leave blank any correct responses.

Trainer Note:
Move to the next slide when it seems that participants are ready.

Slide 35 - 37 – ***Daze Practice - Correct Marks***

Now we will go over the correct marks. Check the marks on your handout against the ones on the next 3 slides.

Slide 38 – ***Final Score: Cover Sheet***

The final score that gets recorded for Daze is an Adjusted Score. The Adjusted Score corrects for students who may have been correct simply by guessing. Do not prorate a score on Daze. Most data management services will calculate this score for you. To calculate it yourself, the formula is:
The Number of Correct Responses minus Incorrect Responses divided by 2.

Record the number correct responses on the bottom of the cover page.

Record the number of incorrect responses below it.

Then record the Adjusted Score. In this example, you would divide 13 by 2 and get 6.5. Subtract 6.5 from the number of correct responses, which was 48. 48 minus 6.5 is 41.5. Round up to 42.

Record the score on the cover of the worksheet and transfer it to the cover of each student's benchmark or progress monitoring scoring booklet.

Slide 39 – ***Daze Summary***

Daze is a DIBELS version of a maze procedure, which is used in grades three through six. It is typically given to an entire class at the same time. The timing starts after the directions and practice items, and stops at the end of three minutes. An answer key is available for scoring. Correct responses are left blank and errors are slashed. Errors include incorrect responses, marking more than one word, not responding, or unclear marks. The adjusted score is the total number of correct responses in three minutes, minus half the number of incorrect responses.

Module 9: Logistics

Slide 1 – *Logistics*

This module focuses on the logistical considerations of benchmark and progress monitoring assessment.

Slide 2 – *DIBELS Next® Data Collection*

DIBELS Next® assessment can be used either for benchmark assessment or progress monitoring assessment. Benchmark assessment involves testing all students in the grade three times a year, roughly at the beginning, in the middle, and at the end of the year. Progress monitoring is done only with the students who are not at the benchmark goal. Progress monitoring assessment is done more frequently than three times a year.

Slide 3 – *Logistics of DIBELS Next® Data Collection: Benchmark Data Collections*

There are several logistical components to conducting a benchmark assessment. These include:
• Plan and schedule data collection.
• Organize resources.
• Collect the data.
• Enter the data.
• Use data for educational decision-making.

Let's spend a few minutes discussing each one.

Slide 4 – *Planning and Scheduling Benchmark Data Collection*

The decisions that need to be made to plan a benchmark assessment are:
–When will the data be collected?
–Who will collect the data?
–How will the data be collected?
What data collection approach will be used?

Slide 5 – *When Will Benchmark Data Be Collected?*

In general, benchmark assessment is conducted three times a year – in the beginning, middle and end of the year, in the monthly intervals shown here.

Slide 6 – ***Scheduling Considerations***

Scheduling considerations include avoiding other assessments or major school events, not assessing right after a break from school, and planning enough time to train or update staff on administration and scoring procedures.

Slide 7 – ***Who Will Collect Benchmark Data?***

Careful consideration should be given to who will conduct the benchmark assessment.
Options include:
–Classroom teachers and assistants
–Specialists and support staff
–Principals and administrators
–Practicum students or Interns
–Student teachers

The size of your school, resources, timeline, and number of trained assessors will impact this decision. We recommend a team approach that includes the classroom teacher. So the teacher is not the only one collecting data, but they are available to hand-pick the students they assess (students with articulation errors, English language learners, students who are shy, etc.).

Slide 8 – ***How Will the Data Be Collected?***

There are multiple approaches to data collection, with advantages and disadvantages of each.

Slide 9 – *Considerations*

The goal is to collect valid and reliable data as efficiently and economically as possible with minimal disruption to instruction. This slide lists some issues to consider when deciding which model of benchmark assessment your school or district will use.

Slide 10 – *Within Classroom Approach*

In some schools, the classroom teachers prefer to assess all of their students. An advantage of this approach is that the teacher has participated in the assessment of each student and knows about their performance. A disadvantage is that it takes more time away from instruction.

Slide 11 – ***Multi-day School-wide Approach***

Another way to collect benchmark data is to have a team that includes the classroom teacher and other educators in the school who have been trained. A sub or other staff member floats through the school to relieve the teachers so he/she can become a member of the assessment team. Advantages of this approach include that it models a team approach to improving outcomes, teachers can hand-pick the several students they want to assess (ELLs, students with articulation errors, etc.), and it requires minimal disruption to instruction. A disadvantage is that it may take more time to train all staff.

Slide 12 – *One-day School-wide Approach*

In some smaller schools, it may only take one day for the team (that includes classroom teachers) to assess the whole school. In larger schools, two teams may circulate through the building assessing all students in one day.

Slide 13 – ***Time to Assess***

The table on this slide shows the amount of time required to give each of the DIBELS Next® measures.

Slide 14 – 17 – ***Benchmark Assessment Time***

These slides detail the number of minutes required in each grade at the beginning, middle, and end of the year. Use this information to plan the number of days and assessors you will need to conduct benchmark assessment. Keep in mind that in 3rd through 6th grades, Daze is done with the entire class at the same time, not individually.

Slide 18 – *Data Collection Conversion*

This slide shows the number of students that can be assessed in 30 minutes at each grade by each trained assessor. This may be useful for planning and decisions about who should be trained in DIBELS Next® and how many assessors your school needs.

Slide 19 – *Logistics of DIBELS Next® Data Collection: Benchmark Assessment*

After data collection has been planned and scheduled, these are the remaining data collection considerations….

Slide 20 – ***Organize Resources***

First, plan the logistics of who and where the assessment will take place. Prepare all materials, and organize them ahead of time as suggested.

Slide 21 – ***Organize Resources***

It is helpful to have class lists available and to use labels on the booklets rather than writing in the information by hand.

Slide 22 – ***Collect the Data***

Second, collect the data. Accurate data will allow for good decisions. Don't assume that everyone remembers all of the administration and scoring rules. Plan for reviewing the procedures at a minimum before each benchmark.

Slide 23 – ***Enter the Data***

Third, organize the data and enter them into a data management and reporting service. There are several options for data storage and reporting. The important thing is to have the data organized and accessible.

Slide 24 – ***Use the Data to Make Decisions***

The final and most important step is to use the data for decision-making. It can be helpful to schedule regular data review meetings to discuss individuals and groups of students and make adjustments to instruction.

Slide 25 – ***Logistics of DIBELS Next® Data Collection: Progress Monitoring***

The second way that DIBELS Next® can be used is for progress monitoring. The steps in planning for that assessment are:
1. Determine what DIBELS® Next materials should be used.
2. Set appropriate goal for evaluating progress.
3. Determine frequency of progress monitoring.
4. Evaluate progress toward the instructional goal. Modify the instructional plan as needed.

Slide 26 – ***Planning and Scheduling Progress Monitoring Data Collection***

Decisions for planning progress monitoring include how frequently to monitor and who will do it.

Slide 27 – ***How Frequently will Progress Monitoring Data be Collected?***

A general rule of thumb is to assess more frequently those students who are receiving more individualized and intensive instructional supports. There is no time to waste for these struggling students. Frequent data collecting will allow timely changes to instruction, thus avoiding a long period of time going by without an effective intervention.
There are few mandates related to progress monitoring. It needs to be flexible and dynamic and based on the individual needs of students.

Slide 28 – ***Who Will Collect Progress Monitoring Data?***

The person progress monitoring a student should be the person who will need and use the information. This role may be shared among classroom teachers and support staff. The important consideration is making sure the data are shared among those working with a student.

Slide 29 – *Logistics of DIBELS Next® Data Collection: Progress Monitoring*

In addition to planning and scheduling data collection, the issues listed on this slide should be considered.

Slide 30 – *Organize Resources*

First, decide what materials should be used for progress monitoring. In the primary grades, grade-level materials will often be used. With older students it may be useful to conduct Survey assessment to find the most appropriate level of the materials for progress monitoring.

Set a goal for each student. Visual analysis of student data relative to the aimline toward a goal can be a powerful tool for making frequent changes to instruction and getting students back on track for reading success.

Slide 31 – *Collect the Data*

Be sure that those who are asked to collect progress monitoring data have been trained. Conduct reliability checks to be sure everyone is still following the standardized procedures. And periodically check the scoring booklets for errors.

Slide 32 – ***Enter the Data***

It is important that the progress monitoring be shared among those who are working with the student. One way to do this is by entering data into a web-

based data system such as DIBELSnet. Everyone who works with a student can have access to entering and viewing the data as it is graphed within the system.

Slide 33 – ***Use the Data to Make Decisions***

One aspect of progress monitoring that is often neglected in planning is to schedule times to review the graph. Visual review of the data can lead to changes in instruction that will increase learning.

Students do not learn to read because they had progress monitoring data collected on them. It is not the data collecting that increases achievement – it is what you do in the classroom as a result of seeing the data that makes the difference. It won't always be obvious what to change about instruction. The first change may not be the thing that works. But the feedback mechanism that is created by progress monitoring is what allows teachers to see the effectiveness of their instruction. Thinking is required!

Slide 34 – ***Team Assessment Advantages***

Working as a team can be challenging, but there are many advantages for the students we support.

Slide 35 – ***Teamwork is not always about winning, but working together to make things happen***

The challenge of preventing reading failure requires all of us to work together.

Module 10: Conclusion

Slide 1 – ***Conclusion***

This module concludes the DIBELS Next® Essential Workshop.

Slide 2 – ***Putting it all Together: Conducting a Benchmark Assessment***

There are many decisions and logistical considerations when using DIBELS Next®.

Slide 3 - ***Putting it all Together: Conducting a Benchmark Assessment***

Prior to conducting a benchmark assessment, prepare all materials, review the scoring procedures and practice until you are accurate.

Slide 4 – ***Features of a Successful Benchmark Assessment***

A successful benchmark assessment is accurate, but engaging.

Slide 5–***Benchmark Assessment: Middle of K***

Trainer Note:
This module contains two opportunities to practice conducting a benchmark assessment from start to finish. They are available as options. It is possible that you will have time to use one or the other but not both, or that you won't have time to use either. They are here to use as needed. The probes with correct scoring marks and scores are not included in the slides. You can discuss the total scores with participants and resolve any disagreements by reviewing the modules on the measures or the Assessment Manual.

Here is a video of an assessor conducting a benchmark assessment in the middle of Kindergarten. Scoring forms are provided in your Training Manual if you would like to score along with the video. This will give you an opportunity to practice moving seamlessly from one measure to another and resetting your timer.

Slide 6 - Practice Conducting a Benchmark Assessment

Trainer Note:
At the end of the workshop, it can be helpful for participants to have to put together what they have learned, and practice moving smoothly from one measure to the next as you would in benchmark assessment. Participants will work in groups of 3 to complete this practice.

Here is an opportunity for you to practice an entire benchmark assessment in a group of three. You will take turns in the roles of Assessor, Student and Observer, just as we have done on each measure.

Slide 7 – ***After Completing Each Round...***

After completing each round, discuss as a group how the administration went. Following the round in which you are the examiner:

Discuss: What was easy? What was difficult?
Reflect: What do you need to practice?
Calculate: Use the worksheet provided to calculate the child's DIBELS® Composite Score.
Evaluate: How were the skills of the child you assessed? What is the child's benchmark status on each measure? On the DIBELS® Composite Score?
Recommend: What instructional recommendations do you have for the student you assessed?

Slide 8 – ***Analyze the Student's Skills: Student A***

Skills:

- Accurate reader
- Fluent reader with good phrasing
- Able to talk about what she has read
- On track to meet future reading goals
- Recommendations:
- Needs research-based core reading curriculum and continued good teaching
- Focus on reading comprehension

Slide 9 – ***Analyze the Student's Skills: Student B***

Skills:

- Very low basic phonics skills
- Unable to recode
- Reads mostly sight words
- Very low accuracy skills
- Do you think student is comprehending?
- Recommendations:
- Intensive instructional support in basic phonics (letter sound correspondence) may be needed
- Check phonemic awareness skills

Slide 10 – ***Analyze the Student's Skills: Student C***

Skills:

- Established basic phonics skills
- Established recoding skills
- Accurate and fluent reader
- Do you think student is comprehending?
- Recommendations:
- Will most likely make sufficient progress with core reading instruction
- Continue providing advanced phonics and accuracy instruction

Slide 11 – ***Remember: Benchmark Goals Link to Probable Need for Support***

Keep in mind that the benchmark goals link to probably need for support. Students who score below the benchmark goals are not likely to reach future reading outcomes unless they receive different or additional support.

Slide 12 – ***What Do We Know?***

In summary, we know that reading trajectories of learning are established early. We know that students who start on a low trajectory tend to stay on that trajectory, and fall further and further behind year after year. Unless…

Slide 13 – ***...We DO Something: We CAN Change Trajectories***

… we do something about it. What we can do to change reading outcomes for students can be organized around the following points:
•Identify students *early.*
•Focus instruction on *Basic Early Literacy Skills.*
•Focus assessment on *indicators* of important *outcomes.*
•*Use* assessment information to *impact instruction* to *improve outcomes* for students.

