
Kanjeer key considerations for effective SBA Implications for the end of Grade 9 Assessment

Anil Kanjee

KanjeerA@tut.ac.za

anil.kanjeer@gmail.com

26 July, Birchwood Conference Centre

DBE GEC (G9A) Assessment Workshop

THEME of Workshop

Improving the quality and standard of assessment at the Grade 9 level in the GET band.

Objectives of the workshop

- 1. To mediate the model of assessment to be implemented in the administration of the General Education Certificate (GEC).**
- 2. To explore the integration of 21st Century Skills in the teaching, learning and assessment, relating to the GEC.**
- 3. To evaluate the findings of the GEC Pilot implemented in 2022, and its impact on the Pilot in 2023 and full-scale implementation in 2025.**
- 4. To expose participants to the three key components of the GEC assessment model, which includes the following:**
 - 4.1. School Based Assessment: composition, implementation and quality assurance.**
 - 4.2. Curriculum Test: setting, moderation, administration, marking and recording.**
 - 4.3. Inclinations Assessment: format, administration and reporting.**
- 5. To understand the implementation of assessment of learners with special needs across the three GEC assessment components.**
- 6. To develop a model for teacher development with regard to assessment relating to the GEC.**
- 7. To unpack the role of the district with regard to its support in the implementation of the GEC.**
- 8. To present the national monitoring and evaluation framework and how it can be implemented at provincial level.**

My brief from DBE

4. To expose participants to the three key components of the G9A assessment model, which includes the following:

4.1. School Based Assessment: composition, implementation and quality assurance.

4.2. Curriculum Test: setting, moderation, administration, marking and recording.

4.3. Inclinations Assessment: format, administration and reporting.

5. To understand the implementation of assessment of learners with special needs across the three GEC assessment components.

6. To develop a model for teacher development with regard to assessment relating to the GEC.

7. To unpack the role of the district with regard to its support in the implementation of the GEC.

8. To present the national monitoring and evaluation framework and how it can be implemented at provincial level.

Key argument of presentation

- If we want the Grade 9 Assessment (G9A) to succeed, i.e. to ensure that we support ALL learners, especially learners from poor and marginalised backgrounds, improve their knowledges and skills to become contributing members of our society, the G9A must be based on an Assessment for Learning approach

