CHAPTER SIX

GUIDELINES TOWARDS A MANAGEMENT PLAN FOR IMPROVING THE DESIGN AND IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT

6.1 INTRODUCTION

The previous chapter presented the analysis and interpretation of research results. Based on the research results, a number of key issues were identified as strengths and weaknesses in the management of the design and implementation of CTA.

In this chapter, the researcher suggests novel guidelines for a management intervention plan to improve the quality of the design and implementation of CTA. As the use of CTA was phased out during 2010 (Department of Basic Education, 2011:4), the guidelines were compiled in line with the New Curriculum Statement (CAPS), in order to extend the guidelines to current school-based assessment practices. Although the management intervention plan was based on data obtained for the implementation of CTA, the aims and principles of the CAPS were taken into consideration when the management intervention plan was designed, in order to make the contribution of the study relevant to current assessment practice.

The chapter unfolds as follows:

- The researcher discusses the assessment principles according to CTA and the CAPS in 6.2.

- The suggested framework for the guidelines in the management intervention plan is set out in 6.3 and in 6.3.1 the researcher indicates the significance of a theoretical framework in the education context. Conceptualizing an education management framework follows in 6.3.2; the relevance of theory in sound practice is analysed in 6.3.3; and participatory leadership is highlighted in 6.3.4.

- The researcher specifies her guidelines for improving the management of the design of CTA in 6.4. In 6.4.1 she pinpoints her guidelines for reinforcing the strengths of managing the design of school-based assessment and in 6.4.2 she clarifies guidelines for improving the weaknesses in managing the design of school-based assessment.

- Section 6.5 deals with guidelines for improving the management of the implementation of school-based assessment: 6.5.1 indicates guidelines for reinforcing the strengths of managing the implementation of school-based assessment and 6.5.2 deals with the guidelines for improving the weaknesses of managing the implementation of school-based assessment

The next section highlights the assessment principles according to CTA and CAPS.

6.2 ASSESSMENT PRINCIPLES ACCORDING TO CTA AND CAPS

According to the National Curriculum Statement (CAPS document; Department of Basic Education, 2011:5), the standard of EMS education is becoming more globalised. The focus of the CAPS (Grade R-12) highlights the purpose of EMS as equipping learners, irrespective of their socio-economic background, race, gender and physical disability to participate in society in a meaningful way as citizens of a free country (Department of Basic Education, 2011:5).

The next section highlights a comparison of the curriculum principles in CTA and in the CAPS, pointing out the similarities and differences with regard to the assessment principles to motivate the wider applicability of the guidelines designed by the researcher.

Table 6.1:   Assessment principles – CTA and CAPS

Assessment principles: CTA (Poliah, 2003:16)	Assessment principles: CAPS (Department of Basic Education, 2011: 5-6; 23-26)
Similarities	
Assessment must be authentic • The tasks should be grounded in real-life contexts while using processes appropriate to the Learning Area	**Assessment must be authentic** • The tasks should be grounded in real-life contexts while using processes appropriate to the Learning Area
Assessment should be relevant • Assessments tasks should relate to the lives of learners	**Assessment should be relevant** • Assessment tasks should relate to the lives of learners
Assessment should be transparent • Scoring criteria should be explicitly stated and included as part of tasks	**Assessment should be transparent** • Scoring criteria should be explicitly stated and included as part of tasks
• Assessment should be multi-dimensional	• Assessment should be multi-dimensional
Assessment need to be aligned to learning targets • The assessment should focus on learning outcomes	**Assessment need to be aligned to learning targets** • The assessment should focus on learning outcomes
• Tasks should be challenging and stimulating to the learner	• Tasks should be challenging and stimulating to the learner
• The task should be structured so that learners can be helped to succeed	• The task should be structured so that learners can be helped to succeed

• Assessment should cater for different learning barriers and socio-economic status	• Assessment should cater for different learning barriers and socio-economic status
• A wide range of learning goals must be targeted: knowledge, skills, values and attitudes	• A wide range of learning goals must be targeted: knowledge, skills, values and attitudes
• Learners evaluate their peers	• Learners evaluate their peers
Differences	
• Relieving learners of some of the pressures of an external examination	• Formal assessments are required
• Tasks do not involve multiple solutions	• Tasks should involve multiple solutions
• CTA to be completed in two sections: school-based and homework not supervised	• The school-based assessment comprises of one section: school-based and supervised
• Learners are requested to bring resources from home	• Provision and allocation of resources are provided for by the school

The management intervention plan in this study could be viewed as a tool to be used by managers and designers of all school-based assessment, in order to improve decision-making when designing and implementing assessment tasks according to the principles mentioned in Table 6.1. The researcher presents the management intervention plan according to categories such as designing, implementing and managing the quality of assessment tasks which are linked to action plans to ensure that the management of the design and the implementation of school-based assessment are of a sound quality.

The next section describes and discusses the theoretical framework that underpins the researcher's guidelines (*cf.* 6.3); the significance of a theoretical framework in the education context (*cf.* 6.3.1); conceptualising an

education management framework (*cf*. 6.3.2); the relevance of theory in sound practice (*cf*. 6.3.3); and participatory leadership (*cf*. 6.3.4).

6.3 SUGGESTED FRAMEWORK FOR GUIDELINES TOWARDS A MANAGEMENT INTERVENTION PLAN

As pointed out before in Chapter Four (*cf*. 4.2), Bryman and Bell (2003:453), Creswell (2009:6) and Nieuwenhuis (2007b:47) concur on a theoretical framework being regarded as a straightforward set of principles concerning essential aspects of reality that guide action. Moreover, Mackenzie and Knipe (2006:154) are of the opinion that the theoretical framework of research can even influence the manner in which knowledge is considered and interpreted (*cf*. 4.2).

Burton and Bartlett (2009:18) point out that , if a theoretical framework is seen as a grid of rational thoughts about the nature of the world and the purpose of research, then the theoretical framework not only conditions patterns of thinking, but also supports research actions (Burton & Bartlett, 2009:18).

Based on Creswell (2009:6), a theoretical framework can be described as a basic set of beliefs that guide the action that needs to be taken. Yet, since nothing brings true accord, everything is actually relative; there is also no ultimate standard or criterion of superior truth (Creswell, 2009:7), so a researcher should accept having to make an informed choice of a framework and sticking to it.

6.3.1 The significance of a theoretical framework in the education context

In the words of Silverman (2006:109), the term *model* could be seen to correspond approximately with what Guba and Lincoln termed *paradigm* back in 1994. A model would then refer to a general framework for observing reality.

Bush (2006:509-510) points out that, as an area of interest and training, education management resulted from management principles that mainly functioned in USA business and marketing fields. Relevant education theory development took place by applying successful industrial models to

educational settings. In the early 1990s, Bell (1991:137) expressed his concern about the weak empirical fundamentals on which the inquiries into schools were based. As education management became known as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience at, schools and colleges. Moreover, Bush (2006:508) asserts that by the end of 21st century the main theories had either been developed in the educational context or had been adapted from industrial models to meet the specific expectations of schools especially. Education management has advanced from being a new field dependent upon ideas developed in other settings to becoming an established field with its own theories and research.

This section explained the importance of developing a theoretical framework in the field of education management. The next section will highlight how an education framework should be conceptualized.

6.3.2 Conceptualizing an education management framework

Leadership and management are often regarded as essentially practical activities. Practitioners and policy-makers seem to be dismissive of theories and concepts for their alleged remoteness from the *real* school situation. In the late 20th century, Willower (1980:2) indicates that the application of theories by a committed administrator might be a problematic and difficult encounter.

Noting that it is clear that theories are simply not used very much in practice, this comment suggests that theory and practice are regarded as separate aspects of educational leadership and management. Academics develop and refine theory while managers engage in practice. In short there is a gap between theory and practice.

6.3.3 The relevance of theory in sound practice

If practitioners discard theory, then they must rely on experience to guide their action. In deciding on their response to a problem, practitioners then need to draw on different options that would be suggested by previous experience with that type of issue. Copland *et al.* (2002:75) assert that it is amoral

thinking to accept that experience alone can inform leaders about everything they need to know.

Educators sometimes explain their decisions as just *common sense*. However, such apparently pragmatic decisions are often based on implicit theories. When an educator or a manager takes a decision it reflects in part that person's view of the organization. Such views or opinions are coloured by experience and by the attitudes engendered by that experience. These attitudes could take on the character of frames of reference or theories, which will inevitably influence the decision-making process.

Theory serves to provide a rationale for decision-making. Managerial activity is enhanced by an explicit awareness of the theoretical framework underpinning practice in educational institutions. There are three main arguments to support the view that managers have much to learn from an appreciation of theory, providing that it is grounded firmly in the realities of practice (Glaser & Strauss, 1967:263).

- Reliance on facts as the sole guide to action is unsatisfactory because all evidence requires interpretation. Theory provides mental models, according to Leithwood *et al.* (1999:75), to help understand the nature and effects of practice.

- Dependence on personal experience in interpreting facts and making decisions is narrow because it shuns the knowledge of others. Familiarity with the arguments and insights of theorists can enable the practitioners to deploy a wide range of experience and understanding in resolving the problems of today. An understanding of theory could also help to reduce the likelihood of mistakes occurring while experience is being acquired.

- Experience may be particularly unhelpful as the sole guide to action when the practitioner begins to operate in a different context. Organizational variables may mean that practice in one school has little relevance in the new environment. A broader awareness of theory and practice may be valuable as the manager attempts to interpret behaviour in the fresh situation.

One needs to acknowledge that theory is useful only so long as it has relevance to practice in education. Hoycle (1986:34-36) distinguishes between theory-for-understanding and theory-for-practice. While both are potentially valuable, the latter is more significant for managers in education.

The ground-breaking research of Argyris and Schön (1974; 1978) in the 20th century supports an approach to research that would focus on producing knowledge that is valuable when solving practical problems. Argyris and Schön refer to *double-loop learning* as occurring when an inaccuracy is identified and adjusted in ways that include modifying an organization's fundamental standards, guidelines and purposes. Two of the strategies of Argyris's proposed Model II – Theory-in-use with its increased long-run effectiveness (Argyris *et al.*, 1985:78-79), are those of (1) sharing control and (2) participating in design and implementation.

In the context of the proposed guidelines for a management intervention plan, the relevance of theory should thus be judged by the extent to which it informs managerial action and contributes to the resolution of practical problems at schools.

The next section highlights participatory leadership as a framework for the researcher's management intervention programme as it would enhance the significance of the guidelines.

6.3.4 Participatory leadership

Since policy is determined within a participative framework (Bush, 2006:509), the principal is expected to adopt participative leadership strategies. Heroic models of leadership are inappropriate when influence and power are widely distributed within the institution. The collegial leader is at most a *first among equals* in an academic organization that is supposedly run by professional experts. The collegial leader is not so much a star sparkling alone as the developer of consensus among the professionals who must share the burden of the decision (Baldridge *et al.*, 1978:45).

While transformational leadership is consistent with the collegial model, in that it assumes that leaders and staff have shared values and common interests (Bush, 2006:510), the leadership model most relevant to collegiality is

participative leadership, which accepts the decision-making processes of a group as being the dominant focus (Leithwood *et al.*, 1999:12). Such participative leadership relates to a normative model, underpinned by the following three criteria (Leithwood *et al.*, 1999:12-13):

- Participation will increase school effectiveness.

- Participation is justified by democratic principles.

- Leadership is potentially available to any legitimate partner.

Sergiovanni (2006:43) claims that a participative approach succeeds in *bonding* the staff and in letting up on school principals' burdens. The pressure of leadership will be less if leadership functions and roles were shared and if the concept of *leadership density* were to emerge as a viable replacement for principal leadership.

In support of Xaba (1999:23; *cf*. 1.1), and in the context of school-based assessment, the researcher argues that the designers of assessment tasks need to involve and consult all partners in education. Therefore the researcher decided to use a participatory theoretical framework to involve all the partners, namely parents/caregivers, SGBs, learners, educators, HODs, GDE, DoE, School Assessment Teams (SATs), SMTs, LTSM support staff, District Officials, district facilitators, provincial assessors, universities, the government, the school community and different business organisations in decisions concerning the design and implementation of school-based assessment.

The next section will highlight the guidelines for the management intervention plan to improve the quality of managing the design and implementation of school-based assessment, with the focus on reinforcing the strengths and managing the weaknesses based on the data collected.

6.4 GUIDELINES FOR MANAGING THE DESIGN OF SCHOOL-BASED ASSESSMENT

The strengths and weaknesses were identified by looking at the majority of the participants who responded either positively – indicating a strength – or

negatively – indicating a weakness in the data analysis of Chapter Five (*cf.* 5.4.1.3 Factor 3 – Design (practical skills). In order for strengths to be sustained as strengths, the researcher suggests the following guidelines.

6.4.1 Guidelines for reinforcing the strengths in managing the design of school-based assessment

The researcher identified seven strengths that deserved reinforcing in order to sustain quality in managing the design of school-based assessment.

6.4.1.1 Strength 1: Factual knowledge

The learner participants' information in Figure 5.1 indicated factual knowledge as strength. In order to maintain high quality factual knowledge in any school-based assessment, the following guidelines are recommended:

Guideline 1: Since possessing basic knowledge is critical to deeper understanding, the researcher is of the opinion that basic knowledge in any subject field should be integrated in the wider spectrum of knowledge fields in other subjects and should relate to basic knowledge that deals with cognitive gains.

In his Helpful Hints IDEA research, Reis (2006) identifies a number of specific assessment methods that are related to assessing basic knowledge that could be applied by educators as the role player. The most important seem to be demonstrating the importance of the subject matter, stimulating intellectual effort, using assessments that cover important points in the grade, and introducing stimulating ideas. It is obvious how the relationships between demonstrating importance, stimulating effort, using assessments and introducing ideas could underpin the strong point referred to above: inspiration, organization, and clarity lead to effective acquisition of knowledge-level objectives.

Guideline 2: Educators should incorporate motivational strategies into school-based assessments. The most productive motivational strategy is one that considers the entry characteristics of learners, adapts assessments accordingly, demonstrates relevance of the content, provides opportunities for success, and leads to the satisfaction of positive performance. The intrinsic

motivation that results from success has been related to brain function in the sense that successful execution of a task based on personal effort is a powerful emotional force (Zull, 2002). As Zull (2002:311) points out, motivation is intensified when a learner can confirm that he did it himself/herself.

Guideline 3: Educators should use activities that allow learners to do assessments independently, to organize these assessments in meaningful ways, or to use them. All assessment tasks have the potential to provide opportunities for success and intrinsic motivation that can enhance learner performance through the tasks that are designed. Allow learners to take charge of their learning by encouraging the use of group discussions as an assessment strategy. Learners need to engage in discussing facts to reinforce factual knowledge.

Guideline 4: By letting learners do practical work such as simulating a market day, the assessors will be using the participatory approach because the learners are involved with simulation of real-life situations. When they do practical work, they easily remember what was learned in theory and the practical simulations also increase learners' motivation level to succeed when they do assessments.

Guideline 5: The role of District Officials is to set up meetings for the learning area to discuss the assessment criteria and to guide educators on how the factual knowledge should be reinforced. The educators and the District Officials should work together to develop assessment tasks that reinforce factual knowledge. SMTs should monitor assessment by moderating to ensure quality assurance of school-based assessment. Parents/caregivers can help with suggestions of possible assessment tasks.