This workshop is designed to support the effective and efficient use of DIBELS Next data. The materials are designed to be used by those assessing on paper and those using mobile devices. The workshop is most effective when participants bring their own data. The most important reports to bring include:

- The School Overview Report
- The Classroom Report
- The Effectiveness of Instructional Support Levels Report

It is also helpful for participants to bring the benchmark and progress monitoring booklets for a student or two for whom they have concerns.

Although the workshop is designed to be delivered in a six hour, full-day session, Mentors may choose to deliver the content in smaller sections across a school year.

Slide 1 – ***Module 1: Introduction***

Welcome participants and introduce yourself if you are not familiar to the participants. Cover any logistics of the training session.

Slide 2 – ***Workshop Objectives***

The purpose of this workshop is to explore interpretation and analysis of DIBELS Next data in an Outcomes-Driven Model. The workshop starts with a review of important themes from the Foundations of DIBELS taught in the Essential Workshop. If participants seem to need more review of these concepts than what is provided in the first module, please return to the DIBELS Next Essential workshop material. Administration and scoring procedures for DIBELS Next also are reviewed. Accurate data collection is the foundation of data analysis and should not be assumed. The majority of this workshop will focus on learning how to interpret DIBELS Next data to change reading outcomes, plan instruction, and evaluate student progress.

Slide 3 – ***Self Assessment***

Trainer Note:
These three questions are designed to allow the trainer to quickly gauge the knowledge level of the audience. Participants should answer the questions individually. As participants share out their answers, judge how much time will be needed to review the foundations of DIBELS and plan accordingly.

DIBELS Next is a powerful tool for changing reading outcomes. Effective use of DIBELS depends on fully understanding the foundations on which the tool was created. This is an opportunity for you to self-assess your knowledge of these concepts. Take a few minutes to answer the questions on this slide.

Trainer Note:
Reveal the questions and answers one at a time and discuss with the group. Participant responses to these questions will help the trainer know how much time to spend discussing these concepts throughout the rest of this module, or whether it is necessary to plan additional time for continued discussion in addition to this training.

Slide 4 - *Recap of Important Themes*

Trainer Note:
These points should be familiar to participants. Briefly review all or spend a few minutes reviewing those that are most important or may have been forgotten in your school or district. Each point has a slide that follows.

Prevention focus – We CAN change outcomes for students.
The main reason to use DIBELS is to identify students early on who may be at risk so instruction can be changed, progress monitored, and students can catch up to the goals.

DIBELS Next® is one part of a *system.*
DIBELS is only one part of an effective school wide literacy system. It is not the only literacy assessment that will be needed. But the DIBELS goals can be an organizing force, and performance on DIBELS can spark conversation about curriculum and instruction, resources, etc.

DIBELS Next® is an *indicator.*
DIBELS is not designed to be comprehensive assessments, but instead it is a collection of brief, powerful indicators of mastery of large skill sets.

Teach the *Basic Early Literacy Skills explicitly and thoroughly.*
The skills that the DIBELS measures indicate are called basic early literacy skills, or big ideas. Those skills – Phonemic Awareness, the Alphabetic Principle, Vocabulary, Accuracy and Fluency with Connected Text, and Reading Comprehension – represent the must-have elements of reading instruction.

Monitor progress *frequently and efficiently.*
The 20 alternate forms of the DIBELS Next measures allow frequent, efficient repeated measurement of progress toward the benchmark goals.

Use DIBELS Next® within an *Outcomes-Driven Model of decision making.*
DIBELS Next is designed to be used within an Outcomes-Driven Model of decision making that provides a framework of questions to guide the use of data.

Outcomes drive instructional change

DIBELS is not a curriculum or an intervention. It is the use of the DIBELS data that should drive decisions about instruction. Students who meet the benchmark goals are on track for future reading success. Not meeting the benchmark goals indicates a change to instruction is needed.

Slide 5 - *Key Themes: Change Outcomes*

Trainer Note:
This slide is powerful for conveying the importance of prevention. There are many things that could be discussed related to this slide, most of which are listed below. Focus the discussion with your group on points that will be most relevant to your school or district context.

This graph shows words correct per minute for the same students as they move from first to sixth grade. The red line depicts the average performance of children in the bottom 10% of students. The green line represents the average performance of students in the middle 10%.

Ask participants what they see in the graph:

- The gap widens. Low readers fall further and further behind over time.
- There is variability (upness and downness) in both groups.
- There is "goes upness" in both groups.
- The two groups start at the same place.
- The gap between the two groups widens over time

- Although there is "goes upness" in the bottom group, the children in the bottom group never "catch up" to the middle group and, in fact, the gap between the two groups widens.
- In order to catch up, a child on the red (low) trajectory, needs to learn at a *faster rate* than a child on the green (middle) trajectory, because the child on the green trajectory is also going up.
- Simply going up is not enough! If we want to prevent reading difficulty, we need to know how much "goes-upness" is necessary.
- At the beginning of first grade the lines look fairly close together. At this point, the gap between the two groups is still fairly small. This is where we want to intervene if we can. The difference between the two lines at the end of first grade does not look too great. But once the two groups diverge, they never meet again.

We know how many words correct per minute students need to read at the end of first grade – 47 - to be on track for meeting future goals. Students who read at least this well have an 80-90% chance of meeting future reading outcomes. Students who leave first grade reading less than 32 words correct per minute have a 10-20% chance of meeting future reading outcomes unless we do something different. The difference between 47

and 32 words per minute may seem small, but it is significant in terms of predicting future success.

Slide 6 - *Key Themes: School-wide System*

- DIBELS Next is an effective assessment tool, but is only one part of *school-wide literacy model.*
- DIBELS Next alone does not bring about school success. DIBELS® Next is but *one integral part* of a larger school-wide literacy model that includes not only assessment but curriculum and instruction as well as the literacy environment and resources.
- DIBELS Next is but *one part of the assessment circle – it is not the only* assessment that is done.
- Assessment interacts with, (i.e., informs and is affected by), other components of the model. It is this interaction among the components that leads to student success.

Slide 7 - *Key Themes: Indicators*

The DIBELS measures are indicators. This means that they are not comprehensive measures of every possible component of early literacy. Rather, they should be thought of as an indicator, in the same way that a toothpick is an indicator of whether or not a cake is fully baked. When we use a toothpick, we insert it into a specific place in the cake, the center. We don't insert the toothpick just anywhere in the cake. When we use DIBELS, we don't assess everything there is about a basic early literacy skill. We assess a very specific skill, for example, segmenting phonemes, because it is an excellent indicator of overall reading health. If the toothpick comes out with batter on it, we put the whole cake back in the oven. We don't put a blow torch on the spot where the toothpick was and cook only that place. Similarly, if a student has a low score on DIBELS we need to teach the whole basic early literacy skill, not just what was tested on the DIBELS measure.

Slide 8 – *Key Themes: What is a Basic Early Literacy Skill?*

To be a basic early literacy skill, a skill must be:

- Something that is highly predictive of reading acquisition and later reading achievement. But being highly predictive is not enough.
- A basic early literacy skill must also be something that we can do something about, (i.e., something that we can *teach).* Even being a teachable skill is not enough.
- A basic early literacy skill must be something that research shows us that when we teach it, it changes outcomes.

Slide 9 – *Key Themes: DIBELS Assess Basic Early Literacy Skills*

Trainer Note:
Remind participants that this slide displays one of the most important concepts related to using DIBELS. Knowing the connection between the measures and the basic early literacy skills will help users understand why the measures are designed the way they are, and also help with data interpretation and use.

This slide shows the basic early literacy skills and the DIBELS Next measures that indicate those skills. There are 2 indicators of phonemic awareness – the new measure called First Sound Fluency, and Phoneme Segmentation Fluency. Nonsense Word Fluency still functions as an indicator of the Alphabetic Principle and Phonics. DIBELS Oral Reading Fluency, which now includes the required Retell, is a complex measure that indicates 3 early literacy skills: Advanced Phonics and Word Attack Skills, Accurate and Fluent Reading of Connected Text, and Reading Comprehension. The Daze measure serves as an additional indicator of Reading Comprehension.

Slide 10 – *Key Themes: What About LNF?*

DIBELS Next includes a measure of letter laming. However, letter naming is *not a basic* early literacy skill.

- Letter naming is NOT the most powerful instructional target for struggling readers. Thus, there are no benchmark goals or progress monitoring materials for LNF.

Use LNF as an added indicator of risk in conjunction with performance on other DIBELS Next measures. For example, at the beginning of kindergarten, a large number of children may have low scores on FSF. The children who also have low scores on LNF may need more instructional support than the students whose scores are low only on FSF.

Slide 11 - *Key Themes: Stepping Stones*

This graphic illustrates the journey from the land of non-reading to the land of reading. There is a large, turbulent river between. It is not possible to jump from the land of non-reading to the land of reading, nor is it possible to jump over a step. Each step along the way is critical and equally important to successful reading. This is the sequence of skills through which most people learn to read, and the sequence that DIBELS Next measures.

Slide 12 – Key Themes: *DIBELS are GPS for Educators*

DIBELS functions like a GPS - it helps you know where you are and where you need to go, as well as the best course to follow to get there.

Slide 13 – *Key Themes: Outcomes-Driven Model*

One of the unique features of DIBELS Next is that it is connected to a specific decision making model called the Outcomes0Driven Model. The model serves as the basis for best practice use of DIBELS. Here are the key questions to be answered by the data and what to do/what data to use to answer the questions.

Slide 14 - *Key Themes: Outcomes Driven Mode*l

The Outcomes-Driven model provides the framework for data analysis. The top part of this graphic indicates how benchmark assessment data are used and the bottom part refers to the use of progress monitoring data.

Slide 15 – *Key Themes: Outcomes-Driven Model*

For each step of the Outcomes-Driven model there are questions that can be asked, and there is DIBELS data to answer the questions. We will work through these questions and examples of how to use DIBELS data to answer them, as we go through the day.

Slide 16 – *Benchmark Goals*

The DIBELS Next measures have what we call benchmark goals. The goals are made up of 2 components – a score and a point in time. For students to be on track to reach future reading outcomes, they must reach a certain score by a particular point in time. The benchmark goals represent where we want the lowest student to be by that point in time, because that is the specific level that predicts meeting future goals.

Slide 17 *– 3 Levels of Performance*

Trainer Note:
This slide has several “builds”. Practice advancing the animation and what to say with each build.

Benchmark scores can be described in 3 categories – at or above the benchmark, below the benchmark, and well below the benchmark. Students who score at or above the goal have an 80-90% chance of reaching future reading outcomes if instruction stays the same for them. They are likely to make sufficient progress with core reading instruction or the instruction they are currently receiving. Students who score below the

benchmark goal have a 40-60% chance of reaching future reading goals if instruction stays the same for them. So these students need to have their instruction analyzed because it is not the best match to their needs. They are likely to need a targeted change to instruction to get back on track. Students who score well below the benchmark goal have a 10-20% chance of reaching future goals if instruction stays the same for them. They may need a substantial change to their current instruction and may require more intensive, individualized instructional support.

Slide 18 - 20 - *Benchmark Goals and Composite Score*

This slide contains an image from the Benchmark Goals Document that is an appendix in the back of your training book. It can also be downloaded from the DMG website at www.dibels.org.

Trainer Note:
Have participants turn to the document in the back of their training book. Review components of the document and the table for each grade so participants understand the concepts behind benchmark goals and how to read the tables.

The DIBELS Next Composite Score has its own benchmark goals for each grade and time of year. Important measures given at that benchmarking time contribute to the Composite Score. Sometimes the scores on the individual measures are weighted so that each measure contributes roughly equally into the Composite. The Composite Score provides the most broad, representative picture of reading health, and is highly correlated with a range of reading outcome measures. The Composite Score is the best predictor of future reading health - better than any single measure - at almost every grade and time of year.

Slide 21 - *What is Response to Intervention?*

Many years ago, Roland Good and Ruth Kaminski wrote about the need for a tool to monitor progress and identify students who are at risk for reading failure, in one of their early grant applications about the use of DIBELS. Today these ideas are still valuable and have been included in a Response to Intervention (RtI) model of service delivery.

One view of RtI is that it is an alternative process for determining eligibility for special education under the learning disability category. The federal law governing special education included the use of RtI in 2004. Another view or definition of RtI is that it is a way to maximize learning for all students, regardless of eligibility for special education or suspected disability.

Descriptions of RtI include ideas about identifying students who do not respond to generally effective instruction, providing them something additional, and then measuring the progress of those who receive additional instruction and monitoring their response.

In the eligibility approach, those who do not respond to instruction unless it is highly intensive and individualized, may be eligible for special education. In a maximize learning approach, students continue to get additional or different instruction until they respond.

There are fundamental differences between the eligibility approach and the maximize learning approach to RtI. Some of those differences include the view of disability, and the belief about where the disability lies – within the child or in the instruction. Another difference is the use of the term "non-responders", and the belief that the responsibility for response is within the child or is the responsibility of the educators. And finally, there is a key difference in the view of the goal of a RtI process – either that eligibility or effective instruction is the end point.