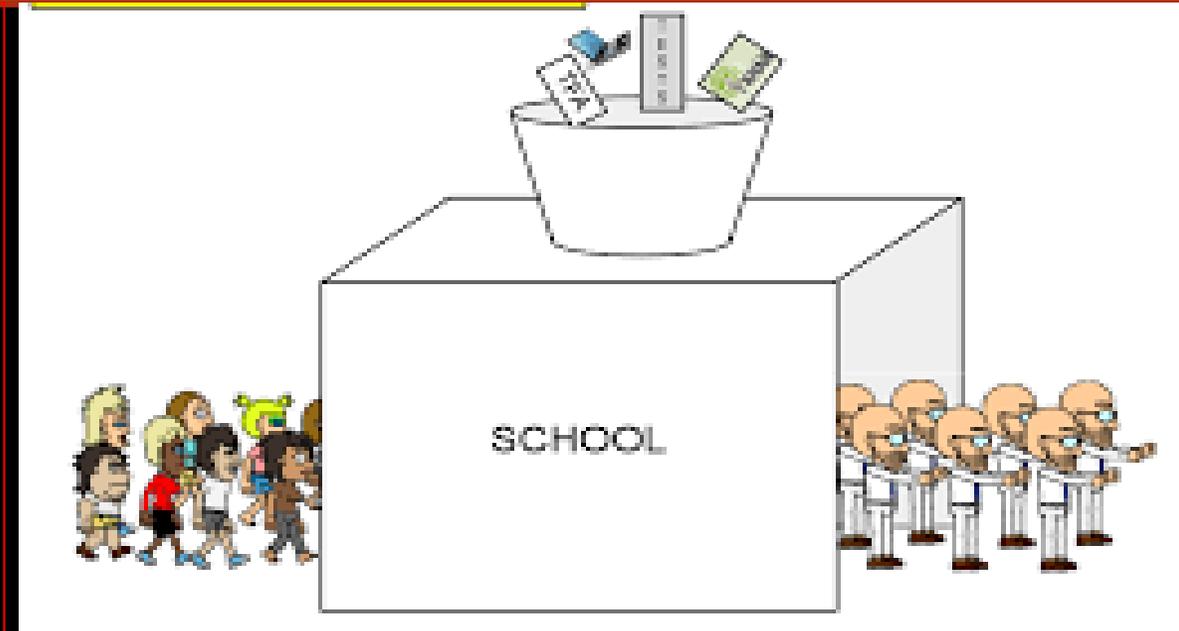
1. QUICK REMINDER

Purpose/Rationale G9A (GEC)

- **Access to learning pathways**
- **Attitude and inclinations**
- Provide system with quality assurance mechanism
- Assure quality of learning, teaching and assessment
- Ensure processes to monitor and support learner performance throughout the GET band
- Exit level outcomes and criteria
- Benchmarks for comparison of internal assessments
- Early indication of performance

GREATEST RISK / DANGER

- GEC as a gateway
- Limit opportunities for OUR children
- Use information to classify schools
- Use information to classify teachers



**DO NOT NEED
ANOTHER
MATRIC**

Potential problem

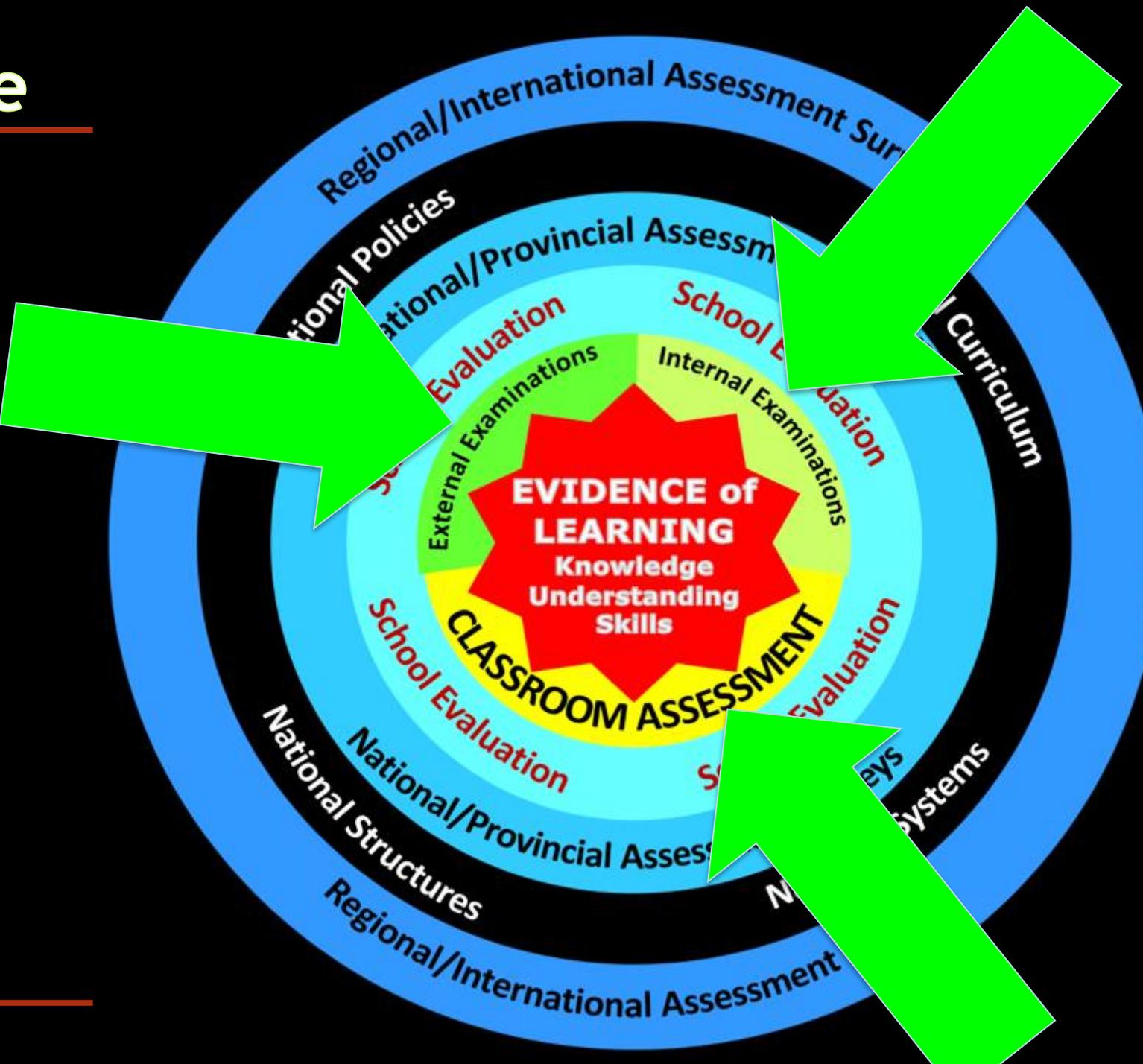
- The name GEC is already “problematic” / ‘indicative’
- DBE is focussing on information for decision making regarding alternative pathways
- The GEC is saying CERTIFICATE - which means to certify
- Already goes against the intention and looks more like the matric
- **IF we DO NOT ADDRESS THIS MATTER - RISK of ALL EFFORTS being reduced to focus on performance at the risk of real learning**