Figure 6.1 summarizes the participatory approach related to the guidelines of strength 1.
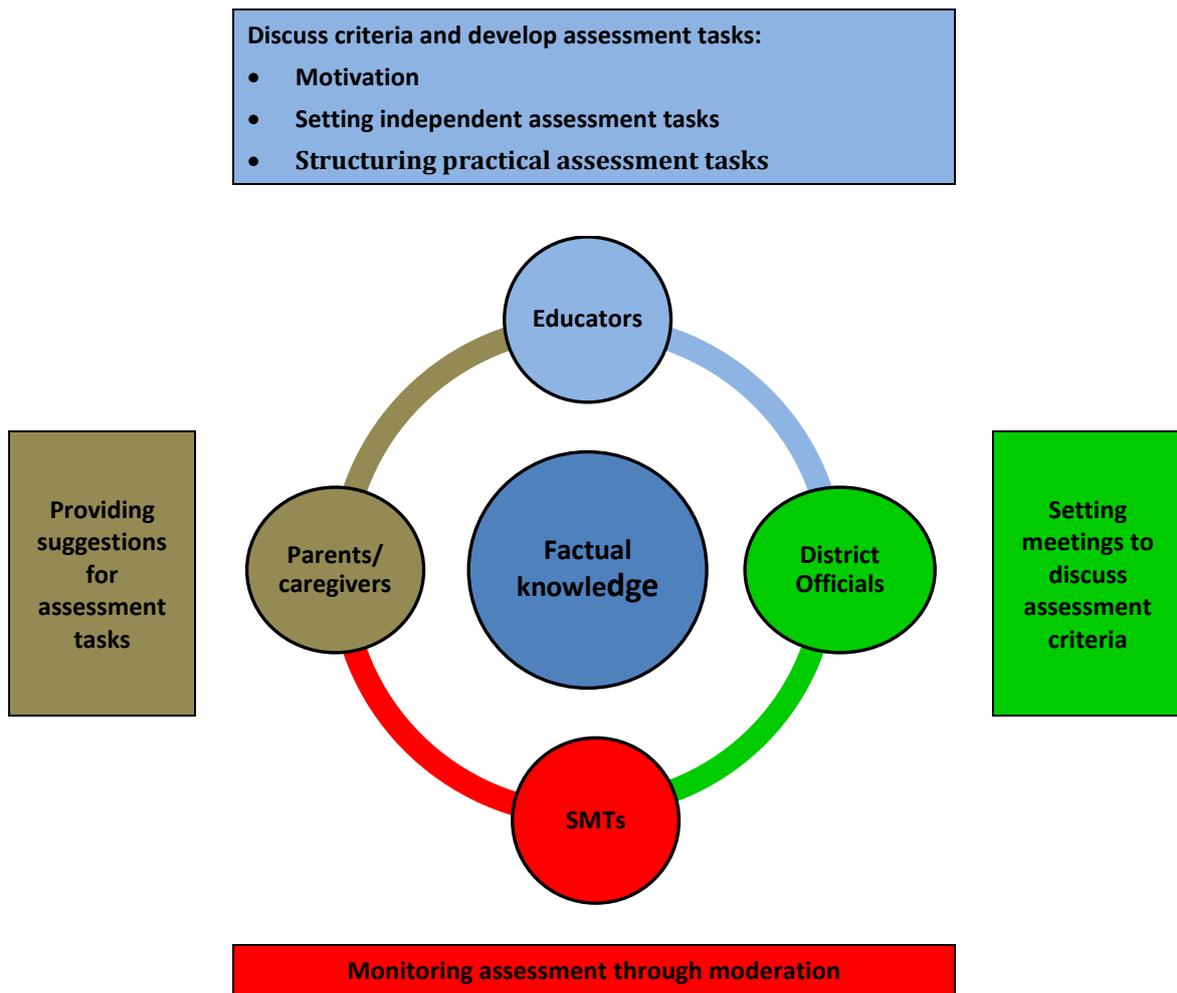
Figure 6.1: Role players for enhancing factual knowledge

The next section discusses another strength cited by the research participants, namely that the assessment criteria must be made known beforehand. In the context of CTA, criteria for EMS were made explicit and discussed with the district facilitator.

6.4.1.2 Strength 2: Criteria for assessment made explicit

The learner participants' information in Figure 5.1 indicated the criteria for assessment being made explicit to them as a strength. In order to ensure that criteria for assessment remain explicit, role players such as provincial assessors, SMTs, educators and learners should be involved in the setting of the criteria to support the participatory approach. Below the following guideline is offered:

Guideline 1: Continue with a criteria-based approach to assessment that provides a quality framework in order to (1) guide and encourage effective

learning of learners; (2) measure learner performance of intended learning outcomes fairly, validly and reliably; and (3) define and maintain academic standards.

A criteria-based approach to assessment articulates expectations to learners about what is required of them in an assessment task: what educators should expect from learners' answers to assessment tasks. Criteria indicate to them how the assessment should be structured. In the participatory approach learners should also be involved in setting the criteria. Educators in class should give learners assessment criteria as evidence of what needs to be assessed beforehand. The criteria should indicate what is being assessed, why it is being assessed and how it will be assessed. The criteria inform what to aim for during learning and on what basis their work will be judged (Sadler, 2005:182). Adopting criteria for assessment specifies certain standards and provides a defensible framework for evaluating and justifying the legitimacy of judgements about a learner's achievement.

The researcher proposes that the role players involved, namely provincial assessors, District Officials, SMTs, educators and learners be involved in identifying the key characteristics or criteria that educators will be looking for in responses to an assessment task. In particular, the learners will then gain a much clearer idea of what they are expected to do. Similarly, when educators publicize the anticipated levels of performance or standards of assessment criteria, and provide opportunities for learners to understand these standards, learners know what is expected of them and how they will be judged (Sadler, 2005:182). When both these processes occur, educators manage expectations about assessment in an effective and transparent way. Providing standards of expected performance also helps to explain and justify grades awarded to learners, educators and assessment task designers. The assessment task designers, the educators, must ensure that the criteria are explicit, meaning that they should accommodate all learners.

The approach becomes participatory through the participation of the following role players: provincial assessors convening a meeting with District Officials on how EMS criteria for school-based assessment should be made explicit by sharing ideas and engaging in discussions. In turn, the district facilitator

convenes meetings with SMTs and shares and discusses how criteria should be made explicit to learners when school-based assessment is done. The district EMS facilitator should discuss the criteria with the educators to give them clarity on the expectations of how learners' work should be marked and how marks should be allocated.

The SMTs invite educators, parents/caregivers and learners to a meeting to discuss the criteria in order to obtain input from parents/caregivers and learners as well. The learners should also indicate how they want to be assessed, meaning the learners' voices have to be heard for setting the explicit criteria.

Figure 6.2 summarizes the participatory approach related to strength 2.

Figure 6.2:   Role players in setting assessment criteria explicitly

In the following section the strength regarding the application of skills in real-life situations is addressed.

6.4.1.3   Strength 3: Application of skills in real-life situations

The researcher offers the following guidelines to reinforce the application of skills in real-life situations during assessment (*cf.* Figure 5.1).

Guideline 1: Looking at the involvement of learners in real-life contexts, it important for the provincial assessors as well as the educators of school-based assessments to ensure that the assessment activities provide a real-life experience.

The assessment tasks should be based on real and practical activities and take into consideration access to available resources. For example, if learners have to complete a task based on Internet banking practically, it means there should be provision of computers for learners to see how Internet banking transactions are done practically by the educator. By going practical they are participating and learning at the same time.

The National Curriculum and Assessment Policy (CAPS; Department of Basic Education, 2011:25-26) clearly reinforces the aforementioned statement by stating that resources need to be provided for real-life tasks to be carried out.

Learners need to engage in content and apply skills learned in theory in practice to reinforce theory learned. When practical skills are applied, the hidden curriculum is revealed to learners through engagement and participation in the learning experience of real life context. Learners can make meaning of what they learned in theory with real-life situations and by doing practical work, they stimulate interest and motivation in learning.

It is important for real-life situations to be enacted practically at schools, because if the schools focus only on the content which is theory, the learners might not be able to apply it in real-life situations or might not make meaning out of the content learned until they see how the content should be applied.

OBE and a performance-based approach help to process curriculum development in a way that offers a powerful and appealing way for handling assessment tasks.

Guideline 2: Assessment needs to be engaging by allowing learners to do the tasks practically in order to demonstrate the learners' skills in completing assessment tasks. The researcher is of the opinion that learners who are engaged in assessment see the relevance of what they are doing and the value in it. This principle goes hand in hand with authenticity, keeps learners' interest alive and motivates learners to succeed. Business partners and parents/caregivers need to be involved in order to make sure all the resources needed for practical assessment are available.

The role of the District Official is to encourage the SMT and educators to make sure that the learners do the practical work. The SMTs communicate with parents/caregivers, SGB and business partners concerning the provision of resources to enable learners to complete the school-based assessment fairly without being disadvantaged by a lack of resources. For example, the SGB sets a budget for LTSM, photocopying, acquisition of computers and other resources needed for the running of school-based examinations. Where there is a shortage in the budget, the SGB together with the SMTs can approach the business partners to help with the provision of resources in the form of a donation as part of social responsibility.

By letting learners do practical work, such as simulating a market day, the assessors will be using the participatory approach because the learners are involved with simulation of real-life situations. When they do practical work, they will easily remember what was learned in theory.

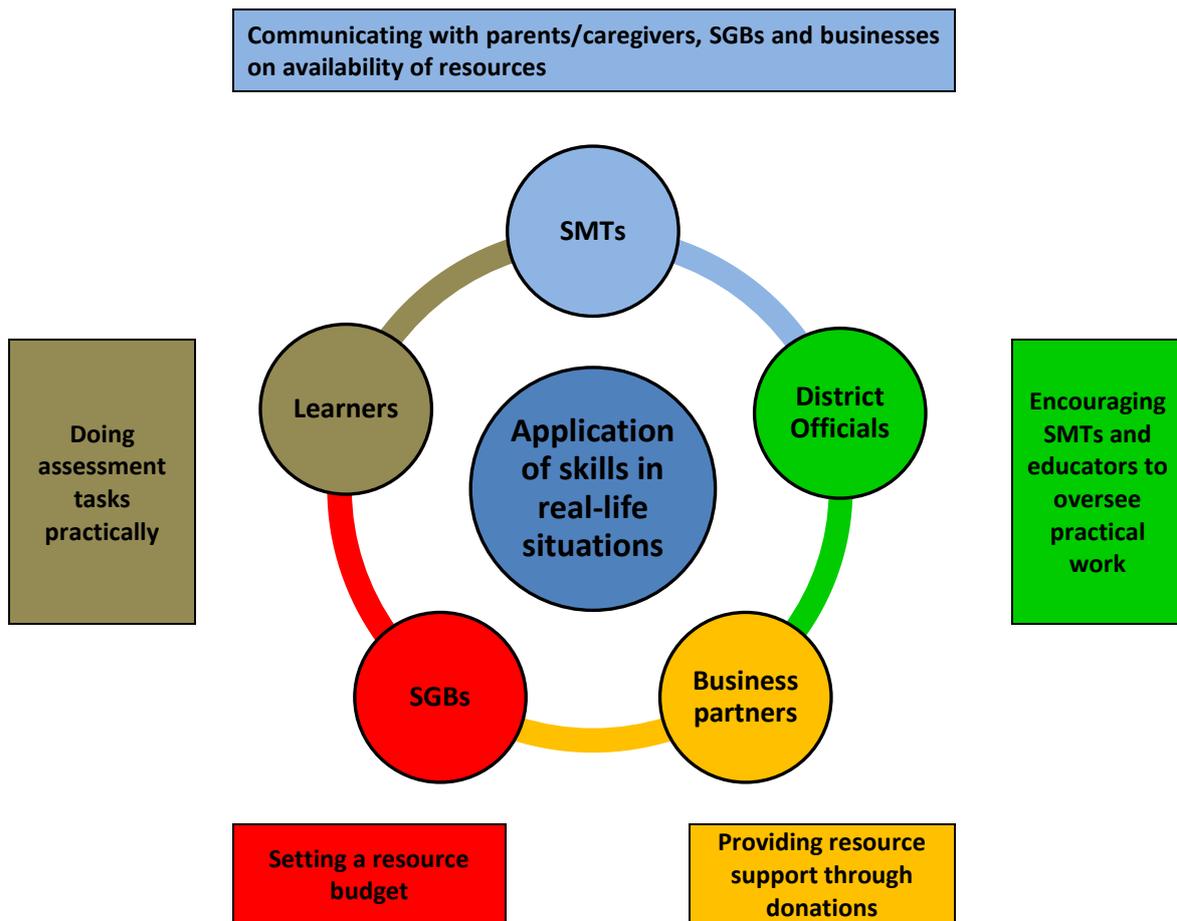Figure 6.3 summarizes the participatory approach related to strength 3.

Figure 6.3: Role players in application of skills in real-life situations

In the following section, the researcher presents guidelines to reinforce the strength which revealed that the CTA was in line with what was taught in EMS, as reported in Figure 5.1.

6.4.1.4 Strength 4: Content of CTA in line with EMS CTA

In order to maintain the strong link to align teaching and assessments in school-based assessments, the following guidelines are suggested. The six-step approach suggested by Kern (1998:4-7) appears to be a suitable approach to ensure that assessment remains aligned with learning content. The researcher suggests that, at district level, the implementation of the six-step approach be monitored.

Step 1: Problem identification and general needs assessment

It is vital for the content to be aligned with assessment standards and content depth, (meaning that the assessment standard must be covered in the grade and on the level of the content to be covered). The assessors should use the

content criteria to guide formal analysis, then select, reject and test the alignment of content. By testing the alignment, the assessors will be providing feedback for a revision of content and assessment standards. The approach indicated in this paragraph makes the participatory approach evident by providing feedback on alignment of teaching and assessments in school-based assessment.

Step 2: Needs assessment of targeted learners

The general needs assessment is applied to targeted Grade 9 learners. What kind of entrepreneur we want to educate depends mostly on social needs, but it can reflect job opportunities, financial rewards and attitudes acquired during the process of completing assessments. Sometimes it is very difficult to strike a balance between the aforementioned needs. Needs can be fulfilled in different ways: for example, it can be done by studying mistakes in the past. It is very difficult to design assessment which will fully meet the needs of society and learners.

Expectations of society concerning Grade 9 learners can be viewed from the perspective of writing exams, but not preparing learners for real-life situations. For example, according to the South African Qualifications Framework, Grade 9 learners should possess (1) knowledge and understanding of the learning content; (2) application of knowledge and understanding of the content learned in class; (3) the ability to make judgments about information learned in class; and (4) the ability to communicate about the content learned – such as learning skills.

If one were to ask learners what they expect from their knowledge after completion of Grade 9, one might end up with another list of expectations. The curriculum of EMS must be designed in such a way that the performances required of learners after Grade 9 reflect input from society as well as from the learner.

As the basis of the general needs and needs of, for example, Grade 9 learners, the mission statement should be made an essential document for every school. Aspects that need to be included would be resources, learning areas and career-path. The mission statement can generalize reasons for the

existence of the school, but it can be more concrete and include several aspects of a learner's knowledge, such as theoretical knowledge, skills and performances. The mission statement should partly give a picture of the kind of graduated learner envisaged.

The content of the school-based assessment in EMS should be in line with what is happening in the business world. By involving businesses to identify the careers and workforce they are expecting and the knowledge envisaged from learners, educators who help design the school-based assessment design tasks will be motivated to design tasks that will benefit learners in the workplace.

Step 3: Content relevancy to the business world

In teaching EMS, it is necessary to plan how to maximize the impact of the curriculum, which content should be included, how content should be organized and with which educational methods the content should be taught, how elements of the curriculum should be communicated and to whom, and what kind of educational environment and climate should be developed. Content which is included must promote the development of learners' critical thinking. It must be selected and organized in a way that will initiate a critical approach to facts and the development of skills for information retrieval. Below are the guidelines proposed to ensure content relevancy for the business world.

Guideline 1: The assessor needs to work together with business partners to find out what skills and knowledge are expected from learners of Grade 9 EMS to be called competent learners who are able to apply theory in real practice.