It is the view of DMG that lack of response to intervention is not a defensible end point to the process. We believe that RtI provides a framework to maximize learning for all students, and that DIBELS Next is a valuable tool for universal screening and progress monitoring toward the goal of matching instruction to student needs in order to enable learning for all students. Decisions about student learning, including decisions about eligibility for special education, are best made with ongoing data that reflects a response to instruction - not with data collected at a single point in time.

Slide 23 - *Three Tiers*

This graphic depicts the school-wide system of support in which the continuum of effective instructional supports is available to all students. A RtI model is consistent with DIBELS because of the focus on prevention and getting support quickly to all students who need it. The focus should be on student learning and not diagnosis, special education eligibility, or labeling students. RtI is about building a system in which student needs are efficiently and effectively matched to learning resources. Collaboration among educators and the integration of all forms of educational support – general education, remedial education, special education - is essential to implementing RtI.

Slide 30 - *Review of Measures*

Trainer Note:
This section of the module provides an opportunity to review the administration and scoring procedures for DIBELS Next. Trainers should spend as much or as little time on this section as needed. An activity is provided at the beginning of the module to gauge the needs of participants. If you find that participants need more support for accurate administration and scoring, schedule time to use the Essential or Transition workshop training materials.

Slide 31 - 37 - *Benchmark Scoring Activity*

The next few pages of the training book contain a benchmark scoring activity. Score each of the probes for the first grade student who was given the spring of first grade benchmark assessment. Record the scores on the front cover of the worksheet, calculate the Composite Score, and compare the scores to the benchmark goals.

Slide 38 - *Benchmark Goals*

Trainer Note:
Discussing the results for the student in this activity will give a sense of the knowledge and experience level of the participants, and help you to gauge how much time to spend on reviewing administration procedures in the rest of the module.

This student scored 168 on the Composite which is above the benchmark goal. In general, this student is on track to reach future reading outcomes. The scores on NWF were at or above the benchmark goal. He or she seems to have the skills to accurately and automatically connect sounds to letters and is reading V-C and C-V-C words accurately as whole words. The score on WWR is 13, which is the goal. Therefore it may be important to monitor this school as the student moves into second grade to be sure he or she continues to stay on track. On DORF, the student scored above the benchmark on all components. He or she is reading first grade text accurately, fluently, and for meaning. This student has an 80-90% chance of meeting future reading goals on DIBELS and on other reading assessments, if instruction stays the same.

Slide 39 - *Review of FSF*

Let's review and practice First Sound Fluency.

Slide 40 - *Overview*

First Sound Fluency is a one-minute indicator of phonemic awareness that is given in the beginning and middle of Kindergarten. First Sound Fluency is given for one, continuous minute.

The score is either 2 points for saying the initial phoneme or 1 point for saying an initial consonant blend, consonant plus vowel, or blend and vowel.

For example, the student would receive two points for saying the individual phoneme “sssss” for “street” or “sun”.

A student would receive 1 point for identifying the first group of sounds in a word including consonant blends, consonant plus vowel, or consonant blend plus vowel. As a few examples, a student would receive 1 point for saying the consonant blend “st” or

"str" in street; or 1 point for a response that includes a consonant plus vowel such as "su" in the word "sun", and 1 point for saying the consonant blend plus vowel as in saying "stree" for "street".

Students will receive more points for identifying individual first sounds in words because recognizing and producing individual phonemes is a more advanced skill than recognizing and producing a group of individual sounds. However, identifying a group of individual sounds is still a phonemic awareness skill, so students will obtain 1 point for each group of sounds identified.

The wait rule for FSF is 3 seconds and the discontinue rule is no correct response in the first 5 words.

Slide 41 - *Format*

The assessor says words one at a time. As the student responds, the assessor circles the correct responses and slashes the zero for incorrect responses. The score is the number of points for correct responses in one minute.

Advance slide

When giving FSF on a mobile device, the word to speak to the student will appear in the upper left corner. The three-second maximum to respond to each word is indicated by the blinking diamonds at the top of the screen. Moving to the next screen is controlled by the assessor tapping the next word, which appears in the bottom right corner. If more than three seconds go by and the assessor has not moved to the next word/screen, the assessment should be invalidated. Similarly, the 60 second maximum time for FSF is shown in the upper right corner. At the end of 60 seconds stop presenting words and press Stop.

Trainer Note:
Each probe is carefully constructed with a planned arrangement of some words that start with blends and some that start with single phonemes – of the single phoneme words, half are continuous sounds and half are stop sounds. The words used in the First Sound Fluency assessment are all one-syllable words.

Slide 42 – ***Scoring Rules***

There are 3 scoring rules for FSF.
1. Circle or tap the corresponding listed sound or sounds that a student says for a word.

Students are not penalized for articulation or dialect differences or adding a schwa sound to consonants. There is no penalty for saying all the sounds in the word or for repeating the whole word before or after saying the initial sound(s).

2. Slash or tap the zero on the scoring page for an incorrect response or no response within 3 seconds.

Incorrect responses include saying the wrong sound, repeating the whole word without saying any sounds, not saying anything for 3 seconds and saying the letter name.

3. Write "sc" over the slash and circle the corresponding sounds or group of sounds in the student's response if the student self-corrects an error within 3 seconds. When using a mobile device, if a student self corrects an error within 3 seconds, tap again the corresponding sound or sounds that the student says correctly and it will be scored as a correct response.

Slide 43 – ***Compute the Final Score***

After you have completed administering the measure, calculate the final score.

To compute the final score, add the total number of correct responses in each of the 2- and 1-point columns. In this example, there are 5 correct responses in the 2- point column and 4 correct responses in the 1-point column.

Next, multiply the number of responses from the 2-point column by two and include that product in the space provided. In this example, 5 multiplied by 2 is 10.

Finally, add the number of points from both the 2- and 1-point columns to determine the final score. In this example, 10 plus 4 equals a final score of 14.

Slide 44 - ***FSF Example***

Here is a video showing First Sound Fluency given to a kindergarten student in the middle of the year.

Slide 45 – ***FSF Practice***

Trainer Note:
This is a whole-group practice activity. You will need the Data Interpretation Workshop Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the scoring practice handout. Have participants practice reading the directions and practice items out loud together. The purpose is to practice all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the FSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the scoring practice handout. At the end of the minute, calculate the total score.

Slide 46 - *Review of Letter Naming Fluency*

Slide 47 - *Letter Naming Fluency Overview*

Letter Naming Fluency is a one-minute risk indicator that is used as part of benchmark assessment from the beginning of kindergarten through the beginning of first grade. The score is the number of letters named correctly in one minute. The wait rule is 3 seconds and the measure is discontinued if the student does not name any letters correctly in the first row.

Slide 48 - *LNF Format*

The assessor places a page of upper and lower case letters in front of the student. The same letters appear in either the scoring booklet or on the mobile device. The score is the number of letters named correctly in one minute.

Slide 49 - *Scoring Rules*

The student receives 1 point for each correctly named letter.

There are 4 scoring rules:
1. Leave letters named correctly blank.
2. Slash (/) or tap any letter that the student omits or names incorrectly.
3. Write "SC" above or tap again any letter that had previously been marked as incorrect and was self-corrected within 3 seconds. Count that letter as correct.
4. Draw a line through any row the student skips or tap the "X" to the left of the row on the device, and do not count that row in scoring.

Slide 50 - *Final Score*

After the student is no longer with you, add up the number of correct letter names before the bracket and record it on the line that says Total Correct. Mobile devices automatically calculate the score.

Slide 51 - *LNF Example*

Let's watch a video of LNF being given to a kindergarten student in the middle of the year.

Slide 52 - *LNF Practice*

Let's practice all of the LNF scoring rules together. You will read the directions out loud together and I will act as your student. You should score my responses by marking in the training book. At the end of the minute, tell me to "stop", mark the bracket on the probe and calculate the total score.

Slide 53 - *Review of Phoneme Segmentation Fluency*

Slide 54 - *PSF Overview*

PSF is given as part of benchmark assessment from the middle of kindergarten through the beginning of first grade. When giving PSF. there are no student materials for the student to look at during the assessment. The assessor is reading words and marking in the scoring booklet or on the mobile device. The assessor says a word to the student, and the student has to say the sounds in the word. The score is the number of correct sound segments the student says in one minute.

Slide 55 - *PSF Format*

The assessor says the words on the probe, one at a time, by reading across the page or by reading each word as it appears on the top left corner of the mobile device.. As the student responds, the assessor marks according to the scoring rules.

The score is the total number of different, correct parts of the word said in one minute.

Slide 56 - *Scoring Rules*

There are 5 scoring rules for PSF. The overarching rule is to underline or tap each different, correct part of the word. Blended sounds or partially correct segmentation should be underlined exactly as the student said it, and given 1 point per underline. Put a slash through or tap twice sound segments that are incorrect. If the student repeats the whole word, circle it if scoring on paper and underline it if scoring on a device. Leave blank any sound segments the student skips. Students can earn a point for any sound segment that is self-corrected within 3 seconds.

Slide 57 - *Final Score*

Calculate the final score after the student is no longer with you. Add the number of correct sound segments across each row. The number of possible phonemes in each row is listed inside the box. Tally down the score column to get the total.
On the device, the total score will automatically be calculated for you.

Slide 58 - *PSF Example*

Let's watch an example of PSF being given to a kindergarten student in the middle of the year.

Slide 59 - *PSF Practice*

Trainer Note:
You will need the Data Interpretation Workshop Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the scoring practice handout. Have participants practice reading the directions and practice items out loud together. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the PSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the training book.. At the end of the minute, calculate the total score.

Slide 60 - *Review of Nonsense Word Fluency*

Slide 61 - *Overview*

Nonsense Word Fluency is a one-minute indicator of the alphabetic principle and basic phonics that is given from the middle of Kindergarten through the beginning of 2nd grade. The score is the number of correct letter sounds (CLS) and the number of whole words that have been read without first sounding them out (WWR). The wait rule is 3 seconds and the discontinue rule is no correct letter sounds in the first row.

Slide 62 - *Format*

The assessor follows along as the student reads a page of nonsense words.

NWF has 2 scores:
1.The number of correct letter sounds the student reads in 1 minute and
2.The number of words read as whole words.

Slide 63 - *Scores*

Two scores are calculated for NWF.

1.The first score is Correct Letter Sounds, or CLS. Students receive 1 CLS point for

each letter sound read correctly, either in isolation or as part of a nonsense word.

2.The second score is Whole Words Read, or WWR. Students receive 1 WWR point for each whole word read correctly without first being sounded out. A point is given for whole words read only when the student reads the word as a word, correctly, the first time, and only reads it once. Sounding out and then recoding the sounds into a word would earn points for correct letter sounds, but not for a whole word read. Although this response pattern is an appropriate scaffold toward the end goal, the ultimate goal of decoding instruction is for students to read words as whole words. We will look at examples of each of these scores.

Slide 64 - *Scoring Rules*

There are 5 scoring rules for NWF:
1. For correct responses, underline each letter sound the student says correctly, either in isolation or in the context of the nonsense word.

2. Put a slash over or tap each incorrect letter sound.

3. Leave blank any letter sounds that are omitted, added, or repeated. When a student is reading sound-by-sound, leave blank any inserted letter sounds. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds.

Slide 65 - *Scoring Rules*

4. If the student self-corrects within 3 seconds, write sc above the previously slashed letter (or tap it a second time) and count that letter sound or word as correct. Credit is only given for WWR when the student reads the whole word completely and correctly the first time.

5. Draw a line through any row the student skips. The skipped row is not counted in the score. On a mobile device, simply advance to the next word.

Slide 66 - *Final Score*

At a later time, after the student is no longer with you, calculate the final score. Add the number of correct letter sounds and whole words read for each line, up to the bracket. Total the CLS and WWR columns and record the scores at the bottom of the page. For mobile device users, the scores are automatically calculated.

Slide 67 - *NWF Example*

Here is an example of NWF being given to a first grade student.

Slide 68 - *NWF Practice*

Trainer Note:
You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the benchmark scoring booklet. Participants should read the directions and time the assessment. The purpose is to practice all of the scoring rules. At the end of the activity, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the NWF scoring rules together. You will read the directions and time the assessment. I will act as the student. You should mark in the benchmark scoring booklet. At the end of the minute, calculate the total score.

Slide 69 - *DORF*

Slide 70 - D*ORF Overview*

DIBELS Oral Reading Fluency is a one-minute passage reading activity, followed by a maximum one-minute retell activity. DORF is an indicator of advanced phonics, accurate and fluent reading, and comprehension. It is given from the middle of first grade through the end of sixth. Scores include the median words read correctly, the median errors, and the median retell. The wait rule is 3 seconds. The discontinue rules apply to the passage reading and the retell. On passage reading, discontinue the task if the student gets no words correct in the first row of the passage. If fewer than 10 words are read correctly on passage one, do not continue to passages two and three, and do not administer retell. If the student reads less than 40 words correct on a passage, use your professional judgment on whether to administer retell for that passage.

Slide 71 - *Format*

The assessor shows the student a passage of grade-level text that they have not seen before and asks them to read for one minute. Scores include the number of words read correctly and the percentage of words read accurately in one minute.

Slide 72 - *Scoring Rules*

There are 2 scoring rules for oral reading fluency. Leave the correctly read words blank and put a slash through or tap any errors.