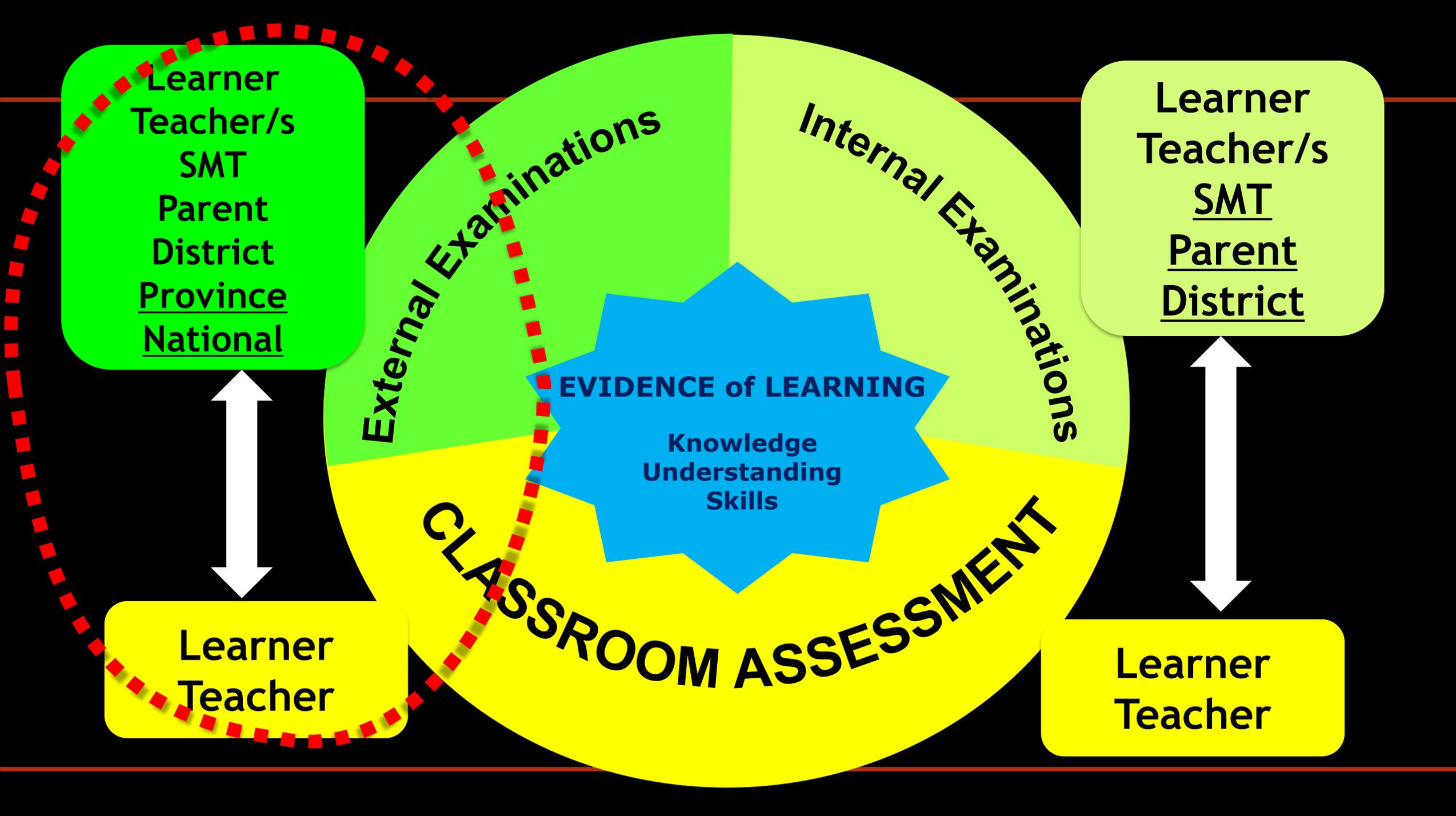
2. IMPLICATIONS FOR SCHOOL-BASED ASSESSMENT