Guideline 2: The role players, such as educators, EMS district facilitators, LTSM support staff and businesses which are partners in education, should also be involved in acquiring proper resources to make sure that the resources such as cash registers, calculators, computers and simulation rooms with all the equipment that a business will need are made available for the learners to learn to transfer knowledge, thus applying theory in practice.

Guideline 3: A document with the assessment objectives should be prepared in advance. The position of each grade is one of the aspects that should be analysed. Mostly, in the Grade 9 year, basic commercial subjects are taught and they provide a continuation of studying business subjects. Some subjects prescribe a learning programme as organizational unit which includes knowledge starting from basic accounting, economics and business studies up to starting a new venture. New trends in modern education show signs of introducing learners to private companies. Thus, subjects such as Introduction To Business Practice provide, among others, the best possible preparation of business learners for studying commerce subjects. The relevance of having the learning programme prepared together with the appropriate level of assessment standards will help the assessor to know which content to assess.

Step 4: Some possible educational strategies to learn learning content

For school-based assessment, the approach of using cooperating learning and assessment can be effective for all types of learners, including academically highly gifted, average and slow learners, because it promotes learning and assessment which fosters respect and friendship among diverse groups of learners. In fact, the more diversity in a team, the higher the benefits for learner. Peers learn and sometimes depend on one another in a positive way for a variety of ways in which to tackle assessment tasks and learning. Learners can do roundtable discussions to tackle a task and make their own glossary for the task to be completed for assessment purposes.

Cooperative engagement of learners in doing group work encourages a participatory approach by sharing ideas during brainstorming and comparing and verifying ideas among one another.

Step 5: Application of relevant knowledge

It is important that learners develop the skill of thinking critically as they will need this skill for the rest of their lives. The learners will have to apply critical thinking skills in their respective futures across their reading, writing and learning. Moreover, critical thinking will become imperative in their interaction with the world: without critical thinking skills these young people will not be

able to succeed. Such skills allow learners to set themselves above the ordinary Mastering Professional Skills (MAPS) (Cameron, 2011:256).

Step 6: Appropriate difficulty levels

The school-based assessment designers must ensure that assessment tasks reflect questions of easy, moderate and advanced cognitive difficulty. All learners must be helped to succeed.

There must be a differentiation in the assessment tasks developed: for example, higher grade, standard grade, lower grade to cater for all learners' cognitive needs.

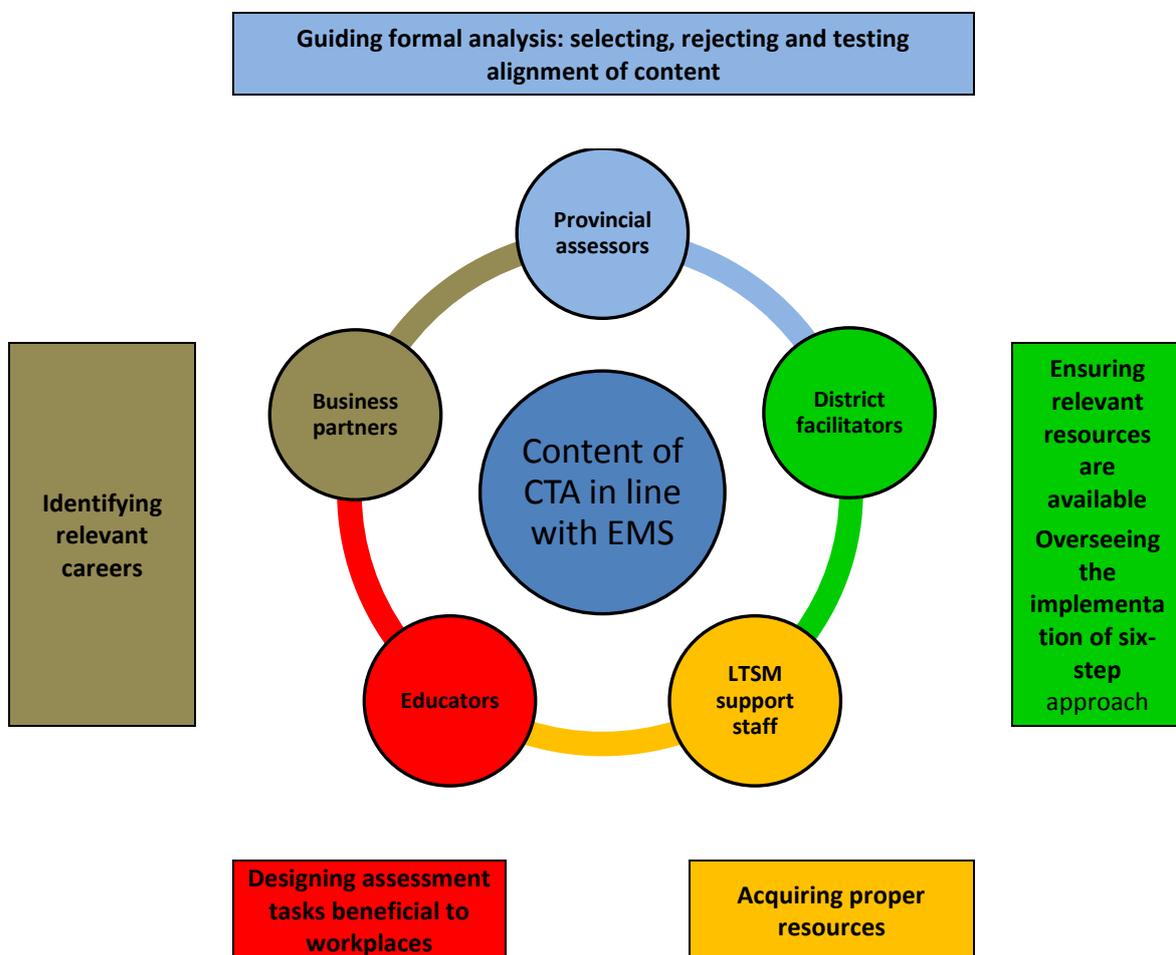Figure 6.4 summarizes the participatory approach related to strength 4.

Figure 6.4:   Role players in content of CTA in line with EMS CTA

The next section highlights the guideline to ensure that the marking of school-based assessment remains effective (*cf.* Figure 5.2).

6.4.1.5 Strength 5: Effective marking and moderation procedures

The researcher proposes the following guideline to reinforce that marking of school-based assessment remians effectively (*cf.* Figure 5.2).

To promote a participatory approach, the provincial facilitator together with EMS District Officials could develop a checklist for moderation procedures to be used during school-based assessment. Proper monitoring should be done by HODs and a monitoring tool such as a checklist should be used to monitor the process. Below is a suggested checklist for school-based assessment.

Table 6.2:   Moderation checklist for EMS

MODERATION CHECKLIST FOR EMS			
Name of School:			**Grade 9**
Educator's checklist	**District:**		
Educator:	**HOD:**		
Principal:	**Moderator:**		
	Yes	**No**	**Comment**
1. Is the context from which the evidence of the assessed content emerged clear?			
2. Have the task description and applicable criteria for assessment been included?			
3. Is it evident which outcomes are demonstrated by the collection of assessment activities?			
4. Does the evidence of work covered show progress over time?			
5. Do the learners' completed school-based assessment tasks communicate learner growth through a variety of processes?			

6. Do the learners' completed school based-assessment tasks reveal any other information about learner progress and development that need to be addressed?			
7. Do the school-based assessment tasks reveal any new needs of the learners?			
8. Have steps been formulated to address the needs of the learner?			
9. Should any of the items be replaced by something that shows further progress of learner achievement concerning assessment outcomes?			
10. Is there any evidence of expanded opportunities, such as a second opportunity to re-do the task?			
Any comments on discrepancies concerning school-based assessment:			
Recommendations and areas that need improvement:			

The HOD for EMS must check whether the above information reflected on the checklist is adhered to every term.

HODs must ensure that the educators use the checklist in order to monitor the moderation procedures for school-based assessment, as suggested in Table 6.2. The approach becomes participatory where the provincial assessors and the EMS District Officials convene meetings to compile moderation criteria for EMS school-based assessments. EMS HODs use the checklist to moderate whether the educators did the marking of school-based assessment according to the criteria indicated by the provincial and EMS District Official. The

researcher is of the opinion that the moderation criteria should correspond with the assessment criteria.

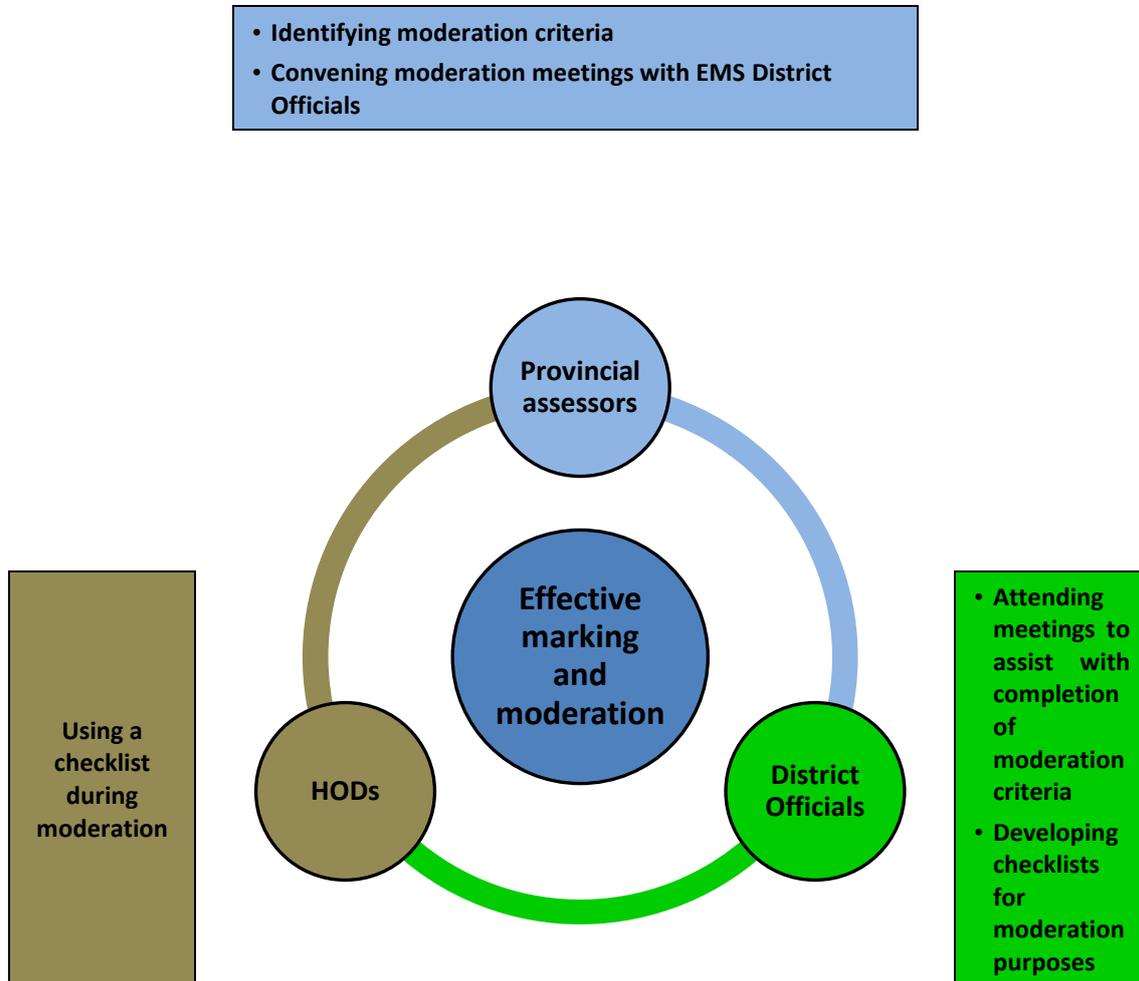Figure 6.5 summarizes the participatory approach for strength 5.

Figure 6.5: **Role players in effective marking and moderation**

The next section provides guidelines for taking care to continue the issuing of time-tables effectively.

6.4.1.6   Strength 6: Time-tables were given to learners

In order to ensure that learners continue to receive time-tables reflecting their school-based assessments (*cf.* Figure 5.2), the researcher proposes the following:

Guideline 1: A school assessment team should address learners and parents/caregivers about the examination time-table to avoid late-coming and confusion about dates and times.

Guideline 2: The time-table should be issued to each learner who should sign for receiving it two weeks before the commencement of the assessment.

Guideline 3: The assessment rules should be explained to the learners, with emphasis on the adherence to time-tables and the disadvantage of not meeting the deadline, indicating to learners that they will forfeit marks for not meeting deadlines.

It is strategic to provide learners with time-tables in order to avoid misunderstanding regarding the due dates to submit assessment tasks. When learners are given time-tables, the educators promote fairness and transparency: the policy document (CAPS) clearly states that assessments should be fair and transparent.

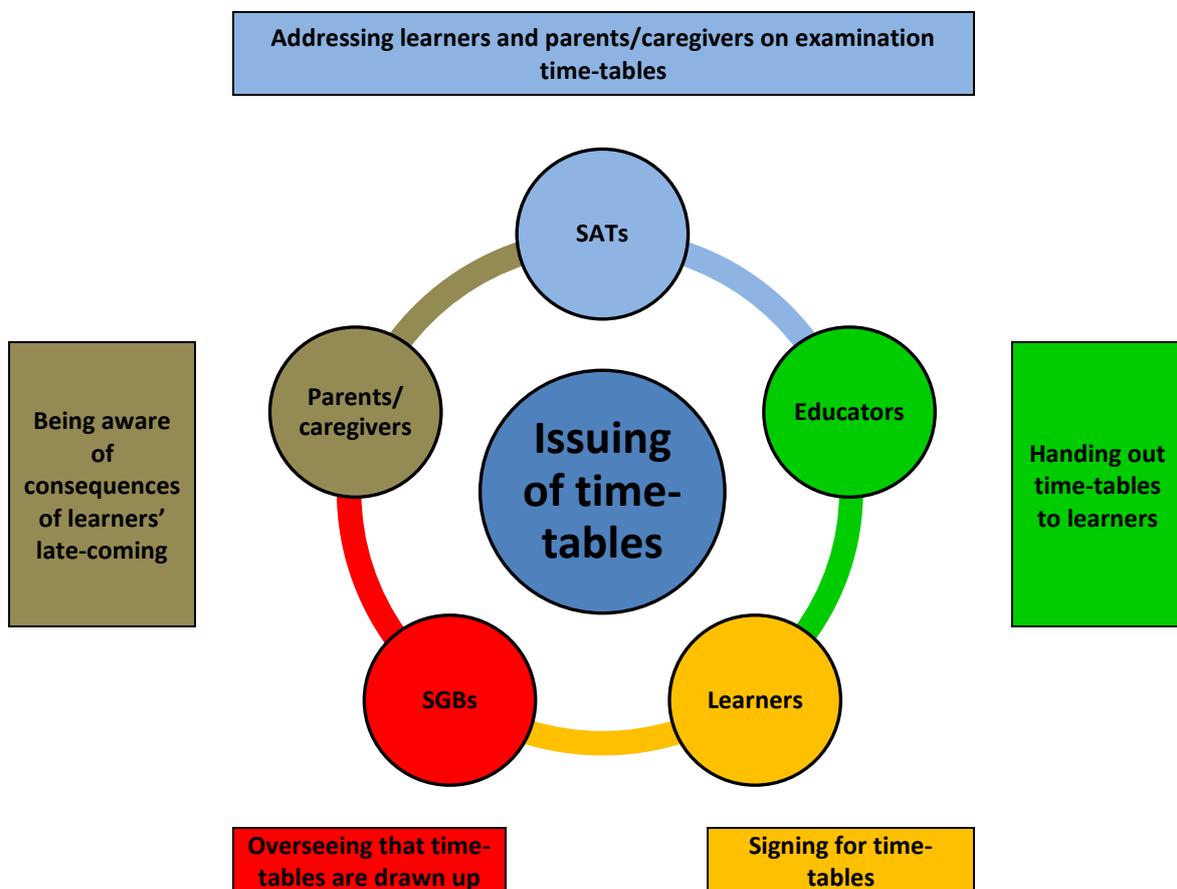Figure 6.6 summarizes the participatory approach for strength 6.