Slide 73 - *Retell*

Follow each oral reading fluency passage with retell if the student has read 40 or more words correct per minute on that passage.

Use your judgment about whether or not to administer retell if the student reads less than 40 words correct in the minute. For example, a first grade student who reads 38 words correct per minute with very few or no errors may have read enough to be able to engage in the retell. Whenever possible, follow with the retell at every grade level, even if the student read less than 40 words correct, just to reinforce that every time we read we are reading for meaning.

Slide 74 - *Scoring Rule*

Scoring for retell is 1 point for every word in the response that was about what was read. Do not count words that are not about the story, for example, if the student starts to talk about his or her own life.

Slide 75 - *Final Score*

Add the total words and the number of errors in one minute and record each number on the scoring page. Subtract the errors from the total words to get the words correct. The score is automatically calculated on the mobile device.

Slide 76 - *Final Score*

Circle the number of correct words in the student's retell and record the number on the scoring page. Record the Retell Quality of Response Rating. The total will be automatically calculated on the mobile device.

Slide 77 - *DORF Example*

Here is a video clip of a third grade student doing DORF with the Retell component.

Slide 78 - *DORF Practice*

Trainer Note:
You will need the Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark in the training book. They will read the directions out loud together and time the assessment. The purpose is to practice all of the scoring rules. When you are done reading the story for one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the DORF scoring rules together. You will read the directions out loud together and time the assessment. I will act as the student. You should mark in the training book. At the end of the minute, calculate the total score.

Slide 79 - *Review of Daze*

Slide 80 - *Overview*

Daze is a 3-minute indicator of reading comprehension. It can be given to the entire class at one time. Daze is used for benchmark assessment from the beginning of 3rd grade through the end of 6th grade. The score is the number of correct words in three minutes minus half the number of incorrect words.

Slide 81 - *Format*

The students in the class are asked to read a passage and circle the words that makes the most sense in the story. Three choices of missing words are given. The student has to circle the word that makes the most sense.

Assessors using a mobile device will read the directions and practice items from the device, but students will mark on the student worksheet.

The score is an Adjusted Score, calculated by taking the number of correct responses, minus half the number of incorrect responses, which compensates for the possibility that students can be right approximately one third of the time simply by guessing.

Slide 82 - *Scoring Rules*

A scoring key is used for scoring. Students receive 1 point for each correct word that is circled. Put a slash through words that are incorrect. Incorrect responses include errors, boxes with more than one answer, and items left blank that are blank because they were skipped.

Slide 83 - *Final Score*

Use the scoring key to determine the total number of correct and incorrect responses and record those on the cover of the worksheet.

Slide 84 - *Adjusted Score*

An adjusted score is used as the final score for Daze to correct for the possibility that the student was correct by simply guessing.

The formula for calculating the Daze adjusted score is the number of correct responses minus the number of incorrect responses divided by 2.

Correct – (Incorrect / 2)

Or stated another way:

Correct – (Incorrect x 0.5)

If completing the formula results in a decimal, round to the nearest whole number. Half-points (0.5) should be rounded up.

The minimum adjusted score is 0. If the Adjusted Score is a negative number, record an adjusted score of zero. Do not record a negative number.

Most data management services will calculate this formula for you. Use this formula to calculate the Adjusted Score yourself if you are not using a data management service. Device users will enter the correct and incorrect scores into the mCLASS data system and the Adjusted Score will be calculated for you.

The steps for calculating the Daze Adjusted Score are:
1. Record the number of correct responses.
2. Record the number of incorrect responses.
3. Divide the number of incorrect responses by 2.
4. Subtract the result of step 3 from the number of correct responses.
5. The result of the formula should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Daze Adjusted Score is 0. Do not record a negative number.
6. Write the Adjusted Score on the top of the Daze cover sheet and circle it.

Slide 85 - *Adjusted Score*

Paper-pencil users should record the Adjusted Score on the cover of the student worksheet. The mobile device will calculate the Adjusted Score.

Slide 86 - *Summary*

Module 2: Identify and Validate Need for Support

Slide 1 - *Module 2: Identify and Validate Need for Support*

Now we will start working through interpreting and using DIBELS Next data in the Outcomes-Driven Model

Slide 2 - *Objectives*

In this module, we will discuss how to identify and validate need for support at the systems and student levels.

Slide 3 - *Outcomes-Driven Model*

The first two steps of the Outcomes-Driven Model are to identify and validate need for support.

Slide 4 - *ODM Step 1*

At this step, we are asking the questions: Are there students who need support? and How many students need support? The data sources that are most helpful for answering these questions are School or District Overview reports, Box Plot and Histogram reports and district norms. To determine which students may need support, helpful reports include the Classroom, Group or Grade-Level reports and the Student Benchmark Assessment History report.

Trainer Note:
The reports used in this workshop are from Dynamic Measurement Group's data system, DIBELSnet. Information about DIBELSnet can be obtained by contacting info@dibels.org.

Slide 5 - *Step 1: Identify Need for Support*

We will start with the systems level. Need for support is determined by the number or percentage of students who score below the benchmark goal. If a large number of students score below the goals, the instructional system may need improvement. If a small number of students score below the goals, the system of curriculum and instruction is working for most, and probably does not need to be analyzed and changed.

Slide 6 - *Are There Students Who Need Instructional Support?*

The School Overview Report and the District Overview Report are useful for determining the overall need for support, because they summarize the percent of students who score in the at or above, below or well below benchmark levels on each measure that is given at each grade and time of year. Color coding is used in a pie chart to represent the proportion of students who scored in a particular way - green represents students who scored at or above the goal, yellow for students who scored below the goal, and red for students who scored well below the goal. In addition to the pie chart graphic, the percent and numbers of students are also shown. Listed below are the number of students tested, the average score for those students, the standard deviation around that average, and the range of scores from lowest to highest in the school or district.

Slide 7 - *Sample School Overview Report*

Here is a sample of the School Overview Report. It represents the performance of all of the first graders at Happy Valley Elementary in the 2010-2011 school year. The Composite Score is the first row. The DIBELS Next measures given to first graders are listed down the left side. Across the top is the time of year - beginning, middle and end. Within each cell is the breakdown of how the students scored.

Slide 8 - *Sample School Overview Report*

Here is one section of the School Overview Report for Happy Valley Elementary - just the beginning of year data. You can see that the score status levels are displayed in the pie chart, and listed as percentages, for each measure given at the beginning of first grade.

Slide 9 - *Sample School Overview Report*

Interpretation of this report begins with the Composite Score. It is the best overall predictor of reading health because it represents performance on a broad range of literacy skills. The Composite Score provides an accurate prediction of how students will do in the future, and it provides one way to evaluate the effectiveness of the instructional support system that has been provided up to this time.

56% of the students scored at or above the benchmark goal on the Composite Score - just about half of the first graders at Happy Valley. This means that 44% or 35 students may need instructional support in order to reach future reading outcomes.

Slide 10 - *Are There 1st Graders Who Need Support?*

Yes, almost half of the 1st graders at Happy Valley may need instructional support. About 15% may need strategic support in order to catch up and reach the benchmark goal in the winter, and about 29% may need intensive support to reach that goal.

Slide 11 - *On Which Basic Early Literacy Skills?*

Although data interpretation starts with the Composite Score, it is not the only piece of information to analyze. Next we will look at how the 1st graders at Happy Valley school performed on PSF and NWF. PSF assesses phonemic awareness. It is given at the beginning of 1st grade only, because it is largely a kindergarten skill. At Happy Valley only 61% of the students could accurately and automatically segment phonemes in spoken words. About 40% of the 1st graders will need instructional support and remediation around this skill. It may make it challenging for them to learn phonics. NWF measures the alphabetic principle and basic phonics skills. 58% of the students scored at or above the NWF-CLS goal, indicating that about 42% of the first graders need instructional support to accurately and automatically match sounds to letter. NWF-WWR measures accurately reading the nonsense words as words, without going sound-by-sound. The goal at the beginning of first grade is 1. 65% of the students met this goal.

Slide 12 - *On Which Basic Early Literacy Skills?*

This slide provides an overview of what we just analyzed by looking at the report on the previous slide.

- 40% of the students may need support on phonemic awareness.
- 42% need support on matching letters to sounds
- 35% need support blending letter-sounds to read words

Slide 13 - *Are There Students Who Need Instructional Support?*

Some systems may have the resources to provide remedial instructional support to 40% of the first graders, but most do not. So it would make more sense in the context of this school to analyze and improve core reading instruction before providing individualized support to the 40+ percent who need it.

Slide 14 - *Sample School Overview Report - 4th grade*

We can use the same report to analyze need for support for 4th grade students at Happy Valley.

Slide 15 - *Sample School Overview Report - 4th grade*

We will start with the Composite Score. At Happy Valley, 66% of the 4th graders scored at or above the benchmark goal on the Composite. This means that about 34% of the students will need support to reach future reading goals.

Slide 16 - *Are There Students Who Need Instructional Support?*

Of that 34%, about 13% may need strategic support and 21% may require intensive support to catch up and reach the next benchmark goal.

Slide 17 - *On Which Basic Early Literacy Skills?*

After analyzing performance on the Composite, we will look at each measure given at the beginning of 4th grade. There are 3 scores to interpret from DORF. 64% of the students scored at or above the accuracy goal. This means that about 36% of the 4th graders will need instructional support around accurate reading - either irregular sight words or decoding. 56% met the goal for words correct. About 44% of the 4th graders need support to build fluency and automaticity in reading a passage. 65% met the goal for retell. 35% may need support on the basic comprehension skill of talking about a passage that was read. In addition, 34% of the students may need support on the more challenging comprehension skill of completing a maze task.

Slide 18 - *On Which Basic Early Literacy Skills?*

This slide summarizes what was discussed from the report on the previous slide.

Slide 19 - *Small Group Activity*

Now you will have a chance to interpret data to determine if there are students who need instructional support. If you brought your own School Overview Report or similar report from another data service, you can use your own data. If not, select either first or fourth grade at Sunset school. Summarize what the data indicate about the need for support. Identify the basic early literacy skills on which students need support. And discuss the implications for curriculum and instruction. You may work as a group or with a partner or on your own. Answer the questions in your training book and be prepared to share your answers with the whole group.

Slide 20 - 27 - *Small Group Activity*

Trainer Note:
When all participants have completed the activity, ask for volunteers to share out their responses with the whole group. Use the images of the reports and the question and answer slides to process out the activity.

Slide 28 - *Summary*

It is important to start your data analysis with aggregate data - at the grade level. This provides the context in which you can interpret individual student scores. If lots of student are below the benchmark, the problem (and the solution) does not lie just with those students. The problem may be with the curriculum and instruction provided to all students. If core reading instruction was improved, fewer students would score below the benchmark and look like they are at risk.

Slide 29 - *ODM Step 2*

Before looking at analyzing need for support at the student level, we will discuss step 2 of the Outcomes-Driven Model at the systems level, validating need for support. The question we ask at this step is Are we confident of the accuracy of our data? If the data weren't collected accurately, we can not be sure they don't just reflect error and we should not move forward to planning support based on those faulty data.

Slide 30 - *ODM Step 2*

Before moving forward to plan instructional support, scan the system level data to see if there is anything unexpected, and ask yourselves about the accuracy of the data.

Slide 31 - *Assessment Accuracy Checklists*

The Assessment Accuracy Checklists can be used to observe all DIBELS Next assessors. They can be found in the DIBELS Next Assessment Manual. It is a good idea to check the accuracy of every assessor at least once a year.

Slide 32 - *Look for Patterns*

Inconsistencies in the data might indicate that you need to check the accuracy of an individual or a group of assessors. In some cases, it may be necessary to re-test.

Slide 33 - *ODM Step 1: Identify Need for Support*

Now let's return to step 1 of the Outcomes-Driven Model and apply this step to individual students. At this step we are asking, Which students need support? Classroom, Group or Grade-level reports are useful for answering this question.

Slide 34 - *Identify Need for Support - Student Level*

The Classroom Report is one efficient way to identify students who may need support because they scored below or well below the benchmark goal.

Slide 35 - *Sample Classroom Report*

This report identifies the name of the school and teacher. The names of the students are listed down the left side. The measures given at that grade and time of year are across the top. The raw score and local percentile rank is listed for each measure. The Composite Score is listed to the far right. Green, yellow, and red boxes represent scores at or above the goal, below the goal or well below the goal.

Slide 36 - 37 - *Sample Classroom Report*

Once again, we start with the Composite Score and identify the students who need support because they scored below or well below the goal on the Composite.

advance the slide to highlight students who scored that way

Next we can look at students who scored below or well below the goal on any of the measures.

advance the slide to highlight students who scored that way

All of the highlighted students potentially need instructional support because their basic literacy skills are not at the minimal level set by the benchmark goal.

Slide 38 - *Wireless Generation Classroom Report*

Here is what the Classroom Report looks like for those who use the m:CLASS DIBELS Next data system.

Slide 39 - *ODM Step 2: Validate Need for Support*

Before moving forward to plan instruction for these students, we may need to validate the need for support for some of them.