Understanding of SBA

- All assessment conducted at the school level to determine learner levels of performance
- Introduced primarily due to criticisms of examinations
- Allows for a larger range of evidence obtained from assessment that go beyond examinations - coursework, projects, assignments, practicals, group work, lab experiments, etc

LOCATING SBA in the Assessment System





Learner
Teacher/s
SMT
Parent
District
Province
National

Learner
Teacher/s
SMT
Parent
District

EVIDENCE of LEARNING

Knowledge
Understanding
Skills

External Examinations

Internal Examinations

CLASSROOM ASSESSMENT

Learner
Teacher

Learner
Teacher

Implementation of SBA - PRACTICE

- Dominant / “Exclusive” application - contributing to the examinations mark
- to evidence used for high-stakes purposes
 - Pass/Fail
 - Progression to next grade
 - Certification
 - Classification of schools ????
- LIMITED use - improve learning (feedback)

2. ReFocusing SBA to support ALL learners

especially learners from poor and marginalised background

(Equity and Social Justice key)

**HOW to refocus?
An Assessment for
learning Approach**

DBE and the PEDs place school principals at the forefront in implementing the Three-year Curriculum Recovery Plan

The Director-General's annual Provincial Engagement with education stakeholders in the first quarter of each academic year ended on a high note this week, with commitment towards improving the performance of learners across all grades in the system. The provincial engagements were hosted virtually by the Director-General for the Department of Basic Education, Mr Hubert Mathanzima Mveli, from 08 to 31 March 2021.