Figure 6.6:   Role players in issuing time-tables to learners

The next section provides guidelines in order to increase learners' motivation to learn.

6.4.1.7   Strength 7: Increased motivation to learn

In order to ensure that school-based assessment continues to promote learner motivation as noted from the data obtained (*cf.* Figure 5.2), two guidelines are suggested below:

Guideline 1: Keep the learners: (1) engaged with the content and help them make associations with the content they are learning about; (2) busy with appropriate assessments focused on the learning outcomes; (3) exposed to authentic and realistic assessment contexts; and (4) involved in worthwhile assessment activities that promote learning.

Guideline 2:   Make the school-based assessment real for the learners. In order to foster intrinsic motivation, educators should try to create learning activities focused on school-based assessment based on topics that are relevant to the learners' lives. Strategies would include using local examples, teaching around events in the news, using pop culture technology (iPods, cell phones, YouTube videos) or connecting the subject with the learners' culture, outside interests or social lives (Brozo, 2013:9-10). Learners can participate in completing assessment using iPods and cell phones. By engaging learners in assessment, a participating environment of participatory approach is created.

The educators should know that motivation to learn is a prerequisite for learners to learn. To strengthen learners' motivation, educators need to take into consideration that motivation to learn is a competence acquired through general experience, but stimulated most directly through modelling, communication of expectations and direct instruction or socialization by significant others – especially educators and parents/caregivers (Margolis & McCabe, 2003:162-164). When assessment tasks are designed, one needs to bear in mind that the parents/caregivers might be interested to help learners by reminding learners about due dates for tasks and by encouraging learners to complete tasks before the submission date. Parents/caregivers can therefore play a role in monitoring learners to ensure, for example, that they complete the tasks within the correct time-frame.

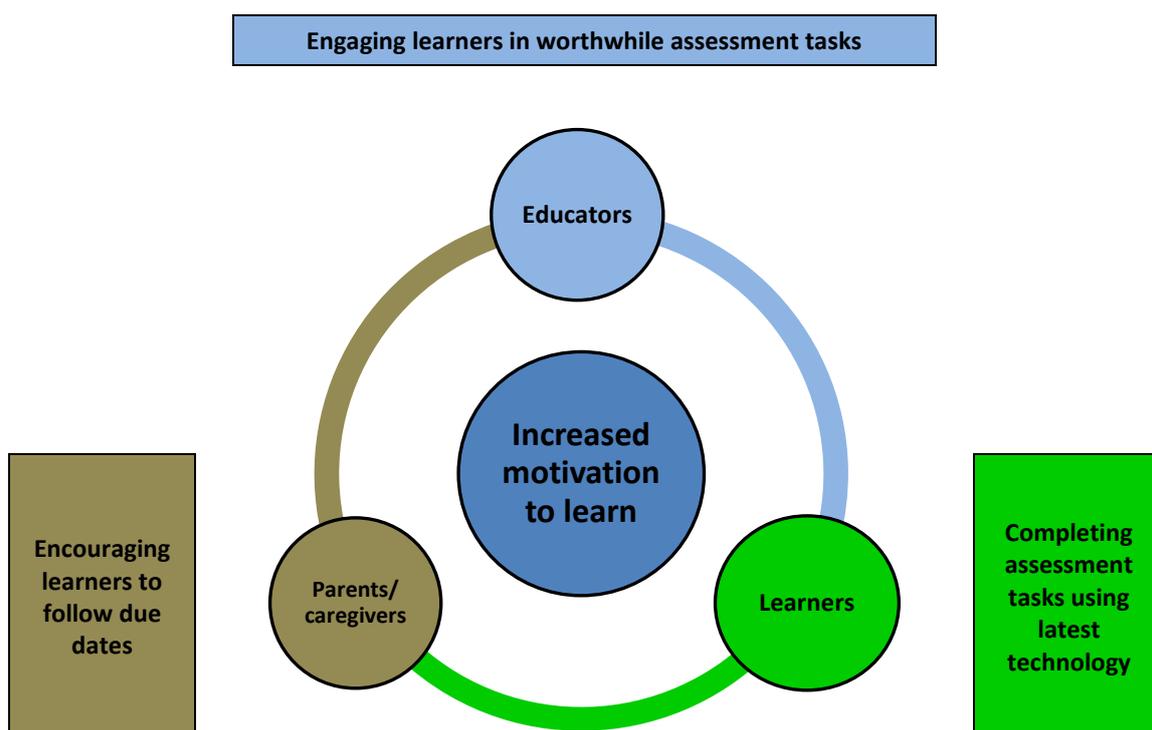Figure 6.7 summarizes the participatory approach for strength 7.

Figure 6.7: **Role players in increasing motivation to learn**

The next section highlights the guidelines for combatting the weaknesses of managing the design of school-based assessment, as observed in the learner and educator responses to the questionnaire.

6.4.2 Guidelines for combatting the weaknesses in managing the design of school-based assessment

The section below discusses the lack of educator and learner involvement and presents a guideline to combat the weakness.

6.4.2.1 Weakness 1: Lack of educator and learner involvement

The learner and educator participants' information in Figure 5.1 indicated the lack of learner and educator involvement in managing the design of school-based assessment as a weakness.

The following guidelines are suggested to address the weaknesses identified in managing the design of school-based assessment.

Guideline 1: The designing of school-based assessment should take into consideration all role players, as well as consideration of economic conditions, equity and social issues, and call for accountability (Brady & Kennedy, 2001:3). The key role players include learners, who can indicate how they want to be assessed. Educators can help with indicating the assessment topic to be covered. The parents/caregivers can contribute in making sure that the learners are aware of the expectations of the assessors and they can also help to communicate to learners, in the language that learners understand best, that they need to carry out the instructions of educators. Principals and SGBs, the school community and the government must ensure provision of required resources for school-based assessment.

Learners are the focal point so they need to have input into assessment on as many levels as possible. Educators have a vested interest in assessment as data gained from assessment may determine the effectiveness of teaching strategies and programmes. Assessment data may also be used to enhance teaching programmes for future teaching and learning (Woolfolk Hoy, 2006:372). In addition, most parents/caregivers are interested in their child's achievement in particular subject areas, and need to be involved in the design and school-based assessment.

Guideline 2: Assessment results need to be reported to parents/caregivers to provide information about their children's performance. Reporting on learner performance may also provide information for parents to make judgments about the quality of teaching and learning occurring within a particular school setting. Principals use assessment data to enhance teaching programmes and report to the education department, who in turn report to the government of the day. There are affiliated interest groups who are also interested in the learners' outcomes: for example, universities are interested in potential learners, so they could be involved in the design of assessment task levels or standards to meet the requirements for learners who wish to enrol in EMS degrees. Grade 9 assessment results can impinge upon the future of such universities. Grade 9 is the end of compulsory education for learners, so they can opt for employment after completion of this grade. If they are not competent, they will not succeed in the world of work.

In the following section, steps to involve partners in the design of assessment tasks are suggested.

Steps in the involvement of partners in designing school-based assessment tasks

Planning for assessment occurs at all levels: Learning Programmes, Work Schedules and Lesson Plans. Planning for assessment in Learning Programmes should give one a reliable indication of the resources and time needed for assessment in the specific phase. The role players such as educators, SMTs, district facilitators and SATs need to be consulted at this level to ensure their involvement in planning aspects that would affect the design of school-based assessment tasks.

When developing the Learning Programme for school-based assessment, educators, business partners and the school community need to do the following:

- List the main forms of assessment which should be compiled by the EMS district facilitator and Provincial Learning Programme organisers as they are likely to be used in determining the achievement of Learning Outcomes in order to meet the Assessment Standards.

- List the key resources that would be needed.

- Consider the context in which learners are taught and the core knowledge and concepts that need to be learned.

- Indicate the time that will be required for appropriate and authentic assessment.

The six formal assessments during term 1, 2 and 3 and the final examination of term 4 (Department of Basic Education, 2011:19-22) will have to reflect knowledge, skills and values to be assessed in Grade 9 EMS (Department of Basic Education, 2011:23).

Educators need to oversee that the assessment tasks in EMS reflect the following:

- How the economy functions and the role players who are involved, for example businesses from the different sectors such as mining, transport and manufacturing

- Economic growth and development, and how these two aspects can be sustained

- Consumer skills

- Financial literacy

- Managerial and leadership knowledge and skills

- Entrepreneurial knowledge and skills

The following forms of assessment are preferred in EMS, although they are not the only ones that educators can use: projects; tests; data response; graph analysis; examinations; simulations; presentations; case studies; demonstrations; interviews; questionnaires; assignments; posters; and surveys.

Step 1: Commit. Looking at Figure 6.1, the educators especially need to commit themselves to contributing to fair learner assessment by ensuring that school-based assessment is aligned to policy implementation.

Step 2: Gather data. District officials and SMTs need to ensure that the required resources to perform the assessment tasks are available and identify problems that can impede learners' progress. Educators need to identify learners with disabilities and those in the school community who need assistance in terms of their socio-economic status, so that the learners will not be disadvantaged when assessment is administered. By identifying learners' needs, the District Officials and SMTs will be able to make provision for the required resources.

Step 3: Develop an action plan. District Officials and principals need to develop an action plan for ensuring that the necessary resources (including the allocation of funds for the necessary materials) are provided for, how they are going to implement their action plan and what needs to be done when by whom.

Step 4: Implement the action plan. In the end District Officials, principals and SMTs need to evaluate whether they have reached partners' goals of making sure that the provision of resources is adequately met. For example, whether there was enough paper for photo-copying learners' hand-outs for school-based assessment.

Step 5: Monitor and evaluate. At the conclusion of processing the action plan, District officials and principals need to monitor whether it was implemented according to the plan they identified before starting off.

Figure 6.8 below depicts the role players who will take part in ensuring the involvement of all partners in designing school-based assessment.
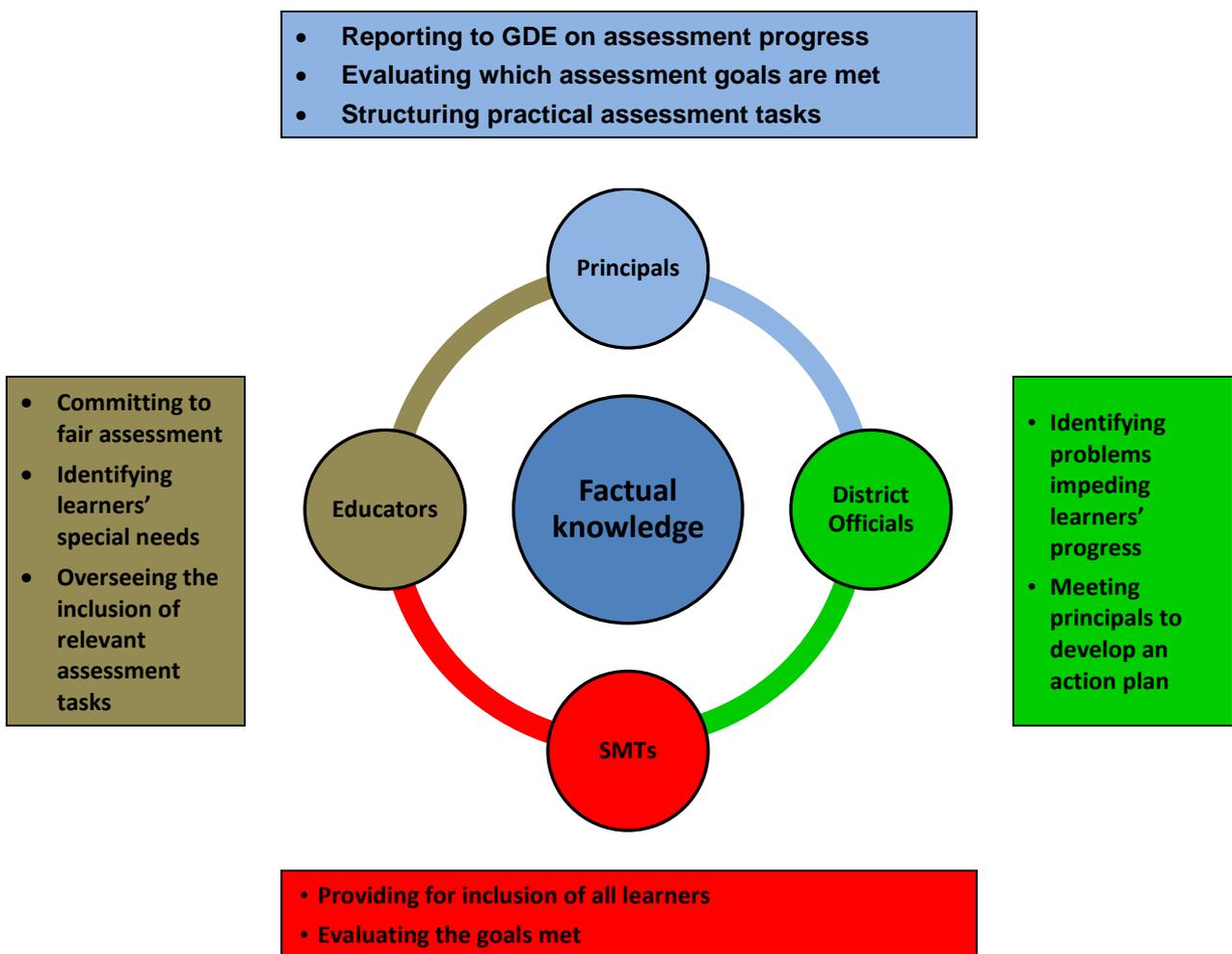

Figure 6.8: Role players involved in designing school-based assessment tasks

The section below discusses the lack of expanded opportunities and presents guidelines to combat the weakness.

6.4.2.2　Weakness 2: Lack of expanded opportunities

The educator participants' information in Figure 5.3 indicated the lack of expanded opportunities concerning assessment as a weakness. Two guidelines are suggested to address the weakness.

Guideline 1: School-based assessment must provide for expanded opportunities for assessing in the form of supplementary examinations such as in matric.

Guideline 2: School-based assessment developers in collaboration with District Officials should bear in mind that learners do not learn at the same pace; hence they need more assessment opportunities.　More chances for learners to participate in completing tasks or repeating tasks lead to improvement of learner marks. The EMS District Official, through the clustering of educators, can convene meetings with district educators to discuss the development of a plan on how the re-assessment of learners can be made possible in school-based assessment.

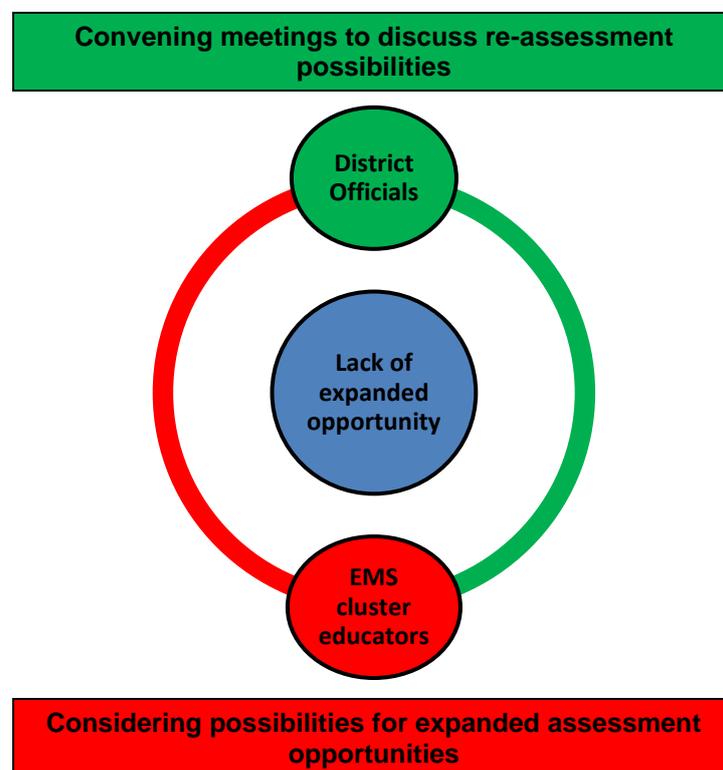Figure 6.9 summarizes the involvement of role players in combatting weakness 2.