Slide 40 - *Validate Need for Support at the Student Level*

When teachers see their Classroom Report, they should scan it to see if anyone has scored in a way that is unexpected. If you question a score for any reason, you can confirm that a student really needs support before moving forward.

Slide 41 - *Are We Confident?*

For example, the teacher of this class was surprised by Luke and Miriam's scores on DORF-Words Correct. Based on her experience with these students in the classroom, she did not expect them to score low on this measure.

Slide 42 - *Validate Need for Support*

So to validate that Luke really needs support on reading 4th grade text fluently, his teacher re-tested him with a progress monitoring passage and graphed the results. The benchmark score was below the cut point for risk, but when re-tested Luke scored above the beginning of year benchmark goal. Now the teacher has two very different scores and might want to re-test with another progress monitoring passage. In this case, she found that the third data point was also above the benchmark goal. She concluded that Luke must have had a bad day on the day of the benchmark testing or the assessor made an error. Luke does not need instructional support on fluency after all.

Slide 43 - *Validate Need for Support*

When Miriam's teacher re-tested her, she scored well below the benchmark goal, just like she did during benchmark assessment. Although not always necessary, Miriam's teacher re-tested a second time and now has 3 data points all well below the benchmark goal, confirming her need for support. Keep in mind that this is not a step that has to be done with every student - just the ones for whom you question the benchmark score.

Slide 44 - *What is The Next Step?*

We have used DIBELS Next data to identify and validate the need for support at the system and student levels. The next step is to plan and implement the support.

Module 3: Planning Support

Slide 1 - *Planning Support*

This module is focused on Step 3 of the Outcomes-Driven Model - Planning Support.

Slide 2 - *Objectives*

The objective of this module is to learn how to interpret DIBELS Next data to plan support at the systems and student levels.

Slide 3 - *ODM Step 3: Plan Support*

At the systems level, planning and implementing support is based on the number of students who met the benchmark goals at each grade level. If your data at step 1 tell you that the curriculum and instruction provided to all students is not working for the majority, the first step is to analyze and improve the reading instruction.

Slide 4 - *Step 3*

Most schools can not effectively support more than about 20% of the students at any grade level with interventions or remedial instruction. If less than 80% of the students are at or above the goal on the Composite Score, a first step is to improve the core reading instruction and set a goal for the percent who will reach the benchmark at the end of the year. Keep in mind that all students should reach the DIBELS Next benchmark goals because they are created to be the lowest score that predicts reaching future reading goals.

Slide 5 - *System-level Planning*

When we analyzed the data at Happy Valley school, we saw that many of the first graders needed instructional support on phonemic awareness and phonics.

Slide 6 - *Setting System-Wide Goals*

We want to increase the percent of students who are at or above the benchmark goals for PSF and NWF.

Slide 7 - *Setting Middle of Year Goals*

If roughly 60% of the first graders are on track at the beginning of the year, what would be a reasonable and ambitious goal for the middle of the year? Keep in mind that reaching the benchmark is the lowest level of OK, and that phonemic awareness is a

skill that should have been mastered in kindergarten. There is no right or wrong answer here. The team of folks working with first graders needs to set the goal.

Slide 8 - *Plan Support*

Once the team has agreed on a goal, they should carefully consider the strengths and weaknesses of their core reading instructional program.

Slide 9 - *What is our Plan?*

This slide includes many variables related to effective core reading instruction. Whether you are using a published reading series or not, these variables are important to consider.

Slide 10 - *Sample System/Curriculum Planning Tools*

There are some planning tools available on the internet that can help guide your team's discussion. Although thorough discussion of these issues is beyond the scope of this workshop, this process can not be overemphasized. Adequate time should be allocated for this work.

Slide 11 - *Plan Support Activity*

Take a few minutes to review your benchmark goal data for each grade level. Set goals for the percent of students who will be at benchmark at the next assessment time. Discuss your plan for achieving that goal, including anyone else from your school you would like to bring into the conversation.

Slide 12 - *Plan Support Summary*

The strength of the instructional system establishes the context in which each and every student achieves or fails to learn to read. Using DIBELS Next data to evaluate that context is an important first step.

Slide 13 - *ODM Step 3: Plan Support*

Planning and implementing support at the student level involves setting goals, implementing an instructional plan and planning for progress monitoring. The Classroom Report from DIBELSnet contains student names and scores, and can be used with a grouping template or the DIBELSnet Initial Grouping Suggestions Report.

Slide 14 - *Step 3: Planning Support*

Although there are many aspects to planning support for individual students who score below or well below the benchmarks, one way DIBELS data can be used to inform the

planning is for initial grouping suggestions.

Slide 15 - *What is Instructional Grouping?*

One way to improve reading outcomes is to get a close match between the instruction and the needs of the students. Although some reading skills are best taught in whole group, heterogeneous formats, other skills require students to be grouped in small, flexible groups based on needing support on specific skills.

Slide 16 - *What is Instructional Grouping?*

Instruction can be focused on a narrow range of skills and progress can be efficiently monitored when students are grouped with others who have the same needs.

Slide 17 - *Grouping Issues*

Keep in mind that students who score in the same way do not necessarily have the same instructional needs. For example, two students could both score well below benchmark, but for different reasons, and therefore need different instruction. In fact, two students could both receive the same well below benchmark score on a measure and need to work on different skills. The scores will provide a starting place about logical initial instructional groups, but teachers also should include information from other assessments as well as their own knowledge of their students when forming groups. If you use a supplemental program that has a placement test, that information should be used for grouping.

Slide 18 - *How Will Students be Grouped?*

The Grouping Worksheets, provided by DMG, group students by patterns of scores on critical skills and measures at each grade and time of year. Additional diagnostic information and response pattern analysis information should also inform groups. The worksheets are meant to be a starting place.

Slide 19 - *Grouping Worksheets*

The Grouping Worksheets provided by DMG group students by patterns of scores on critical skills and measures at each grade and time of year. The groups are based on two key indicators for each grade and time of year. The groups are formed based on whether or not the student scored above or below (below or well below) the benchmark goals. This is considered a starting place. Additional information may cause teachers to move students to other groups.

Slide 20 - *Grouping Worksheets*

The two key indicators used to form initial groups at each grade and time of year are shown on this table. This is not to suggest that these are the only measures or scores to

consider, just that these are the critical ones to consider first, and to use to form initial groups. Additional data can and should be considered after initial groups are formed.

Slide 21 - *Four Initial Groups*

At each grade and time of year there are four basic patterns *(advance slide).* The patterns across the four groups progress from students who were on track with both skills in group one, *(advance slide)* to students who were not on track with either skill in group four *(advance slide).* Groups two *(advance slide)* and three *(advance slide)* contain students who were on track with one skill but not the other.

Slide 22 - ***DMG Grouping Worksheets***

DMG used the table of key indicators and the patterns across the groups to create worksheets and reports for each grade and time of year (beginning, middle and end).

Slide 23 - ***Grouping Students for Instruction: Beginning of First Grade*** **Trainer Note:**

Trainer Note:

This slide is animated to direct participants to certain sections of the report.

Initial instructional groups are formed from the Classroom Report. Here is an example of a Classroom Report for first grade at the beginning of the year. The students' names are listed down the left slide. All of their scores, percentile ranks and score levels are listed for each measure given at that grade and time of year. A great deal of information is displayed on this report. Although all of it needs to be analyzed, it can be helpful to know where to start.

advance slide

One piece of information on this report is how students performed on the DIBELS Composite Score. The students who scored below or well below benchmark on the Composite will have a red or yellow square next to their score.

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advance slide

Although the Composite Score provides the best overall representation of a student's overall reading health, it is not the best score to use for grouping.

advance slide

To form small, flexible groups we want to use student performance on the individual DIBELS Next measures so that students are grouped with others who have the same

skill deficits. We want to be aware of any student who scored below or well below a benchmark goal on any of the measures.

advance slide

But there are key measures at each grade and time of year that help us prioritize which students might be grouped together. As a starting place, we will use each student's pattern of performance on the key indicators to form groups.

Slide 24 - *Grouping Students For Instruction: First Grade*

For example, there are four possible patterns for how students might score across the two key indicators for the beginning of first grade. The key indicators for the beginning of first grade are PSF and NWF-CLS. Students might score at or above the benchmark on both measures. They might score above the goal on one but not the other. Or they might score below or well below the benchmark on both.

Slide 25 - *Beginning of First Grade*

At the beginning of first grade, the two key indicators to use for grouping are the score on PSF and the CLS score on NWF.

Slide 26 - *Beginning of First Grade Groups*

The four possible patterns were used to create the grouping worksheet for the beginning of first grade. Students who scored at or above the benchmark on both will be listed in group 1. Students who scored below or well below the benchmark on both will be listed in group 4. Students who scored at or above on PSF and below or well below on NWF will be listed in group 2. And students who scored below or well below on PSF and at or above on NWF will be listed in group 3. The link from the scores to the basic early literacy skill and what students need instruction on is briefly included on the worksheets.

Slide 27 - *First Grade BOY - Group 1 Pattern*

Here is what the Group 1 section of the worksheet looks like for BOY (beginning of the year) for first grade. The benchmark goal for PSF is 40 or more and for NWF-CLS is 27 or more. Students who scored in this way will be listed here and their scores recorded in the respective columns. Only students who were at/above the benchmark on BOTH measures are listed here. These students seem to have mastered phonemic awareness and are on track with matching sound to symbol.

Slide 28 - *Forming Instructional Groups Beginning of First Grade: Group 1*

The Classroom Report is used to place students into initial groups. Placement intogroup 1 is based on scoring at/above the benchmark on PSF and NWF-CLS.

advance slide two times

The scores on these two measures are the starting place.

advance slide

We will look down these columns to find students who are at/above the benchmark on both measures. Those students will have green boxes next to their PSF and NWF-CLS scores.

Trainer note:

You could ask participants to say the names of the students who fit this pattern before advancing the slide.

advance slide three times

There are quite a few students in this class who scored in this way. Notice that these students may or may not have scores at/above the benchmark on the Composite Score.

Slide 29 - *First Grade BOY - Group 1*

We can list the names of those students and their respective scores in the Group 1 section of the worksheet. These student could probably be taught together in a small group because they are all on track with phonemic awareness and are ready to move beyond basic letter-sound connection.

Slide 30 - *First Grade BOY - Group 2 Pattern*

The pattern of scores for group two is at/above benchmark on PSF, but below or well below on NWF-CLS.

Slide 31 - *Forming Instructional Groups Beginning of First Grade: Group 2*

We find students for group 2 by again considering scores on PSF and NWF-CLS.

advance slide

Students who scored 40 or more on PSF but less than 27 on NWF-CLS will be listed in group 2.

advance slide

There was one student who scored that way.

Slide 32 - *First Grade BOY - Group 2*

Her name and score will be listed in group 2.

Slide 33 - *First Grade BOY - Group 3 Pattern*

The pattern of scores for group 3 is below or well below the benchmark on PSF (below 40) and at/above the benchmark on NWF-CLS (27 or higher).

Slide 34 - ***Forming Instructional Groups Beginning of First Grade: Group 3***

Again, focusing on the columns for PSF and NWF-CLS...

advance slide

...we can look for students who scored below the benchmark on PSF but at/above on NWF-CLS.

advance slide three times

These are the students who fit the pattern for group 3.

Slide 35 - ***First Grade BOY - Group 3***

Students who scored in that way will be listed in group 3 with their respective scores.

Slide 36 - *First Grade BOY - Group 4 Pattern*

The pattern of scores for group 4 is below or well below on both PSF and NWF-CLS.

Slide 37 - *Forming Instructional Groups Beginning of First Grade: Group 4*

Once again considering the PSF and NWF-CLS columns...

advance slide

...we look for students who scored below or well below benchmark on both measures.

advance slide two times

There are several students who fit this pattern. Those students may be grouped together for instruction.

Slide 38 - First Grade BOY - Group 4

These students may benefit from receiving small group instruction in the same group because, in general, they all need to work on phonemic awareness and matching sounds to letters and blending letter-sounds.

Slide 39 - *First Grade Instructional Groups*

Each student on the Classroom Report will be listed in one of the initial instructional

groups. From here, teachers can make decisions about moving students between groups. For example, it may not make sense to have one student in a group, so Sage may be moved to another group. Or, after validating by retesting the students in group 3, it may be found that they are a better fit with one of the other groups. Or group 1 many be too large and the teacher may decide to subdivide it based on how each student scored on Whole Words Read. The worksheet is intended to provide an initial look at possible groups. Thinking is required!

Slide 40 - ***Grouping Students for Instruction: Fourth Grade***

Trainer Note:

The following slides provide a model of grouping a fourth grade classroom. These slides may be used to provide a model of an intermediate grade, skipped if working only with primary grade teachers, or used instead of the first grade example if working only with intermediate grade teachers.

Using patterns of scores on the two key indicators at the beginning of fourth grade, DORF Accuracy and DORF Words Correct, we can create 4 groups.

Slide 41 - ***Forming Instructional Groups: Beginning of Fourth Grade***

The students' scores can be found on the Classroom Report for the beginning of fourth grade. This report contains all of the students' names in this teacher's classroom, their ID numbers, the scores on all of the DIBELS Next measures used at the beginning of fourth grade, and the Composite Scores. For each measure, the score and local percentile rank is listed. The colored box next to each score indicates if the score was at or above the benchmark goal (green), below the goal (yellow) or well below the goal (red).