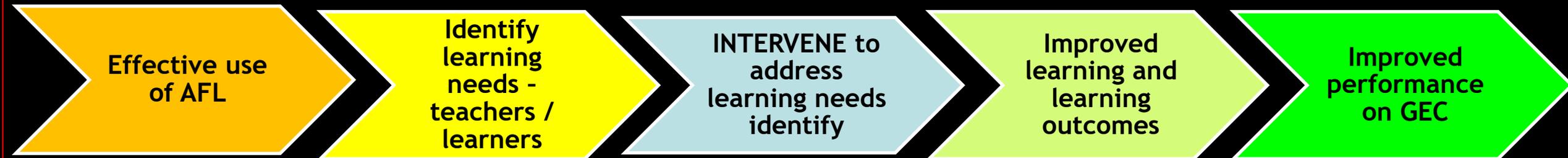
During the final engagement with the Free State province on 30 March 2021, the Chief Director for Curriculum, Dr Moses Simelane, tabled the Three-year Curriculum Recovery Plan (2021-2023), which serves to guide the sector in addressing the learning losses due to COVID-19 and the persisting sub-optimum contact time with learners. "We have to develop long-term sustainable plans/policies to address the identified gaps. In response to the Vision 2024, we have to consider a conceptualised Curriculum Strengthening process that encompasses competencies required for the changing world. The DBE and the Provincial Education Departments (PEDs) will also be required to consider a developed, revised and strengthened Curriculum Policy Statements with dedicated focus on Assessment for Learning. Henceforth, an Assessment for Learning pedagogical strategy and Educator Mediation Programme will also be required," explained the Chief Director. Furthermore, Dr Simelane said that to achieve the Three-year Curriculum Recovery Plan, the sector will have to use the 2020 Curriculum Recovery Framework as the base document.

REMINDER

Assessment for Learning already declared by DBE as a national pedagogical strategy

Effective use of AfL approach

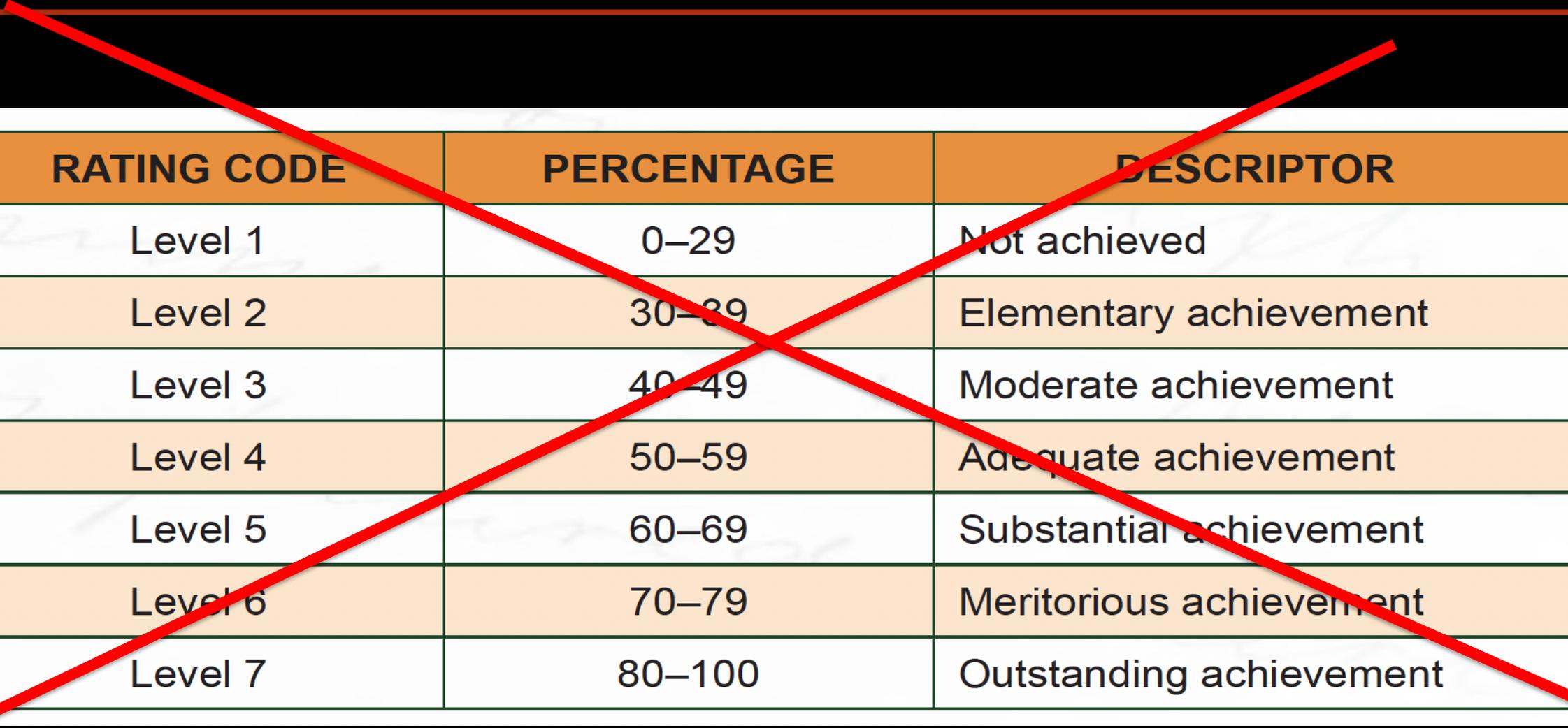
- AfL approach empowers EDUCATORS/DECISION MAKERS to apply specific strategies and techniques to address the learning needs of ALL learners DURING the learning process
- Evidence is clear that the effective use of AfL approaches not only can lead to improved learning but that it leads to learning gains for all learners irrespective of home background