Figure 6.9:　Role players in expanding opportunities

The section below discusses the incomplete covering of learning themes, objectives and goals, and presents a guideline to combat the weakness.

6.4.2.3 Weakness 3: Incomplete coverage of learning themes, objectives and goals

The educator participants' information in Figure 5.3 indicated the incomplete covering of learning themes, objectives and goals as a weakness. In order to address this weakness, the researcher suggests the following.

When EMS educators of a particular grade meet to plan their work schedules, they need to plan the formal assessment tasks that the learners will complete for the year as part of the work schedule.

When school-based assessment is planned, the following guidelines should be considered regarding learning themes, objectives and goals in order to ensure complete coverage of learning content.

The following questions could guide the planning:

- What is the purpose of assessment concerning the task? The educators, EMS District Facilitators and learners should be aware of the purpose of the assessment task to be able to convene a meeting with educators to familiarize these educators on how to give instructions to learners when completing school-based assessment. The educators can give correct instructions to learners, and learners in turn will ask for clarification where they do not understand instructions. The process then becomes participatory.

- Which Learning Outcomes and Assessment Standards and themes will be assessed by the task? (Note: learners are assessed according to Assessment Standards (CTA), but not all are formally recorded)

- What will the focus of the task be? The learners should be made aware of the expectation of the assessment standards and/or assessment criteria to be used in completing school-based assessment.

- Which forms of assessment will suit the context? The educators should be aware of the forms of assessment to be used to suit the context of

assessment in order to enable educators to make provision for all the required resources before the commencement of school-based assessment.

- When will the assessment task be done and how long will it take? Educators and learners must be made aware of the time to be spent on invigilating learners and learners must be made aware of the time they will spend on school-based assessment in order to allow the learners to plan their time management effectively.

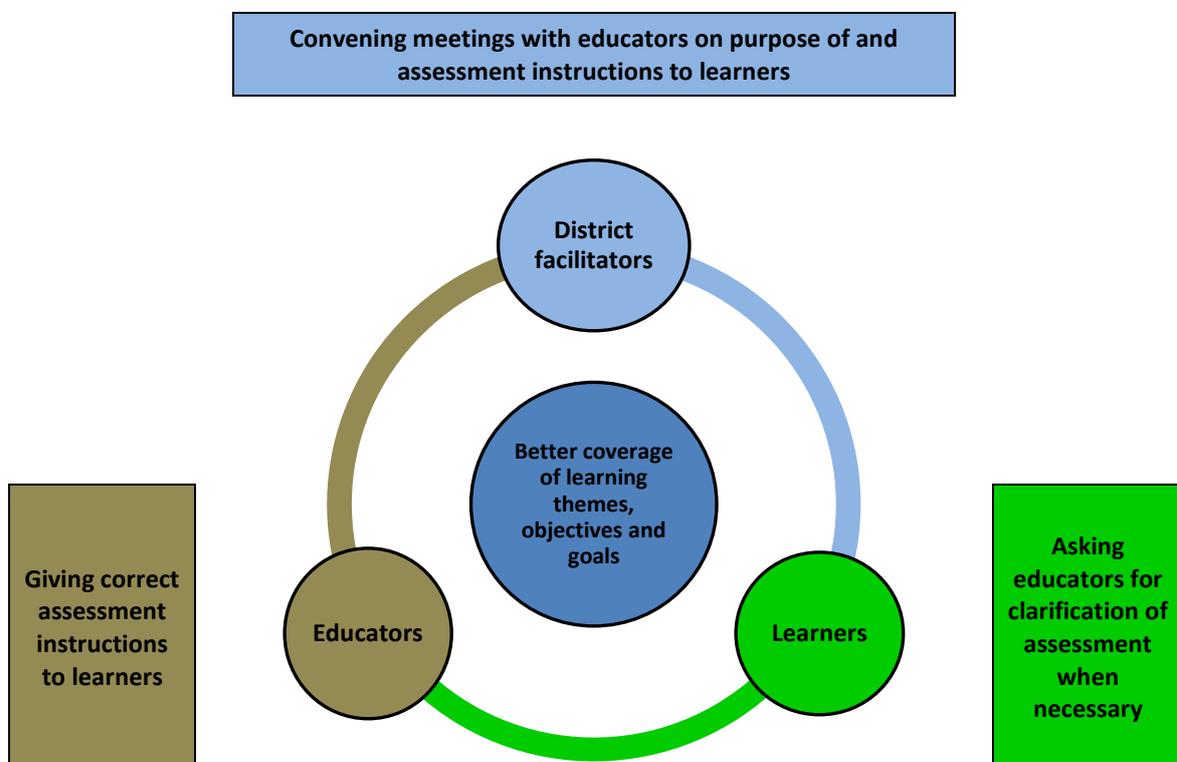Figure 6.10 summarizes the involvement of role players in combatting weakness 3.

Figure 6.10: Role players in ensuring coverage of learning themes, objectives and goals

The section below discusses the lack of fairness in assessing learners and presents the guidelines to combat the weakness.

6.4.2.4   Weakness 4: Lack of fairness in assessing learners

The learner and educator participants' information in Figure 5.1 indicated the lack of fairness in assessing learners as a weakness

Assessments are fair when they assess what has been covered during teaching and learning. Learners should be exposed to the knowledge, skills and dispositions which were taught and not to something else. Not exposing learners to these skills and knowledge would make it unfair to expect of the learners to have mastered the material. The researcher presents the following guidelines to enhance fairness in assessing learners.

Guideline 1: To ensure that learners' assessments are done fairly, the assessment must (1) not be conducted in a biased manner; and (2) be designed to fit the learners' age, development and experience. The provincial assessors and the district facilitators must ensure that assessment tasks are developed fairly.

Guideline 2: The assessment must be conducted in a non-discriminatory manner concerning all learners in terms of gender, race, culture/religion, and geographic/socio-economic circumstances.   The educators, SGBs and parents/caregivers must ensure that there is inclusivity in terms of the school-based assessment to be compiled. Learners and parents must also indicate any disabilities that need to be catered for during school-based assessment.

Guideline 3: Assessment should be reasonable in terms of evidence to be produced, and time to produce evidence in assessment should also be considered. Learners must be given support.

Guideline 4: Fair assessment should provide all learners an equal opportunity to achieve a reasonable result.

The assessment strategy must match the methods used in learning and teaching.

By adhering to the above guidelines, the assessments of learning will be fair.

One example of how schools can demonstrate fairness in their school-based assessment is through key assessment curriculum mapping (a chart showing where in the curriculum learners have the opportunity to learn and practise

what is specified in the assessment standards). Schools identify where in the curriculum learners have had the opportunity to learn and practise the material being assessed (*cf*. 2.2.4.9).

In addition, fairness also means that the learners understand what is expected of them during assessment. To this end, learners should be given instructions: time-lines concerning assessments; how marks are allocated for assessments; and the weighting of the assessments towards formative assessment. Fair assessment is characterised by explaining instructions to learners and learners participating by asking questions where they need clarification.

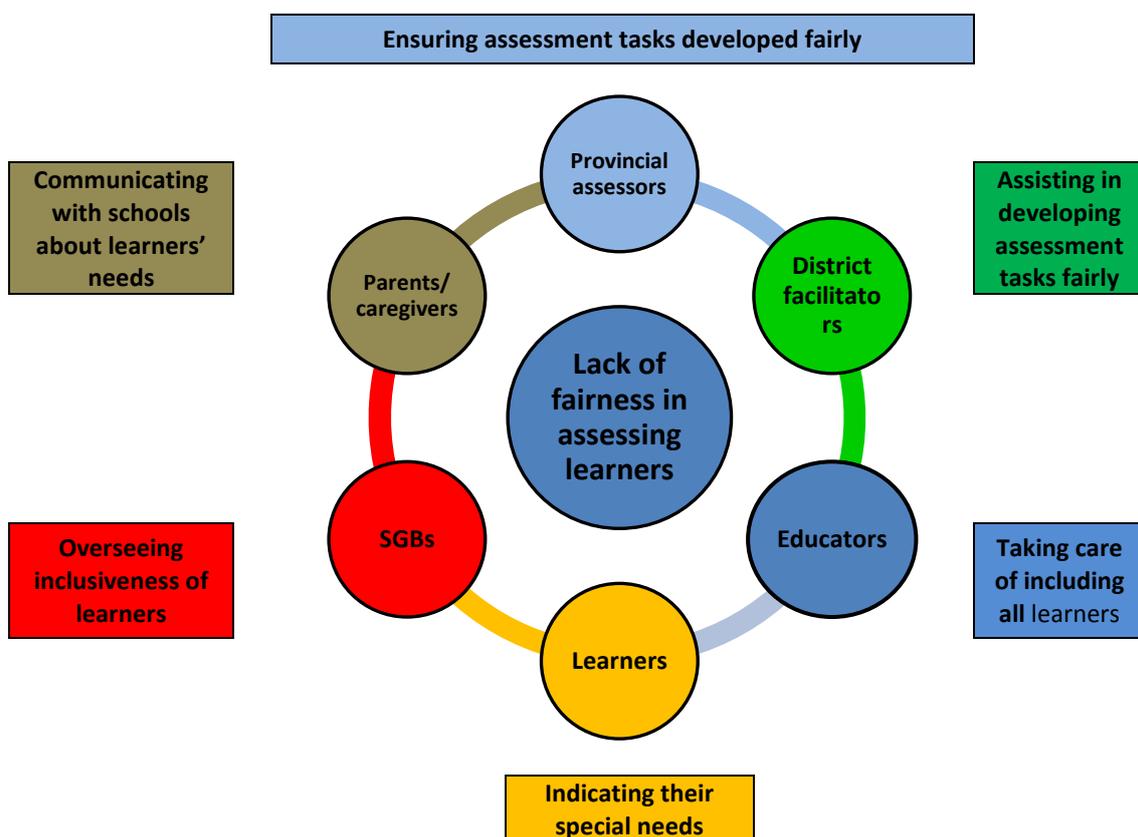Figure 6.11 summarizes the involvement of role players in combatting weakness 4.

Figure 6.11: Role players in combatting a lack of fairness in assessing learners

The section below discusses the absence of a variety of assessment strategies, methods, techniques or contexts and presents guidelines to combat the weakness.

6.4.2.5 Weakness 5: CTA not using a variety of assessment strategies, methods, techniques or contexts

The learner and educator participants' information in Figure 5.1 and Figure 5.3 indicated the lack of using a variety of assessment strategies/methods/techniques, and making assessment applicable to a wide variety of contexts. The following guidelines could address this weakness.

Guideline 1: The District Officials, HODs and educators need to use diagnostic assessment, formative, assessment and summative assessment to test the learners' knowledge based on content covered. Learners are to be given feedback on the assessments done, and they can be requested to comment on their marks. The approach becomes participatory when these four role players become involved in the process. The District Officials and HODs need to oversee the application of assessment tasks to wider contexts.

Guideline 2: The following assessment strategies can be used to encourage the participation of learners: debate; simulations of, for example, a market day; research projects; and fundraising for the school where the learners can decide what can be done to raise money. The educators will be assessing learners' projects by looking at the planning and the outline of the project.

Guideline 3: The educators can use checklists, rubrics; rating scales and a point-accrual system for assessing learners on completed tasks or projects.

Figure 6.12 summarizes the involvement of role players in combatting weakness 5.
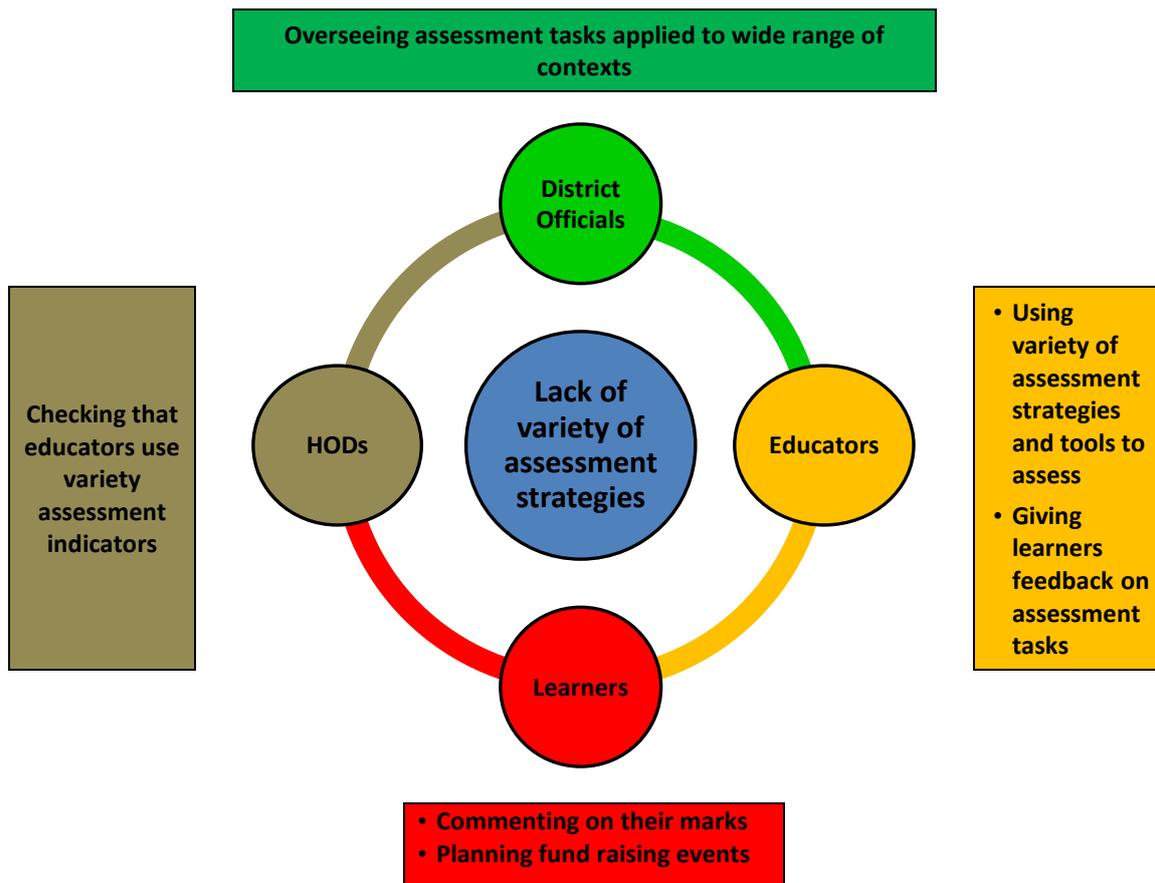
Figure 6.12: **Role players in ensuring the use of a variety of assessment strategies, methods, techniques or contexts**

The section below discusses language problems as they deter learner performance and lead to lack of fairness in assessing learners, and presents guidelines to combat the weakness.