We will focus first on the DORF Words Correct and Accuracy columns. Although the Composite Score provides the best overall representation of a student's overall reading health, it is not the best score to use for grouping. Each student's pattern of performance on the key indicators will be used to form groups.

Slide 42 - I***nstructional Grouping: BOY Fourth Grade***

The four groups can be placed on the DMG Grouping Worksheet for the beginning of the year. In general, group 1 students are on track because they scored at/above the benchmark on both Accuracy and Words Correct, and students in group 4 need the most support because they scored below or well below on both.

Slide 43 - ***Fourth Grade BOY - Group 1 Pattern***

The Group 1 section of the worksheet shows one of the patterns for BOY (beginning of the year) for fourth grade. The benchmark goal for DORF Words Correct is 90 or more

and for DORF Accuracy is 90% or more. Students who scored in this way will be listed in Group 1 and their scores recorded in the respective columns. Only students who were at/above the benchmark on both measures are listed here.

Slide 44 - *Forming Instructional Groups: Beginning of Fourth Grade: Group 1*

The Classroom Report is used to place students into initial groups. Placement into group 1 is based on scoring at/above the benchmark on *(advance slide)* Words Correct and (advance *slide)* Accuracy. The scores on these two measures are the starting place.

advance slide

We will look down these columns to find students who are at/above the benchmark on both measures. Those students will have green boxes next to their Words Correct and Accuracy scores.

advance slide four times

There are quite a few students in this class who scored in this way. Notice that these students may or may not have scores at/above the benchmark on the Composite Score.

Slide 45 - ***Fourth Grade BOY - Group 1***

We can list the names of those students and their respective scores in the Group 1 section of the worksheet. These student could probably be taught together in a small group because they are all on track with accurate and fluent reading of text.

After students are listed in group 1, go back to the Classroom Report and consider the Retell scores for these students. If their Retell score was 27 or more, put a check mark in the Retell column. This information may be used later to subdivide group 1.

Slide 46 - ***Fourth Grade BOY - Group 2 Pattern***

The pattern of scores for group two is at/above benchmark on Words Correct, but below or well below on Accuracy.

Slide 47 - *Forming Instructional Groups Beginning of First Grade: Group 2*

We find students for group 2 by again considering scores on DORF Words Correct and Accuracy.

Students who scored less than 90 on Words Correct but 96% or more on Accuracy will be listed in group 2.

advance slide five times

There were several students who scored that way.

Slide 48 - *Fourth Grade BOY - Group 2*

Those students' names and scores will be listed in group 2.

Slide 49 - *Fourth Grade BOY - Group 3 Pattern*

The pattern of scores for group 3 is at or above the benchmark on DORF Words Correct and below or well below the benchmark on DORF Accuracy.

Slide 50 - ***Fourth Grade BOY Group 3***

Again, focusing on the columns for Words Correct and Accuracy...

advance slide

...we can look for students who scored at/above the benchmark on Words Correct but below or well below the benchmark on Accuracy.

advance slide

There is one student who scored in that way.

Slide 51 - ***Fourth Grade BOY - Group 3***

The student who scored in that way will be listed in group 3 with his respective scores.

Slide 52 - ***Fourth Grade BOY - Group 4 Pattern***

The pattern of scores for group 4 is below or well below on both DORF Words Correct and DORF Accuracy.

Slide 53 - ***Fourth Grade BOY Group 4***

Once again considering the DORF Words Correct and Accuracy columns, we look for students who scored below or well below benchmark on both measures.

advance slide

There are several students who fit this pattern.

advance slide four times

Those students may be grouped together for instruction.

Slide 54 - *Fourth Grade BOY - Group 4*

These students may benefit from receiving small group instruction in the same group because, in general, they all need to work on accurate and fluent reading of text.

Slide 55 - ***Fourth Grade Instructional Groups***

Each student on the Classroom Report will be listed in one of the initial instructional groups. From here, teachers can make decisions about moving students between groups. For example, it may not make sense to have one student in a group, so Perry may be moved to another group. Or after validating by retesting Perry (in group 3), it may be found that he is a better fit with one of the other groups. Or group 1 may be too large and the teacher may decide to subdivide it based on how each student's Retell score. The worksheet is intended to provide an initial look at possible groups. Thinking is required!

Slide 56 - ***Small Group Activity***

Now you will have an opportunity to practice using the DMG Grouping Worksheets. If you brought your own Classroom Report, or a similar report from another data service, use the corresponding Grouping Worksheet for that grade and time of year.

If you did not bring your own data, divide into groups of 2 or 3 at your tables. Select either first or fourth grade. Use the Classroom Report and corresponding Grouping Worksheet to place students into initial instructional groups. Be prepared to share your groups.

Trainer Note:

Provide participants approximately 15 minutes to complete the activity.

Slide 57 - 60 - *Activity*

When participants have completed the activity, use these slides to process out the groups for first and fourth grade. These slides do not show the Grouping Worksheets that participants used for the activity, however, the names of students in each group should be the same. Discuss any differences and why students were placed in those groups. The reports on the slides are examples of the Initial Grouping Suggestions report from Dynamic Measurement Group's data system, DIBELSnet. Although it is important to understand how groups may be formed, one efficient feature of DIBELSnet is the automatic generation of this report. Information about DIBELSnet can be obtained by contacting info@dibels.org.

Slide 61 - *Instructional Grouping Summary*

One important use of DIBELS Next data is to inform initial instructional groups.

Benchmark scores on key measures can be used to determine what skills students have and what they still need to be taught. The patterns on those measures form initial groups, but teacher input can be used to subdivide or change the groups.

Slide 62 - I*nstructional Grouping Summary*

Small, flexible, heterogeneous groups help improve reading outcomes by matching students to instruction. Small groups at Tier 1 are one way to improve the effectiveness of the core reading instruction that all students receive.

Slide 63 - *Step 3: Planning Support at the Student Level*

Another piece involved with planning support at the student level is determining the specific skills to teach. Although DIBELS is not an in-depth diagnostic assessment, there is some information beyond the score that is helpful.

Slide 64 - 66 - *ODM Step 3*

In general, the link between the DIBELS Next measure and the basic early literacy skill it is assessing, forms the foundation for knowing what to teach when a student has a low score. For example, a student with a low score on NWF needs support in the are of the alphabetic principle and basic phonics.

Slide 67 - *What Specific Skills?*

In addition to DIBELS data, teachers often have other forms of formal and informal assessment that should be used for planning instruction. The important questions to answer are:

1. What can the student do currently?

2. What is the next thing to teach him or her?

Slide 68 - *Response Pattern Analysis*

The scoring marks are very specifically standardized in DIBELS. This allows anyone who picks up a scoring page to see the responses that lead to the score. This slide lists some of the common responses you might see on FSF.

Slide 69 - R*esponse Pattern Analysis*

The DIBELS Next measures have a response pattern checklist integrated into the scoring booklets and mobile devices to make recording these patterns more efficient. Here is the checklist for PSF.

Slide 70 - 72 - *Activity*

The response patterns are important because they reveal information that is not apparent in the overall score of the measure. Two students who have the same score could have very different patterns of skills and needs. Review the probes on the next two slides and identify what the student can do currently (strengths) and what he or she needs to work on next (needs). Be prepared to share your answers with the group.

Slide 73 - *Alphabetic Principle: NWF Response Pattern Analysis*

To analyze a student's responses on NWF, it is important to consider accuracy and the types of errors that are made.

Slide 74 - *NWF Response Pattern Analysis Checklist*

A response pattern checklist is included in the scoring booklets at the bottom of the scoring page.

Slide 75 - 77 - *NWF Response Pattern Analysis Activity*

Review the probes on the next two slides and identify what the student can do currently (strengths) and what he or she needs to work on next (needs). Be prepared to share your answers with the group.

Slide 78 - *Accuracy and Fluency: DORF Response Pattern Analysis*

Although there is not a large sample of behavior in a one-minute read of a passage, accuracy and patterns of errors can often be seen. Accuracy is critically important to determine so that you don't have students practicing for fluency before they are accurate readers.

Slide 79 - *DORF Response Pattern Checklist*

The checklist for DORF includes both errors and helpful, positive responses.

Slide 80 - *Retell Pattern Analysis*

The Quality of Response Rating on the retell section of DORF is one way to evaluate student strengths and needs.

Slide 81 - 83 - *DORF Activity*

Review the probes on the next two slides and identify what the student can do currently

(strengths) and what he or she needs to work on next (needs). Be prepared to share your answers with the group.

Slide 84 - *Step 3: Planning Support at the Student Level*

Once you have a clear understanding of what each student can do and what they need to learn, the next step is to determine how to teach them that skill.

Slide 85 - S*tep 3: Additional Diagnostic Assessment*

Sometimes DIBELS data will not be enough to determine what and how best to teach a student. DIBELS Deep is a brief, DIBELS-linked diagnostic assessment that can assist in differentiating instruction.

Slide 86 - *DIBELS Deep Measures*

DIBELS Deep for Phonemic Awareness assesses the entire continuum of phonemic awareness skills.

Slide 87 - *DIBELS Deep Measures*

DIBELS Deep Word Reading and Decoding includes a quick screener and 5 forms covering a range of phonics and decoding skills.

Slide 88 - *DIBELS Deep*

The skills covered on the 5 forms can be seen here. DIBELS Deep for Phonemic Awareness and Word Reading and Decoding is currently available for purchase from Sopris/Cambium.

Slide 89 - *DIBELS Deep - Further Development*

A DIBELS Deep measure for Comprehension, Fluency and Oral Language is still in development.

Slide 90 - *What Specific Instructional Strategies?*

Although there is a great deal of research available about effective ways to teach reading, matching student needs to instruction is a critically important step.

Slide 91 - *Instructional Strategies*

Planning instruction is complex and most effective when done in a preventative, "first instruction" approach, rather than approached as intervention. Resources such as Anita Archer's book *Explicit Instruction* are helpful regardless of whether a published reading

series is used or not.

Slide 92 - *Recommended Websites*

Additional resources can be found on these websites.

Slide 93 - *What is the Next Step*?

We have identified and validated need for support and the system and student levels, and discussed how DIBELS data can be used to plan instruction. The next step is using DIBELS to evaluate whether or not the instruction is working.

Module 4: Evaluating Effectiveness of Support

Slide 1 - *Evaluating Effectiveness of Support*

Module 4 focuses on evaluating the plans that have been implemented at the systems level.

Slide 2 - *Objectives*

We will spend time working with reports that will help evaluate system-level planning.

Slide 3 - *Step 4: Evaluation Support - Overview*

Evaluating support at the systems level is done by looking at the progress students make toward reaching benchmark from one semester to the next.

Slide 4 - *ODM Step 4*

The questions at this step are about the progress that students are making and about making progress toward system goals.

Slide 5 - *Step 4: Evaluate and Modify Support at the System Level*

Changes to system-level variables, such as curriculum and instruction, should be evaluated over time.

Slide 6 - *Effectiveness of Instructional Support Levels Report*

There is a report from DIBELSnet, called the Effectiveness of Instructional Support Levels Report, that analyzes data for students who scored at/above the benchmark, below benchmark and well below benchmark at one point in time, and shows how students in those three groups performed at the next benchmark time.

Slide 7 - *Effectiveness of Instructional Support Levels Report*

The report can be generated by district with the schools as the level of analysis, or by school, like the one shown here. The three main sections of the report represent the students in the three score levels at time 1 - in this case, beginning of fourth grade. The information within each of those three main sections shows how those students performed at time 2 - in this case, middle of fourth grade. The far right column of the report shows the percent of students who scored in the 3 categories at the middle of year benchmark.

Slide 8 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

This slide shows the first row of the report from the previous slide - all the fourth graders who were at Lakeside for the beginning and middle of year benchmark testing are represented on this report. We will start with the second column from the left - the students who scored at or above the benchmark goal on the Composite Score at the beginning of the year are represented here. How many students scored this way? (36, which was 80% of all students). Overall, at the beginning of the year, the majority of students were on track.

Slide 9 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

The next column to the right represents the performance of the students who started the year scoring below the benchmark goal on the Composite Score. There were 4 students who scored this way, which was 9% of all 4th graders.

Slide 10 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

The next column to the right represents the performance of the students who started the year scoring well below the benchmark goal on the Composite Score. There were 5 students who scored this way, which as 11% of all 4th graders.

Slide 11 - *How Effective is our Core Support?*

The Effectiveness of Instructional Support Levels Report is designed to evaluate the effectiveness of a three tier model. Tier 1, or the core system of reading support is considered effective if it causes at least 80% of the students at each grade level to read the benchmark goals. In addition, the core system is effective if it keeps 95-100% of the students at or above the goal as they go from one benchmark time to the next. In other words, students who are on track at one point in time should still be on track at the next benchmark assessment.

Slide 12 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

The column titled "Likely to Need Core Support" reflects the performance of the students who scored at/above the goal on the Composite Score at the beginning of the year, and shows how only those "on track" students performed at the middle of the year. Of the students who started the year on track, 97% were will on track at the middle of the year - they scored at/above the goal on the Composite score at both the fall and winter benchmark. However, there was one student who scored at/above at the beginning of the year but scored below benchmark at the middle of the year.

Slide 13 - *How Effective is our Strategic Support?*

Tier 2, or the strategic system of support is supposed to support students who are at risk to catch up and reach the next benchmark goal. A strategic system is effective if it

causes 80-100% of the students who scored below benchmark at one point in time to reach the goal at the next benchmark time.

Slide 14 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

The middle section of the report, highlighted here, shows the performance of only the students who scored below the benchmark on the Composite Score at the beginning of the year, and describes their performance at the middle of year benchmark. Of the 4 students who started the year needing strategic support, 3 caught up and reached the benchmark goal at the middle of the year, and one fell back into the well below benchmark range at the middle of year benchmark testing. Although this system was effective for most students, it was not effective for one.

Slide 15 - *How Effective is our Intensive Support*

Tier 3, or an system of intensive support, is effective if it causes 80-100% of the students receiving intensive support to reduce their risk or achieve the benchmark goal.

Slide 26 - *Effectiveness of Instructional Support Levels Report - 4th grade MOY*

The effectiveness of the system of intensive support is reflected in the section of the report highlighted in red. 5 students started the year needing intensive instructional support. By the middle of the year benchmark testing, 1 student met the goal, 2 scored in the below benchmark goal range, and 2 still scored in the well below benchmark range.

Slide 17 - *Wireless Generation mCLASS:DIBELS Correlation Report*

The Correlation Report from Wireless Generation for device users provides the same information as the Effectiveness of Instructional Support Levels Report from DIBELSnet.

Slide 18 - L*arge Group Practice*

Let's try this together - review this report for Happy Valley school - first grade.

- What proportion of students who scored at/above the benchmark at BOY have scores at/above the benchmark at MOY?
- What proportion of students who scored below the benchmark at BOY have scores at/above the benchmark at MOY?
- What proportion of students who scored well below the benchmark at BOY have moved up at MOY?
- How effective is the overall system of support in the first semester of first grade at Happy Valley School?

Slide 19 - 21 - *Small Group Activity*

If you brought your own Effectiveness of Instructional Support Levels Report with you, use it for this activity. If you don't have your own data, use the reports for first or fourth grade at Sunset School. Summarize the data and describe the implications for curriculum and instruction.

Slide 22 - S*tep 4: Evaluating Support at the System Level - Summary*

Understanding, analyzing, and improving the instructional support system within your school is essential for improving the instructional context for every student. If one of the tiers in your three tier model is not supporting enough students to make adequate progress across the year, analyze the instruction and system level variables related to that tier.

Module 5: Evaluating Outcomes

Slide 1 - *Using DIBELS Next Data: Evaluating Outcomes*

Slide 2 - *ODM Step 4: Evaluating Support*

For evaluating the support we are providing to students, progress monitoring data is the most effective tool.

Slide 3 - *How Do You Evaluate Effectiveness?*

Progress monitoring is a tool for directly evaluating the skills that have been the focus of the instructional support. DIBELS was created specifically for this purpose.

Slide 4 - *What is Progress Monitoring?*

Progress monitoring is a feedback loop to instructors. It allows teachers to make real-time decisions about whether or not their instruction is working, and to make quick changes to get students back on course.

Slide 5 - *Why Is Progress Monitoring Important?*

Progress monitoring tools have to have the technical properties and be designed specifically to measure very small amounts of learning over time. This is why not every assessment can be used for progress monitoring. There is research to suggest that monitoring students can cause student learning to improve - because teachers and students become more aware of their performance.

Slide 6 - *Sample Progress Monitoring Booklet*

This is an image of the front cover of the progress monitoring scoring booklet for DORF level 4. This graph is for Miriam who is in Mrs. Davis' class at Happy Valley Elementary. Along the left side of the graph are numbers representing words correct per minute on DORF. Along the bottom is time. You fill in the month which gives you flexibility to start monitoring at any time in the school year. For Miriam, monitoring started in September. Each week of the month has a blank line for recording the scores. Those scores are then also graphed above. This graph has the levels for the goal and the cut point for risk marked on it. The intervention line indicates the point in time when instruction changed for Miriam. This helps the teacher keep track of what instruction caused the most progress. The goal for the end of the year is marked with a bullseye. A line called an aimline is drawn from Miriam's benchmark score in September to the end of the year goal. The aimline charts the course of progress necessary to get Miriam back on track by the end of the year. Data are plotted on the graph each week. Visual analysis of the data points relative to the aimline tell the teacher if the instruction is working or if a change is needed.

Slide 7 - *Sample DIBELSnet Report*

Here is a sample of what the progress monitoring report looks like from the DIBELSnet data service. All of the same information that is on the paper graph is included here. In addition, colored bands indicate the at/above, below and well below benchmark ranges across the year. Solid circles represent the benchmark scores and open circles represent progress monitoring scores. When three or more consecutive progress monitoring scores fall below the aimline, a red box is placed around the scores, indicating that it is time to have a discussion about what is happening.

Slide 8 - *Wireless Generation Report*

Here is an image of the same report from the mCLASS:DIBELS data system. When three consecutive data points fall below the aimline, the data points turn red. The individual scores are listed along the left side. If you click on one of those scores you can pull up the detail about how the student achieved that score.

Slide 9 - *Progress Monitoring in Your School*

Take a few minutes to discuss how progress monitoring is being used in your school.

Slide 10 - *Basic Steps for Progress Monitoring*

These are the basic steps for progress monitoring. We will discuss each step, starting with selecting which students to monitor.

Slide 11 - *Selecting Students*

Any student who scores below the benchmark goal probably needs a change to their instruction. Progress monitoring is the tool for evaluating whether or not that change is working. But trying to monitor too many students can be challenging.

Slide 12 - *Selecting Students*

If many students in your class or grade are below the benchmark, it may be most effective to focus on improving the core curriculum and instruction first, rather than spending time monitoring lots of individuals. Maybe select a student or two who you are intervening with and get some practice by monitoring them. The key is to have time to review the graphed data and to act on the feedback. There is no reason to collect progress monitoring data if you aren't going to change instruction accordingly.

Slide 13 - *Selecting Students*

Here is an example of a kindergarten Classroom Report.

advance slide

All of the students who scored below or well below the Composite Score are currently not on track to read at the end of first grade and may need a change to their instruction to get back on track.

advance slide two times

In addition to these students, Jenner and Chelsea are also a candidates for progress monitoring because their FSF scores are below the goal.

Slide 14 - *Selecting Students*

In this first grade class, about half of the students are below or well below the benchmark on the Composite Score and would be candidates for progress monitoring.

advance slide

Also, Alyssa and Michael are below the goals on PSF and NWF. Although their Composite Scores are at/above the benchmark, they are below on one or more of the key indicators for first grade.

advance slide

Tyra is also below the goal on a measure, LNF. Although this may be something to work on, there are no progress monitoring materials for LNF because letter naming is not the most important skill to work on.

When there are this many students who need instructional support, it may not be reasonable to progress monitor every student. It may be more effective to plan for improvements to instruction for the whole class - improvements like flexible, skill-based small groups - so that most of the time is spent on instruction and not on progress monitoring. This teacher might decide to monitor a student or two who she is particularly concerned about, which spending most of her time focusing on class-wide changes.

Slide 15 - *Selecting Students*

In this second grade class, there are only a few students who scored below or well below on the Composite Score.

advance slide 3 times

But there are several other students who scored at or above the goal on the Composite Score but have scores below the goals on other measures.

Slide 16 - S*electing Students*

Similarly, this class has many students who scored at or above on the Composite but

scored below or well below on one or more of the measures. These students are in need of instructional support and therefore are candidates for progress monitoring. Some of these students are below the goal on several measures. So the next step will be determining which skill to work on and which measure to monitor.

Slide 17 -19 - *Activity*

If you brought your own Classroom Report, identify students in your class who are candidates for progress monitoring. Otherwise, select first or fourth grade from Sunset School. Be prepared to share out the names of students you selected.

Slide 20 - *Basic Steps for Progress Monitoring*

Step 2 is to determine which materials to use for progress monitoring. Using grade-level materials is not always the right choice.

Slide 21 - *Selecting Progress Monitoring Materials*

In general, progress monitoring should match the skill that is being taught and should be the lowest skill in the sequence that the student has not yet mastered. The monitoring material has to be well matched to the student's needs to be sensitive to growth - it can't be too hard or too easy.

Slide 22 - *Stepping Stones Sequence*

When we talk about the "lowest" skill, we are referring to this sequence of basic early literacy skills. Although the skills are related and are often taught in an integrated fashion, there is an overall progression or order in which they develop and are taught. Students who are missing several skills, need to build the "earliest" skill first, in order to make teaching the more difficult skills more effective.

Slide 23 - *Progress Monitoring Example 1 - Melissa*

Here is a summary of beginning of the year benchmark scores for Melissa who is a first grader. Her Composite Score was in the below benchmark range. Her scores on NWF and PSF were all well below benchmark. There are 3 options here for progress monitoring tools. Which one to choose? PSF measures phonemic awareness. It is a foundational skill that makes learning phonics easier. It would make the most sense to start by emphasizing phonemic awareness instruction and use PSF to monitor progress.

Slide 24 - *Progress Monitoring Example 2 - Michael*

Michael is also a first grader. Here are his middle of the year benchmark scores. His Composite Score was below the benchmark. His DORF Words Correct score was at or above the benchmark, but the accuracy score was below. Both scores for NWF were also below the benchmark. NWF measures the alphabetic principle and basic phonics.

Difficulty with these skills is probably impacting Michael's ability to read text accurately. Those basic skills of letter-sound and blending need to be fixed up first before we would work on reading fluency with Michael. Because NWF measures both letter-sound and blending, that would be the best progress monitoring tool.

Slide 25 - *Progress Monitoring Example 3 - Maria*

Here are Maria's beginning of third grade benchmark scores. Her Composite Score was below the benchmark. All of her DORF scores were at or above the goal. Her Daze score was well below. This is a scenario where monitoring with Daze would be appropriate. All other skills are in place - reading comprehension as measured by Daze is the last piece.

Slide 26 - *Progress monitoring Example 4 - Luke*

Luke is a fourth grader who scored at or above the goal except on Daze and DORF-words correct. Lack of oral reading fluency may be impacting his ability to do well on the Daze measure. So DORF-WC would be the progress monitoring tool.

Slide 27 - *Progress Monitoring Example 5 - Tiarra*

Tiarra is a fourth grader who scored below or well below on each of the beginning of year measures. Using 4th grade materials to monitor progress with Tiarra would not be the best choice because those materials would be too difficult for her and therefore not sensitive to small amounts of change. So if we can't use grade level materials, what materials do we use? We need to gather more information.

Slide 28 - *DIBELS Next Survey*

DIBLES Next Survey is a process of testing back with DIBELS measures to find a student's instructional level, determine optimal progress monitoring materials, and set goals.

Slide 29 - *DIBELS Next Survey - What is Included?*

DIBELS Next Survey includes assessment materials for all of the DIBELS Next measures and a manual providing guidelines for use.

Slide 30 - DIBELS Next Survey Manual

The manual provides guidance and decision rules about conducting Survey and several case examples illustrating the process.

Slide 31 - *Student Materials*

The assessor directions and materials that students view during the Survey assessment are in the Assessment Book.

Slide 32 - *DIBELS Next Survey: Procedures Overview*

Survey takes about 5-20 minutes to complete, and starts with benchmark assessment data.

Slide 33 - *Definitions*

Survey is a process used to find the student's instructional level, where material is challenging but not too difficult.

Slide 34 - *Survey*

The DIBELS Next Survey manual includes decision rules for when to conduct Survey, when to continue testing back, and when to conduct progress monitoring. This slide shows a graphic from the manual that represents all of those guidelines on one page. We will discuss each one at a time, starting with deciding when to conduct Survey.

Slide 35 - *When to Conduct DIBELS Next Survey*

There are 4 triggers for conducting Survey:

1. When the Composite Score is well below benchmark
2. If both Words Correct and Accuracy are below benchmark; either are well below benchmark; or Words Correct is less than 50 in 3rd-6th grade material, less than 40 in 2nd grade material or less than 20 in 1st grade material
3. If both NWF-CLS and NWF-WWR are below or well below benchmark
4. If PSF is well below benchmark

Slide 36 - *Progress Monitoring: Tiarra*

Going back to the Tiarra example, we see that she met the criteria for conducting Survey by scoring well below benchmark on the Composite Score.

Slide 37 - *Survey Procedures*

To conduct Survey, test back sequentially to the next lower level of DIBELS materials until the student's score is at or above the benchmark goal.

Slide 38 - *When to Test Back*

Continue testing back when:

1. both Words Correct and Accuracy are below benchmark; either are well below benchmark; OR Words Correct is less than 50 in 3rd-6th grade material, less than

40 in 2nd grade material or less than 20 in 1st grade material

2. both NWF-CLS and NWF-WWR are below or well below benchmark

3. PSF is well below benchmark

Slide 39 - *Optimal Progress Monitoring Levels*

As you are testing back, you are looking for the optimal progress monitoring materials.