6.4.2.6   Weakness 6: Language problems

Language problems did not emerge from the closed questions as a major problem. However, the open-ended questions revealed that many of the learner participants perceived language as problematic while they were completing the CTA. The information reported in this section was noted by both educator and learner participants. Some of the learners felt that the language contributed to poor performance because they could not understand all the scientific words used (*cf.* Table 5.9; Table 5.34). The following guidelines could assist in dealing with language problems.

Guideline 1: The educators should seriously consider the language proficiency of learners. For example: the Afrikaans First Language speakers

and English First Language speakers are advantaged because they can use their mother tongue. When completing assessment activities, Second Language speakers struggle, so it is best to simplify the written language of school-based assessment.

- The assessment task should be designed in such a way that the language is simple, clear and understandable.

- Unknown words and phrases should not be used.

- The language should be at the level of the grade of the learners.

Guideline 2: EMS district facilitators, HODs and educators can convene a meeting to work together to simplify the language of school-based assessment for the learners so that the learners are not disadvantaged by not understanding the language used in the formulation of the questions.

Figure 6.13 summarizes the involvement of role players in combatting weakness 6.
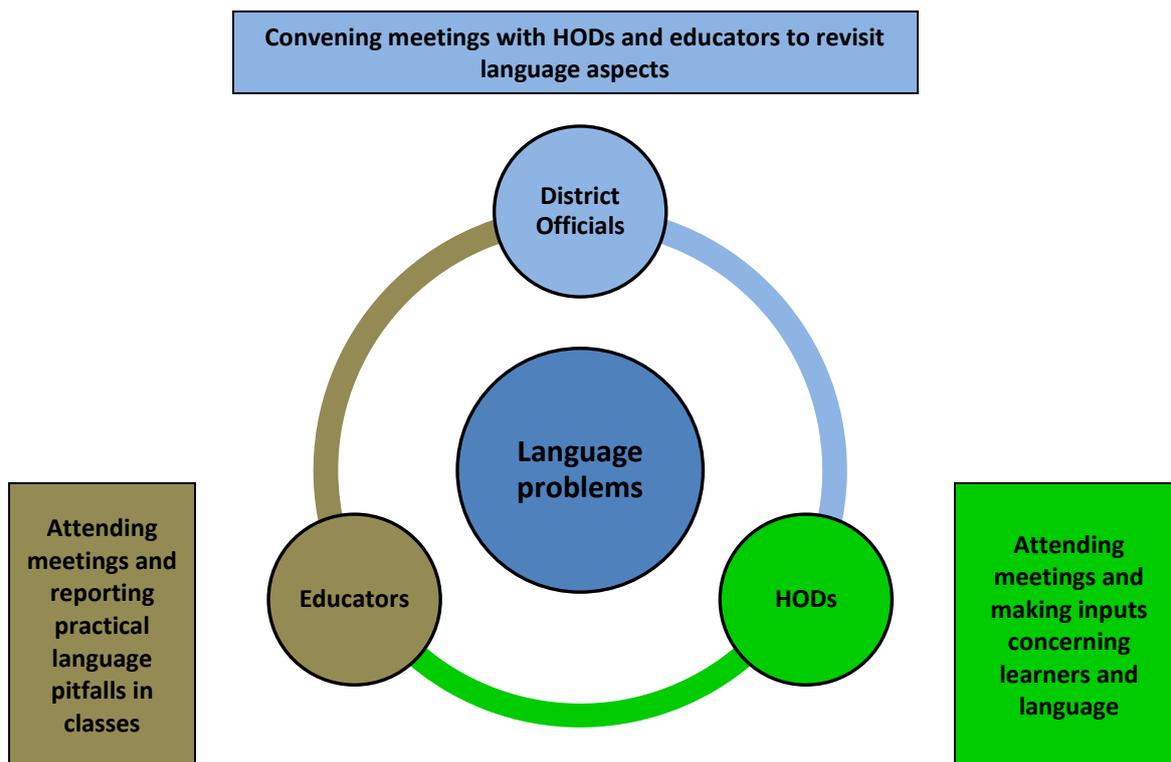
Figure 6.13: **Role players in addressing language problems in EMS school-based assessment**

The section below discusses overcrowded classrooms and presents the guidelines to combat the weakness.

6.4.2.7   Weakness 7: Overcrowding

The educator participants' information in Figure 5.10 noted overcrowding as one of the weaknesses.

The researcher suggests the following for managing large classes during the implementation of school-based assessment:

Guideline 1: Educators' attitude is the most important factor in coping successfully with the demands of a large class. It is not the number of learners occupying seats in the room, but the careful planning, interesting lessons and sincere effort to connect with each learner each day that will determine the success or failure of the discipline climate in a class. The educators must have a positive attitude in managing overcrowded classrooms and need to be innovative in creating space.

Guideline 2: The arrangement of the room is important in overcrowded classes. Educators need to (1) make sure there are enough desks; (2) move all the equipment that is not necessary away to storage; and (3) do whatever else can be done to reduce the claustrophobic effects of clutter in the classroom further. A seating chart is an absolute must in an overcrowded class if an educator wants to reduce the amount of off-task behaviour. A structured environment will reduce the number of problems the educator will face.

Guideline 3: Courtesy to both learners and educators is especially important in a large class. Teach learners in a large class the importance of courtesy and insist that they treat everyone with politeness. A large courteous class is easier to deal with than a small rude one.

Guideline 4: When classes are overcrowded, the learners can be divided into manageable groups and an arrangement can be made with the SMT to allocate space in the time-table for school-based assessment. When the relevant parties discuss the arrangement of school-based assessment, they will be using the participatory management approach. The learners can help with re-arranging desks and educators can guide and monitor learners when they are re-arranging the classroom to create space. The SMT can take up the role of monitoring after school hours when the classroom has been correctly re-arranged to accommodate the learners when they are working.

Figure 6.14 summarizes the involvement of role players in addressing weakness 7.
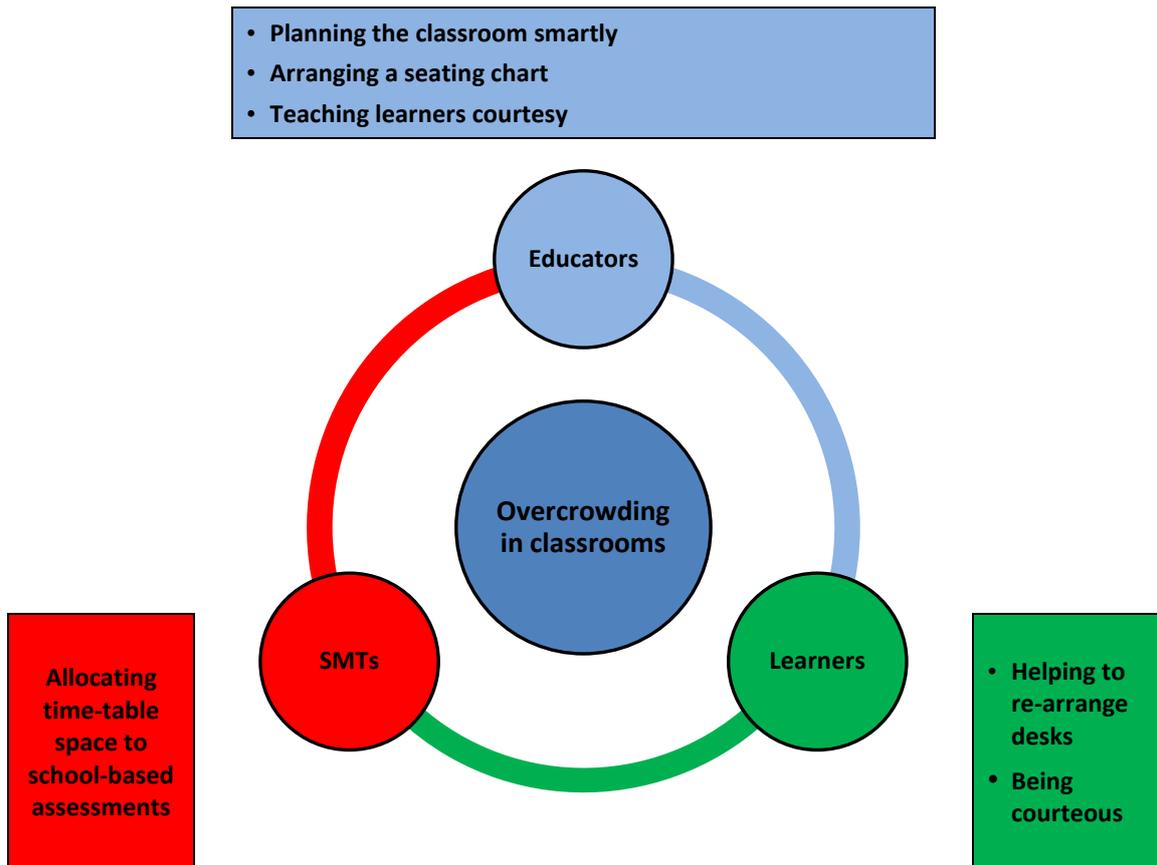
Figure 6.14: **Role players in combatting overcrowding**

The section below discusses the occurrence of incomplete tasks, unclear guidelines and unfair help in assessing learners, and presents guidelines to combat the weakness.

6.4.2.8   Weakness 8: Unfinished tasks and unclear guidelines

The educator participants' information in Table 5.34 indicated lack of unfinished tasks and unclear guidelines from educators. The following guidelines could address this weakness.

Unfinished tasks submitted

Guideline 1: In order for learners to submit finished tasks, the educators need to monitor properly when learners are doing assessment tasks by reinforcing the importance of adhering to timelines.   Proper monitoring and using checklists of all activities the learners have completed will reduce the number of learners submitting unfinished tasks.   The learners can also be given a checklist to check whether their peers submitted finished tasks.   The approach

becomes participatory because peers participate by checking one another's accuracy in terms of task completion.
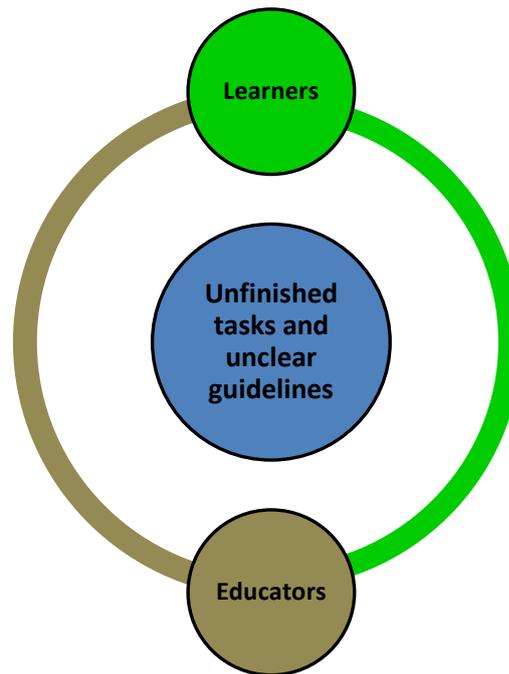
Table 6.3:   Checklist for tasks submitted

LEARNING AREA EMS					
Name of learner:					
Name of educator:					
Date task checked:					
	Learner		Peer		
	Yes	No	Yes	No	Comment
1. Work completed within allocated time frame					
2. Work not completed					
3. Standard of work completed					
4. Learners need support					
Recommendations:					

Unclear guidelines from educators

Guideline 2: Educators need to make sure that learners understand instructions by taking the learners through all the instructions prior to learners' attempting to complete the tasks.   The educator has to explain the terminology and concepts learners do not understand and provide learners with clear instructions that will enable them to carry out their tasks.

Figure 6.15 summarizes the involvement of role players in combatting weakness 8.

```
┌─────────────────────────────────────────────────────┐
│   Using a checklist to control peers' submission of tasks │
└─────────────────────────────────────────────────────┘

                    ( Learners )

                  ( Unfinished
                    tasks and
                    unclear
                    guidelines )

                   ( Educators )

┌─────────────────────────────────────────────────────┐
│ • Ensuring learners' understanding of assessment instructions │
│ • Reminding learners of necessity to stick to timelines │
└─────────────────────────────────────────────────────┘
```

Figure 6.15: **Role players in combatting unfinished tasks and unclear guidelines**

The section below discusses the lack of teamwork among educators in assessing learners and presents guidelines to combat the weakness, linked to the data reported in Figure 5.3.

6.4.2.9   Weakness 9: Lack of teamwork among educators

The following guidelines are suggested by the researcher to address the lack of teamwork among educators.

Guideline 1: For educators to implement the EMS school-based assessment effectively they should work together. When they collaborate and help one another, they could find better ways of dealing with learner assessments.

Educators can collaborate by helping one another with ways to tackle challenging tasks, motivating one another by doing group marking during allocated times, perhaps after school hours, doing double marking or helping one another by marking different questions of the assessment tasks. Working

together in marking will reduce the stress and workload because the educator will mark only those questions allocated to him/her.

Guideline 2: Educators could also help to moderate completed marking to reduce marking mistakes with the help of the EMS HOD. Educators working together in double marking and the EMS HOD doing the moderation of marking done by educators promote a participatory process.

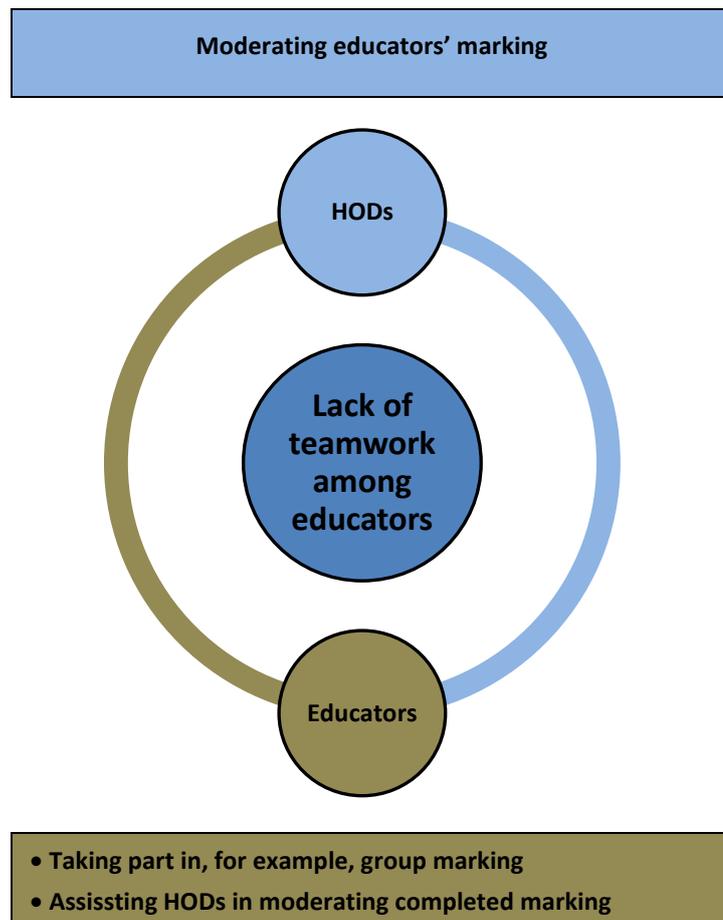Figure 6.16 summarizes the involvement of role players in combatting weakness 9.

Moderating educators' marking

HODs

Lack of teamwork among educators

Educators

- Taking part in, for example, group marking
- Assissting HODs in moderating completed marking

Figure 6.16: Role players in addressing the lack of teamwork among educators

The section below discusses the absence of professional development of educators concerning handling assessment and policy implementation as weakness and presents guidelines to combat the weakness, as reflected in the data reported in Table 5.37.

6.4.2.10 Weakness 10: Professional development of educators regarding handling of assessment and policy implementation

The following guidelines could be considered when dealing with the professional development of educators:

Guideline 1: Defining requirements – Relevant requirements need to be set for attending the teaching process in a particular grade.