- Use DORF at the highest level where the student reads with 90% accuracy and their median Words Correct is above 20 in 1st grade material, 40 in 2nd grade material, and above 50 in 3rd-6th grade material.

- Use NWF when EITHER or BOTH NWF-CLS or NWF-WWR scores are below or well below benchmark.

- Use PSF when the score is below or well below benchmark.

- Use FSF when the score is below or well below benchmark.

Slide 40 - *Tiarra*

Trainer Note:

This slide is animated with many "builds". Talk through the steps of collecting data on Tiarra, starting with benchmark data, and applying the Survey decision rules for testing back.

Slide 41 - *Celina*

Trainer Note:

This slide is animated with many "builds". Talk through the steps of collecting data on Celina, starting with benchmark data, and applying the Survey decision rules for testing back.

Slide 42 - S*kipping Levels*

Survey procedures are guidelines, not rules. There are some cases in which it makes sense for you to skip a level or two when testing back. Teachers should use other forms of data and their own experience with a student to determine where to start Survey and when to skip levels.

Slide 43 - *Fritz Example*

Here is an example of a case where the student's DIBELS benchmark scores and the

teacher's knowledge of the student caused her to skip 4th grade materials and drop back to third. Getting the information you need with the least amount of assessment time is the goal.

Slide 44 - *Basic Steps for Progress Monitoring*

Step 3 is to set a goal.

Slide 45 - *Components of Well-Written Goals*

Well written goals include the name of the student, the behavior you are trying to change, the criterion to meet and the conditions related to the criteria.

Slide 46 - *Grade Level Material*

Setting goals is easy when monitoring with grade level material - just use the next goal for that measure. What is meant by "grade level" material is shown on this slide.

Slide 47 - *Michael - Winter of Grade 1*

Michael was a student we talked about who was below on all indicators in the middle of first grade, except words correct on DORF, on which he scored at or above the benchmark. Because he met the goal on PSF previously, NWF was selected as the lowest level measure on which he had not met the goals, and was the best tool for progress monitoring. So let's talk about an appropriate goal on NWF for Michael.

Slide 48 - *Example Goal for Michael*

Because Michael is being monitored with NWF, which is a measure used for benchmark testing in first grade, the next benchmark goal is appropriate to use as his progress monitoring goal - 58 on CLS and 13 on WWR by the spring benchmark.

Slide 49 - *Michael's Graph*

The two data points can be plotted on the graph for NWF progress monitoring, if you use different symbols for CLS and WWR. The lines between the fall benchmark scores and the winter benchmark goals form the aimlines and provide a guide for the rate of progress Michael needs to make over that time period.

S**lide 50 - *Out of Grade Goal Setting***

Setting goals for students who are being monitored in out of grade level material can be more challenging. There are many ways to set progress monitoring goals. One of the best ways is to determine the goal, set the goal date so that the goal is achieved in half the time it would usually be achieved, and draw the aimline connecting current performance to the goal.

Slide 51 - *Steps for Setting Out of Grade Goals*

Typically, the end of the year goal for the grade level of the material being used is used as the goal. But the time frame has to be cut in half. The student needs to meet that end of year goal by the middle of the year, thus closing the gap.

Slide 52 - *Tiarra*

Tiarra is a 4th grade student who is being monitored with second grade material.

Slide 53 - *Goal for Tiarra*

By the middle of the year benchmark assessment, Tiarra should meet the goal for the end of second grade, since she is being monitored in second grade material. This is considered a short term goal because when she meets the second grade goal she will then be monitored in third grade material, with the goal being the end of third grade benchmark goals by the end of her fourth grade year. Tiarra will go into 5th grade being monitored in 4th grade material, systematically closing the gap.

Slide 54 - *Tiarra*

Since Tiarra is being monitored initially in second grade material, the graph used is on the cover of the DORF Level 2 progress monitoring booklet. Her score on DORF Level 2 during the Survey process is recorded first. Then the goal (end of 2nd grade benchmark goal) is plotted in January and the aimline is drawn between the two. Now the conversation becomes, what kind of instruction will be necessary to cause Tiarra's skills to make this rate of progress?

Slide 55 - *Basic Steps for Individual Student Progress Monitoring*

The fourth step is to determine how often to collect progress monitoring data.

Slide 56 - *Determine Frequency*

In general, when monitoring in grade level materials, if the score is below benchmark, monitoring every other week is sufficient. If scores are well below benchmark, monitoring once a week is ideal. When monitoring in below grade materials, monitor once a week. The basic idea is that students who are farther from the goal need more frequent monitoring so that decisions can be made with the data on a frequent basis.

Slide 57 - *Basic Steps for Individual Student Progress Monitoring*

The final step is perhaps the most important and one that is often left out - look at the graph and make decisions accordingly.

Slide 58 - E*valuating Progress Monitoring Data*

In general, when 3 consecutive data points fall below the aimline, it is time to stop and consider what is happening because the student is not on track to catch up. This does not mean automatically change the instruction - rather, consider what has been happening and what may need to change.

Slide 59 - *Evaluating Michael's Data*

In the case of Michael, his progress toward the NWF-CLS and WWR goals was steady and he met both goals in time. There was never a reason to consider changing course.

Slide 60 - *Changing Out of Grade Progress Monitoring Levels*

If the student reaches the goal early, consider moving to the next higher level of material.

Slide 61 - *Tiarra Example*

For example, Tiarra was the 4th grader being monitored with 2nd grade material at the beginning of the year. She met the end of 2nd grade goal in 2nd grade material by January.

Slide 62 - *Tiarra Example*

So the next step was to set a goal for Tiarra in 3rd grade material, for the 2nd half of her 4th grade year. She also met that goal on time. So she will go into 5th grade being monitored in 4th grade material for the first half of the year.

Slide 63 - *Progress Monitoring Activity*

Now you will have an opportunity to practice the progress monitoring steps we have just discussed.

Slide 64 - *Large Group Guided Practice: Frank*

You will use the following 6 pages in your training book to complete these 6 steps. Please look at those pages while I walk you through each step with slides. We will go through the steps together for Frank, then you will select another student to work through with a partner.

advance slide

The first step is to review Frank's benchmark and validation data.

Slide 65 - *Step 1: Benchmark Data*

Frank is a kindergarten student. Here is his FSF benchmark probe. His score was 8. You will notice that his responses were all 1-point responses.

Slide 66 - *Step 1: Validation Data*

For some reason, Frank's teacher did not think the benchmark score matched what she saw in the classroom, so she validated the score by re-testing Frank with one of the FSF progress monitoring probes - she selected probe 1, but it could have been any of the set of 20. His score was 6. The teacher was still not convinced that this represented Frank's phonemic awareness skills, so she conducted a second validation probe, on which his score was 5. Now the teacher was convinced that Frank needed support on phonemic awareness.

Slide 67 - *Step 2*

The second step of the activity is to plot the benchmark and validation scores on the cover of the FSF progress monitoring scoring booklet.

Slide 68 - *Step 2*

So we will write in the month that the data were collected, and record the scores for the benchmark and validation probes on the lines for week 1 and 2. Because the 2 validation scores were collected in the same week, they are plotted on the same vertical line.

Slide 69 - *Step 3*

Step 3 of the activity is to mark the goal on the graph and draw the aimline and intervention line.

Slide 70 - *Step 3*

The goal for Frank would be the FSF winter benchmark goal, which is 30. The aimiline is drawn from the middle of the benchmark and validation points out in time to the goal. The intervention line is drawn at the point in time when instruction changed. In this case, that was at the third week of September.

Slide 71 - *Step 4*

The 4th step is to score the progress monitoring forms.

Slide 72-74 - *Step 4*

Score each of the progress monitoring probes and then we will discuss the scores and any questions you have about calculating the total.

Slide 75 - *Step 5*

As the progress monitoring data are being collected each week, you would plot the scores on the graph and review the results relative to the aimline.

Slide 76 - *Step 5*

Go ahead and plot the progress monitoring data.

Slide 77 - *Step 6*

There are some questions in the activity that can be answered with the graphed data that are similar to questions you will have about your own students.

Slide 78 - 79 - *Step 6*

Trainer Note:

Advance the slide to reveal the questions and answers one by one. Discuss any response that the participants are unclear about.

Slide 80 - *Small Group Practice*

Now you will have the opportunity to practice these steps with a student of your choice. If you would like to work with a kindergarten student who is being monitored with PSF, choose Evan. If you would like to work with NWF data for a first grader, choose Bradley. If you would like to work with an older student who is being monitored with DORF, choose Katarina. You will work through the same six steps we just did together for Frank. When everyone is finished, we will discuss the answers to the questions and review your graphs.

Slides 81 - 89 - *Activity*

Trainer Note:

These slides are available for processing out the activity and should be used as time allows or as questions arise.

Slide 90 - *Progress Monitoring Summary*

It is clear that progress monitoring is a useful too for evaluating student support. But thinking is required. Carefully selecting students to be monitored and changing instruction when students aren't making sufficient progress is a valuable tool when used correctly.

Slide 91 - *What is the Next Step?*

The next step is to review outcomes for all students at the next benchmark assessment.

Module 6: Reviewing Outcomes

Slide 1: *Module 6: Reviewing Outcomes*

This module focuses on the last step of the Outcomes-Driven Model - Reviewing Outcomes.

Slide 2 - *Objectives*

The objectives are to review outcomes at the system and student levels.

Slide 3 - *ODM Step 5: Review Outcomes*

The system-level questions at this step are: What proportion of student have met the benchmark goals? and Have we met our system-wide goals?

Slide 4 - *Step 5*

Over the school year, semester by semester, we can use DIBELS data to evaluate the effectiveness of our system of support.

Slide 5 - *Step 5: District Status Report*

One report that is helpful for answering the question about system-wide goals is the District Status Report from DIBELSnet. This report provides the percent of students in the three benchmark status categories on each measure given at the beginning, middle and end of each grade. A color-coded pie chart makes visual interpretation quick and easy.

Slide 6 - *Step 5: Box Plot Report*

A second report that is helpful for reviewing system-wide goals is the Box Plot. The Box Plot displays the performance of all students at a grade in a "box and whiskers" picture. The answer key on the right shows that the box and whiskers are placed vertically on the graph based on how students in your school or district performed. The middle horizontal line is placed at the score that represents the 50th percentile for your school. The top horizontal line represents the 95th percentile and the bottom one represents the 5th percentile, etc. The 3 status levels of benchmark goal scores are shown on the graph with green, yellow and red bands. Because the DIBELS goals represent where the lowest student should score, the entire box and whiskers picture should be within and above the green area.

Slide 7 - B*ox Plot Example*

One of the ways the Box Plot is helpful, is for showing growth over time for different groups of students. In this example, you can see that the top performing students made quite a bit of growth across the year. And although the low performing students

improved across the year, the system was not effective for moving them up to the benchmark goal by the end of the year. This report helps schools and districts pinpoint the elements of their system that are working well and where to devote some resources.

Slide 8 - *Step 5: Effectiveness of Instructional Levels*

You will remember that Happy Valley school set end of the year goals for first grade on all measures that were above 80%. The Effectiveness Report is helpful for showing that the system increased the percent of students at the goals during the second half of first grade...

Slide 9 - F*ourth Grade*

...and 4th grade.

Slide 10 - 18 - *Small Group Activity*

Use your own data if you have it. Otherwise select either first or fourth grade at Sunset School. Review the end of year data. Be prepared to provide a summary and discuss the implications and goals for next year.

Slide 19 - *Step 5: System Level Summary*

System-level data can highlight targets of opportunity for supporting large numbers of students efficiently.

Slide 20 - *Step 5: Student Level*

At the student level for Step 5, we are asking about the progress for individual students.

Slide 21 - *Considerations for Decision Making*

When a student meets the benchmark goal, it is time to move on to the next skill or perhaps fade the level of support.

Slide 22 - *Sample: Bradley*

When we are monitoring individual students, we can increase their goal when they reach a previous goal.

Slide 23-24 - *Review Outcomes: Classroom*

The Classroom Report can be helpful for seeing growth for an entire class of students from one point in time (slide 23) to the next (slide 24). The increase in "green" on the report is evidence that more students met the goal at the end of the year in first grade...

Slide 25 - 26 - *Review Outcomes: Classroom*

...and in fourth grade.

Slide 27 - *Student Benchmark Assessment History Report*

The Student Benchmark Assessment History Report is a nice way to capture all of the benchmark scores over time for one student. This report shows the individual student's scores relative to the benchmark goals (shown in green, yellow and red) and relative to the performance of the rest of the grade (shown by the box and whiskers). This report is excellent for parent-teacher conference and for student files.

Slide 28 - *Step 5: Reviewing Outcomes Summary*

And finally, keep in mind that reviewing student outcomes is always done within the context of the school and district outcomes. Working to improve the effectiveness of the system will impact more students than a student-by-student approach.

Slide 29 - *What is Next?*

You can see that the Outcomes-Driven Model is cyclical. Benchmark data are used to review outcomes, which puts you right back at step 1 again - Identifying need for support for the next semester.