Guideline 2: Grade content – The educators need to be familiarized with the content of Grade 9 EMS. Educators also need to do research about the content to be taught so that they are not ignorant.

Guideline 3: Class time-tables of contact hours – Educators need to know how much time is needed for assessments and then plan according to contact time available for school-based assessment.

Guideline 4: Schedule of examinations and structure of examination: The EMS district facilitator must ensure that the educators are aware of the schedule of school-based assessment, namely the structure of the exam, and how each section of the EMS content should be assessed.

Guideline 5: Compulsory and optional grade elements: The content to be assessed in EMS must be in line with assessment standards and learning outcomes (termed outcomes and standards in the CAPS; Department of Basic Education, 2011:4) in Grade 9 which are expected to be covered by educators.

According to Rolfe *et al.* (2002:123), the process of identification of the core curriculum should be done in cooperation with a range of role-players, namely Provincial EMS officials; EMS District Officials; EMS HODs; universities and business partners. Firstly the core content of EMS to be covered for school-based assessment should be identified.

Figure 6.17 summarizes the involvement of role players in the professional development of educators.
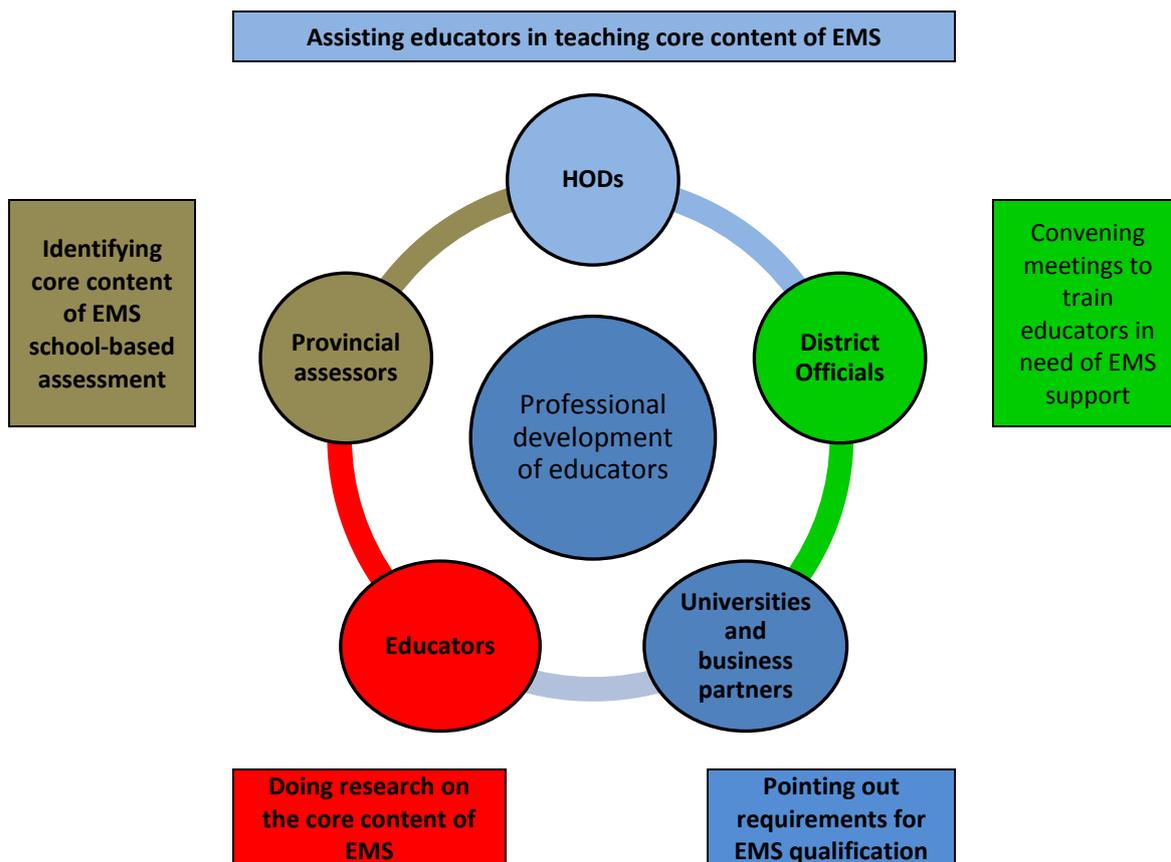
Figure 6.17:   Role players in the professional development of educators

The section below discusses the lack of inclusivity of all learners in assessment with regard to their varying disabilities and cognitive abilities, and presents the guidelines to combat the weakness. The data below was reported in Figure 5.3 and in Table 5.34.

6.4.2.11 Weakness 11: Inclusivity of all learners in assessment: disabilities and cognitive abilities

Guideline 1:   Learners' disabilities should be considered when school-based assessment is designed. Educators specifically must ensure that all learners' needs are catered for. Learners should also inform the principal and the SGB about their disabilities so that provision can be made for them in time. The SGB can forward letters to make appointments with the parents/caregivers of the learners with disabilities concerning a plan to assist the learners to succeed in completing school-based assessment.

Guideline 2:   Assessment methods should suit the age and progress of learners in order for assessment to be fair. In spite of background or disability,

when assessment is conducted, the principle of the inclusivity of all learners should be considered in helping to overcome barriers to school-based assessment. Educators and EMS District Officials need to collaborate in order to ensure that the assessment tasks meet the requirements that have been set down and are suitable for the age of the learner who is supposed to complete the assessment task.

All learners' needs should be accommodated by considering the contextual factors that can affect the assessment. Learners can be interviewed to acquire information concerning contextual factors that affect these learners so that they may be assisted in succeeding in school-based assessment. Learners coming from difficult backgrounds will benefit from the process the learners, and learners will not be disadvantaged due to a lack of resources or contextual factors affecting them.

Guideline 3: The EMS provincial officials must ensure a well-designed assessment programme that is aligned to the outcomes and standards (Department of Basic Education, 2011:4). In the context of equal opportunities and diversity, this means that demonstrating achievement of the learning outcomes should be made possible by using a variety of assessment methods to best meet the individual learning needs of the learners. Involvement of role-players in accommodating learners with disabilities promotes a participatory approach.

Figure 6.18 summarizes the involvement of role players in addressing the inclusivity of all learners in assessment: disabilities and cognitive abilities.
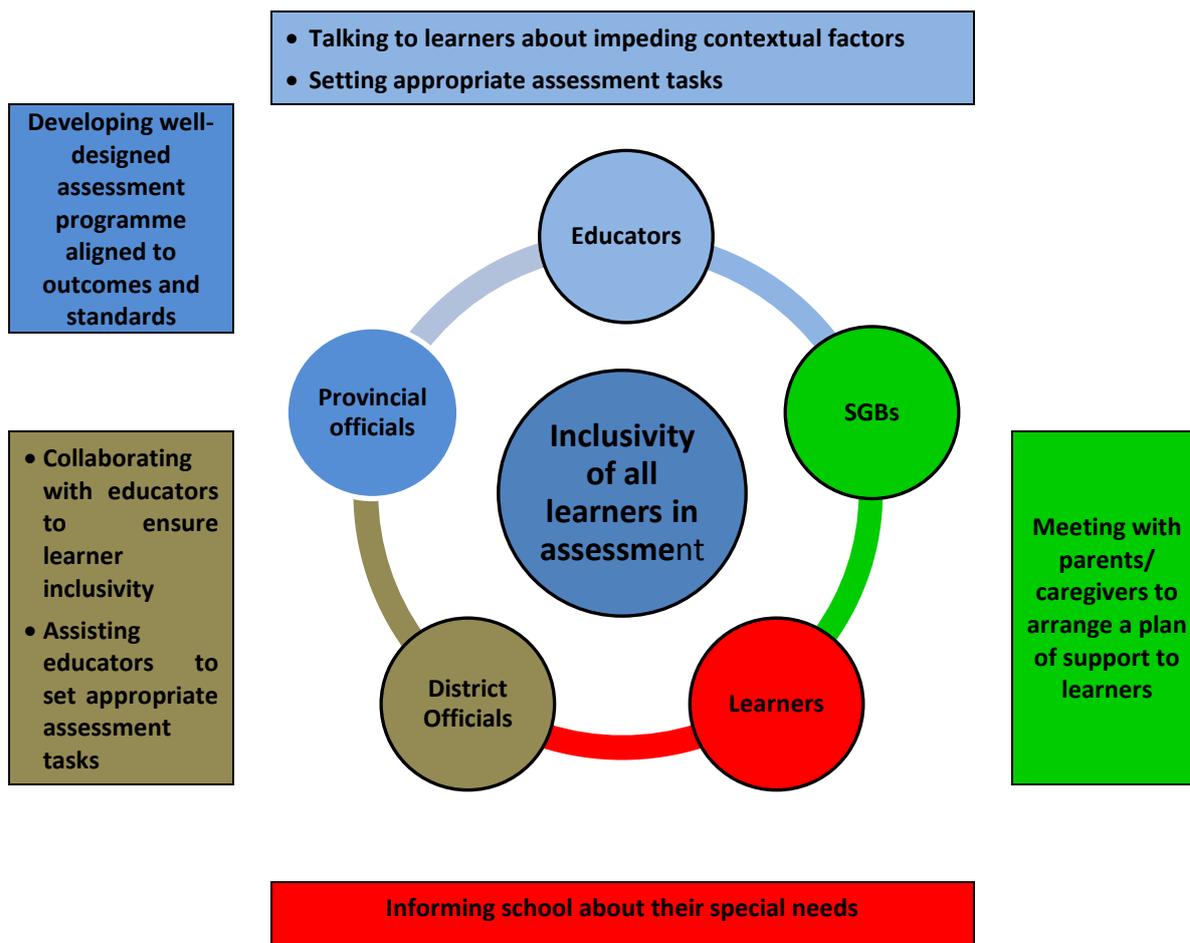
Figure 6.18: **Role players in addressing the inclusivity of learners in assessment – disabilities and cognitive abilities**

The next section highlights guidelines for improving the management of the implementation of school-based assessment.

6.5 GUIDELINES FOR IMPROVING THE MANAGEMENT OF THE IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT

The first section below (*cf.* 6.5.1) focuses on the five strengths that were identified, by indicating guidelines to improve the management of the implementation of school-based assessment.

6.5.1 Guidelines for reinforcing the strengths of managing the implementation of school-based assessment

In the section below, the researcher addresses strengths 1 and 2 simultaneously and suggests guidelines applicable to both. The educator data relevant to both these strengths were reported in Figure 5.2.

6.5.1.1 Strengths 1 and 2

Strength 1: **GDE familiarized SMTs with regard to supporting educators during the implementation of school-based assessment**

Strength 2: **GDE must communicate timeously with the SMT**

Guideline 1: It is a worthy effort to see GDE familiarizing educators with the implementation of policy. GDE should remain consistent in training SMTs concerning relevant assessment policy.

Guideline 2: Circulars must be distributed by EMS district facilitators in time to prepare schools for training. A suggestion for planning the training should be forwarded to schools in November to allow them to plan according to training expected from GDE.

Guideline 3: The training of SMTs must be done by EMS District Officials and made compulsory to avoid confusion at schools.

Figure 6.19 summarizes the role players and their responsibilities concerning addressing strengths 1 and 2.
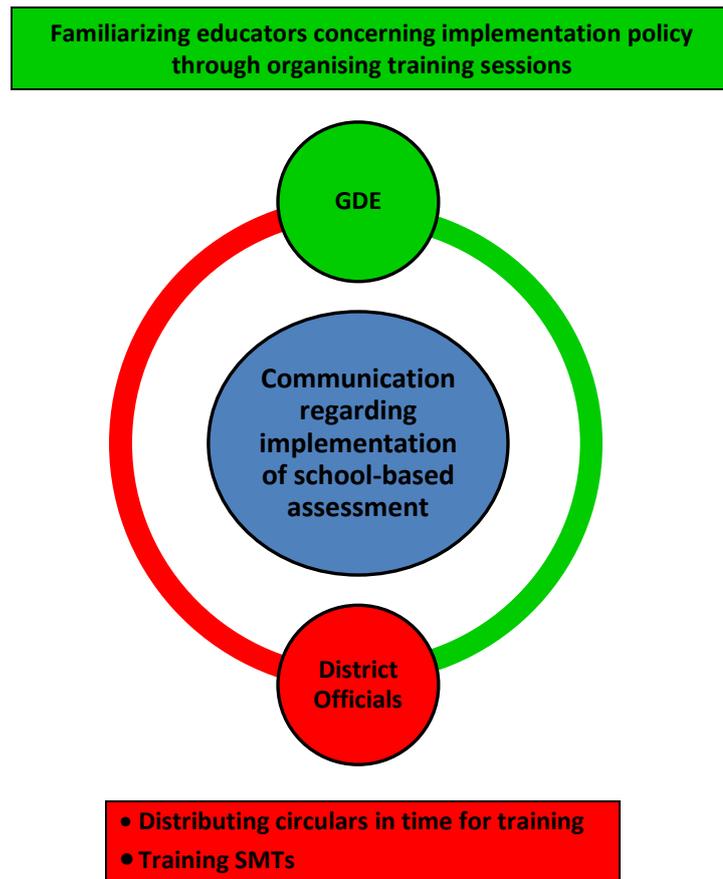
Figure 6.19: Role players in familiarising SMT and communicating in time on implementing school-based assessment

The section below discusses strength 3 and suggests a guideline for improving it.

6.5.1.2 Strength 3: Sufficient time to complete assessment tasks

The educator data on ample time being available to complete assessment tasks was reported in Table 5.2. The following guideline could ensure that this strength is sustained.

Guideline: Educators are content about the time allocated for learner preparation. Perhaps the GDE can apply the same principle which is used when preparing learners to the time allocated to administering tasks in school-based assessment. GDE together with EMS facilitators and educators can work together to ensure that the time allocated to school-based assessment is sufficient.

The data regarding educators' involvement in the implementation of assessment was reported in Figure 5.2.

Figure 6.20 summarizes the role players and their responsibilities concerning addressing strength 3.
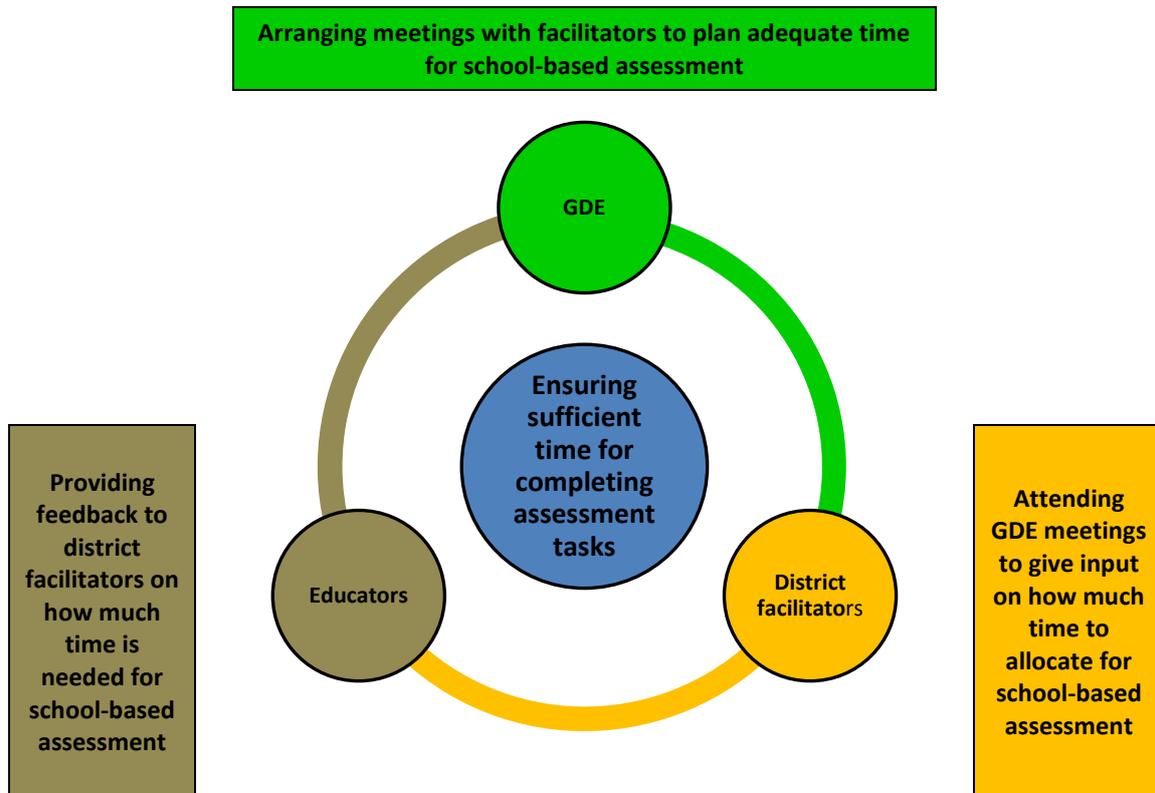

Figure 6.20: Role players in ensuring sufficient time for completing assessment tasks

The section below discusses strength 4 and suggests a guideline for improving it.

6.5.1.3   Strength 4: Educators were involved in the implementation

Guideline: In order to reinforce the involvement of educators, GDE needs to have regular meetings with the educators per term to help and capacitate them on the implementation of school-based assessment in terms of providing quality assessment. The data were reported in Figure 5.4 by educator participants.

Figure 6.21 summarizes the role players and their responsibilities in addressing strength 4.
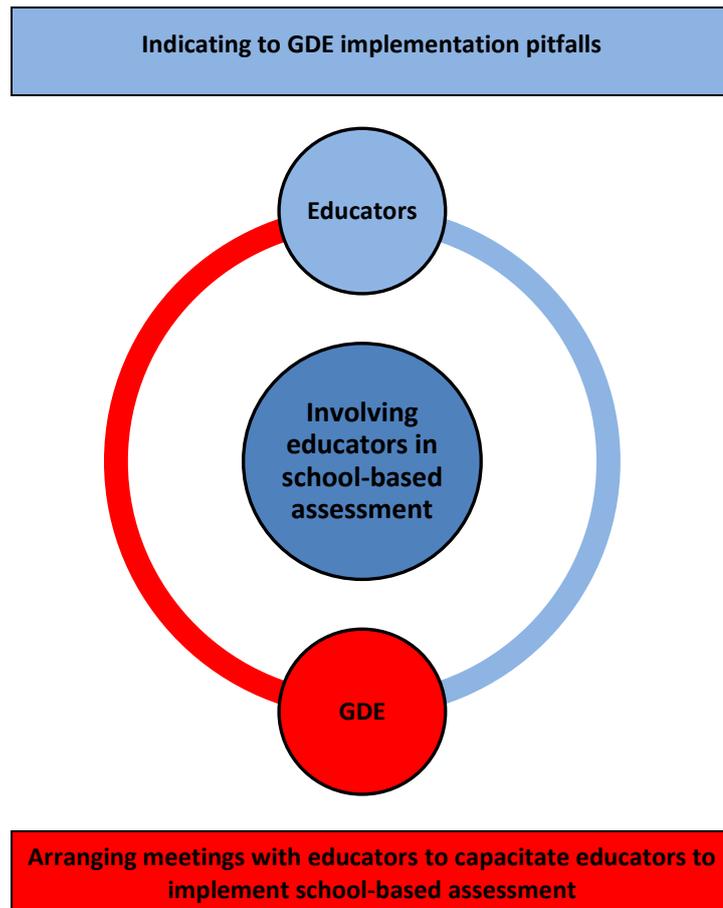
Figure 6.21: **Role players in involving educators in the implementation of school-based assessment**

The section below discusses strength 5 and suggests guidelines for improving it.

6.5.1.4 Strength 5: Educators familiarized with the content and guidelines for the implementation of school-based assessment

The following guidelines are provided to ensure that educators remain familiarized with the guidelines and principles of school-based assessment. Data pertaining to this strength were reported in Figure 5.4.

Guideline 1: One of the main tasks of SMT members is to oversee the implementation of new policies and familiarize educators with such policies. The Department of Education should also monitor SMTs at all schools where school-based assessment is administered and convene cluster meetings to evaluate whether all schools' SMTs are familiarizing educators with the guidelines for the implementation of school-based assessment.

Guideline 2: It is important for educators to know the content of EMS to be able to teach the required content of the EMS. Educators' professional development could also help. For educators who do not have Accounting as a major subject the researcher suggests that the Department of Education should send the educators concerned for in-service training in Accounting to be able to help learners when they experience problems in Accounting. The educators could form cluster meetings to teach others what they do not know. By teaching one another, educators ensure that they remain knowledgeable concerning familiarised the subject content.

Guideline 3: Provide books for educators to refer to the content taught in EMS, and compare different authors' views on the content of EMS according to learning programmes and themes. The subject district facilitator must ensure that the HODs have all the necessary materials and resources so that they can convene subject meetings with educators to share ideas.

Figure 6.22 summarizes the role players and their responsibilities in addressing strength 5.

Figure 6.22: **Role players in familiarizing educators with the content and guidelines for implementing school-based assessment**

The section below focuses on the two weaknesses that were identified, and indicates guidelines aimed at combatting the weaknesses.

6.5.2 Guidelines for improving the weaknesses of the implementation of school-based assessment

The first weakness that needs to be combatted is that of educators' not being developed professionally.

6.5.2.1 Weakness 1: Lack of professional development of educators

Guideline 1: Educators need to be capacitated on how to carry out school-based assessments. When educators are capacitated, they will be participating by asking questions on Accounting if they did not do it as a major subject.

Guideline 2: In-service training of educators is vital; especially for those educators who do not have an Accounting qualification, but are teaching EMS. The GDE can ensure that educators enrol for a B.Com. degree majoring in Accounting.

Guideline 3: The GDE can encourage educators to improve their professional qualifications with regard to the subjects they are teaching.

Figure 6.23 summarizes the role players and their responsibilities in addressing weakness 1.
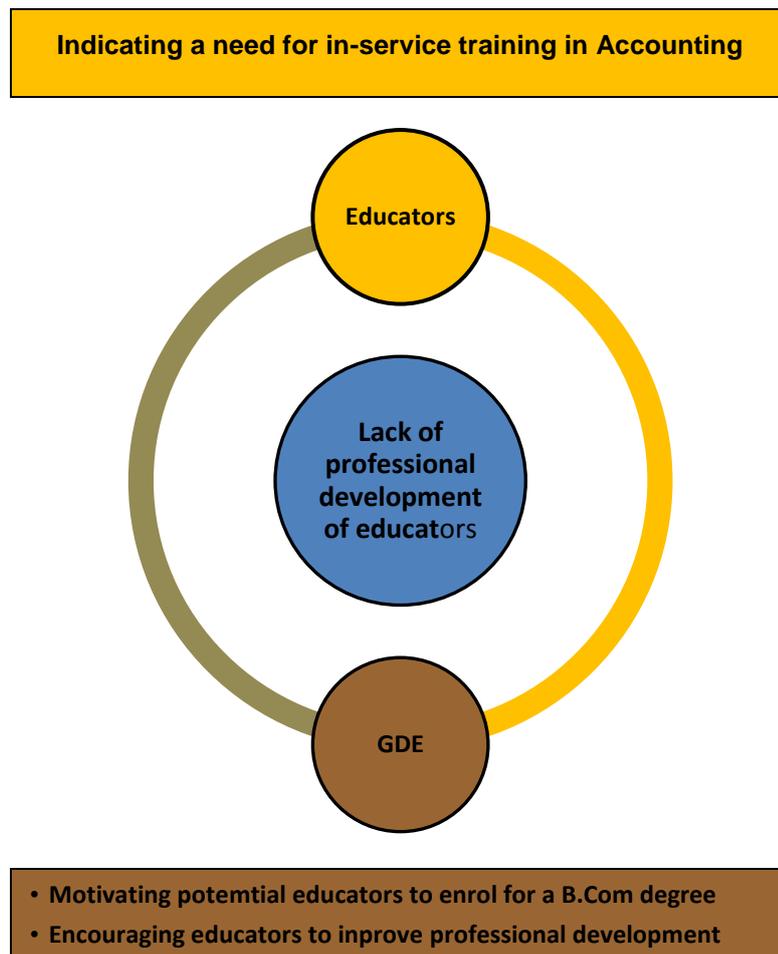
Indicating a need for in-service training in Accounting

Educators

Lack of professional development of educators

GDE

• Motivating potemtial educators to enrol for a B.Com degree
• Encouraging educators to inprove professional development

Figure 6.23:   Role players in addressing educators' lack of professional development

The second weakness indicated below is that of inadequate quality management when moderating the assessment process.

6.5.2.2 Weakness 2: Lack of quality management in the moderation process of CTA

Quality assurance is important in educator assessment to ensure confidence in the system and to certify that it serves its purpose.

During school-based assessment, the process is defined by the professional framework.

Successful procedures include the following aspects:

- Preparing for the assessment

- Conducting the assessments

- Giving feedback to learners

- Reflecting on learning and assessment

In educator assessment the purpose of the assessment is primarily to evaluate the learners. In external summative forms of assessment one of the main purposes is to meet external needs.

The moderation must occur at cluster level at least once per term to validate the school-based assessment. EMS HODs need to monitor the school-based assessment, using a moderation list as suggested in this chapter, to support quality assurance of school-based assessment. The EMS District Official should also monitor the EMS HODs to evaluate whether the moderation was properly conducted.

Below are guidelines that could be applied to manage the quality of the moderation process.

When learners are given feedback and when educators meet to moderate at cluster level, a participatory approach is evident. The educators talk to learners about their performance and learners, in turn, ask educators questions where they did not obtain good marks.

Guideline 1: In order to enhance the quality management of the moderation of school-based assessment, the following steps can be followed during the moderation process:

- Moderation involves a group of educators discussing evidence of teaching learning.

- Assessments of the evidence are made using specific shared criteria (*cf.* Table 6.2).

- Moderation may involve educators within a group, within a school or from different schools.

Guideline 2: Schools design their moderation processes to suit their situation and needs. They consider factors such as:

- the purpose, learning area and context of the moderation;

- the size of the school;

- the number of learners samples to be included;

- how the moderation will occur over time; and

- how schools will document their moderation processes as part of their assessment procedures.

Guideline 3: Moderation plays a very important role in guaranteeing quality assurance that assessment is correctly administered at schools.

By discussing moderation criteria in cluster meetings and discussing the processes and procedures on how moderation should be carried out by various educators, a participatory approach is established.

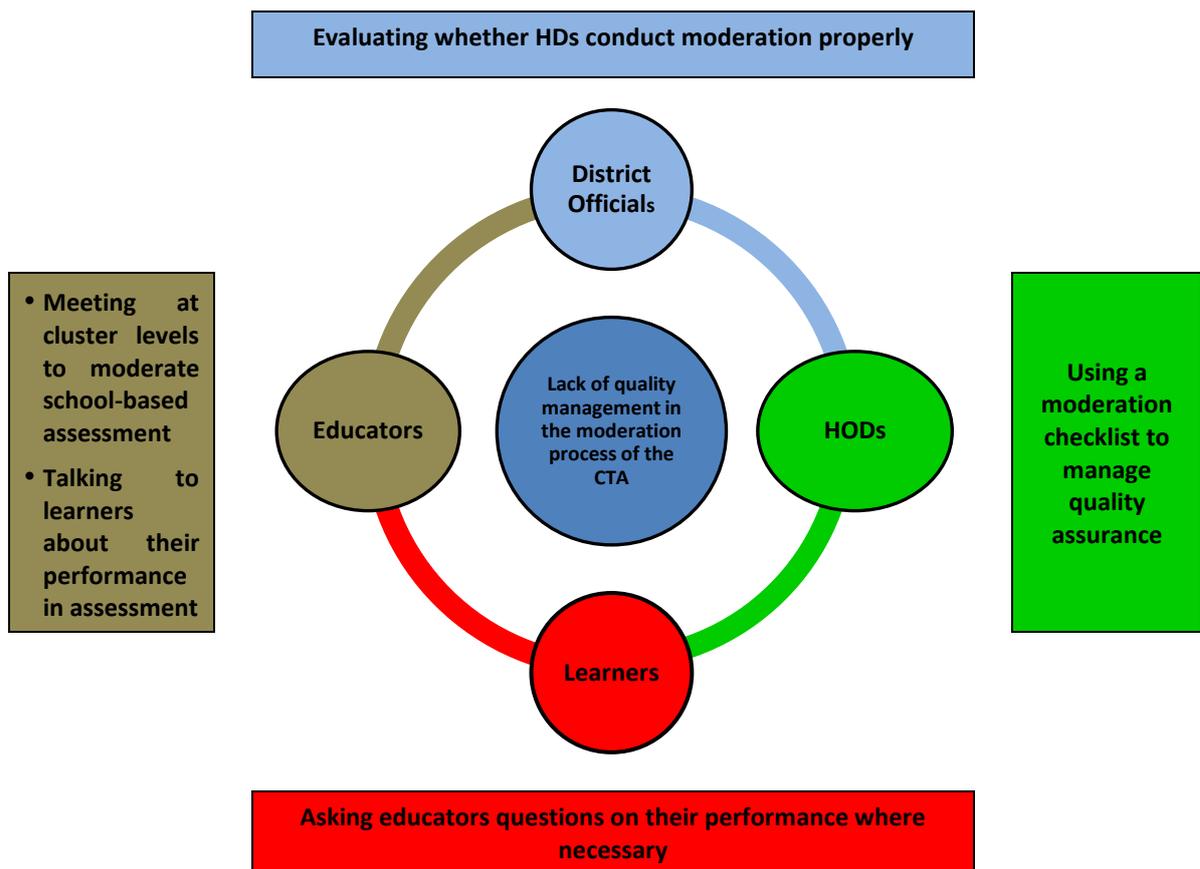Figure 6.24 summarizes the role players and their responsibilities in addressing weakness 2.

Figure 6.24: **Role players in addressing the lack of quality management in the moderation process of school-based assessment**

6.6 SUMMARY

In this chapter, the researcher suggested novel guidelines for a management intervention plan to improve the quality of managing the design and implementation of CTA/school-based assessment. As the use of CTA was phased out during 2010 (Department: Basic Education, 2011:4), the guidelines were compiled in line with the New Curriculum Statement (CAPS), in order to extend the guidelines to current school-based assessment practices. Although the management intervention plan was based on data obtained for the implementation of CTA, the aims and principles of the CAPS were taken into consideration when the management intervention plan was designed.

In this chapter, school-based assessment principles according to CAPS and CTA were highlighted (*cf.* 6.2). A theoretical participatory framework regarding school-based assessment was highlighted in 6.3. The rationale for

the significance of the framework was discussed (*cf.* 6.3.1) and the conceptualising of a theoretical framework in education management was pointed out (*cf.* 6.3.2). What the participatory leadership framework entails was discussed in 6.3.4. In 6.4 guidelines for reinforcing the strengths in managing the design of the school-based assessment was discussed. Guidelines for combatting weaknesses in managing the design of school-based assessment were suggested in 6.4.1. Guidelines for improving the management of the implementation of school-based assessment followed in 6.5.

For school-based assessment to be effective, all role-players, namely provincial EMS officials; EMS District Officials; EMS HODs; EMS educators; SGBs; parents/caregivers; universities and business partners need to participate to ensure that the assessment can meet required standards and quality assurance is taken into consideration to improve the quality of school-based assessment.

The next chapter, Chapter Seven, presents a summary, the findings and recommendations to conclude the study.