STEP 1

- To prioritize the PRIMARY purpose(s)
- Access to learning pathways
 - Detailed information to learners, parents, teachers, education officials to enhance learning and teaching
- Eliminate (Reduce) Certification role
- In our current system - HARD to ACHIEVE??

STEP 2 - Change reporting format



RATING CODE	PERCENTAGE	DESCRIPTOR
Level 1	0–29	Not achieved
Level 2	30–39	Elementary achievement
Level 3	40–49	Moderate achievement
Level 4	50–59	Adequate achievement
Level 5	60–69	Substantial achievement
Level 6	70–79	Meritorious achievement
Level 7	80–100	Outstanding achievement

NO information on what learners KNOW and CAN DO

Using Standards Based Reporting

- **Emphasis on knowledge and skills and not only marks**
- **Given information to teachers on topics/sections for which learners require additional support**
- **Allows for information for use to develop interventions at district, provincial and national level**

Standards based reporting format

Partially Achieved	Achieved	Advance
<p>Student functions largely at ‘operational’ as opposed to ‘conceptual’ level & can:</p> <ul style="list-style-type: none">• do simple straightforward operations (+, - & x) that involve whole numbers;• identify whole numbers on a number line;• identify regular geometric shapes;• calculate area & perimeter of rectangles using numbers, not symbols;• solve problems of one-variable: time/money.	<p>Student functions largely at ‘conceptual’ as opposed to ‘operational’ level & can:</p> <ul style="list-style-type: none">• operate equally well with symbols & numbers;• make reasonable estimations of spatial dimensions & have ‘good sense’ of proportion;• express decimals as comm. fractions & vice versa and do estimations that involve both;• solve complex problems that involve more than one variable, e.g. money & mass;• support their viewpoints with valid reasons.	<p>Student functions predominantly at ‘conceptual’ level & use operations to support reasoning & can:</p> <ul style="list-style-type: none">• Organise & arrange both numbers, variables & functions in logical order to solve problems;• work efficiently with a wide spectrum of real numbers;• ‘visualise’ & operate complex spatial transformations to solve problems;• support their viewpoints with valid reasons.

Standards based reporting will allow for focus on EQUITY

Set targets to reduce percentage of learners at lower levels of performance - Grades, Class, School, District, Province, National level

Not Achieved		Partially Achieved		Achieved		Advance	
M %	F %	M %	F %	M %	F %	M %	F %
23	14	43	28	26	38	8	20
11	5	48	31	23	42	18	22
7	10	39	27	28	44	15	19
3	1	25	20	52	49	20	30

STEP 3

- **Prioritize - use of the Grade 9 Assessment results to identify and address the learning needs of ALL learners -**
 - **Systemic Evaluation, ELNA, PIRLS**
- **i.e. Formative use Summative Results**
- **Must be applied alongside an effective use of formative assessment within the classroom**

Conclusion

- **Current model to implement the G9A - incorporates and foregrounds all the key characteristics of to improve learning and teaching for ALL**

- **Project based learning**
- **21st century skills**
- **Inclinations assessment**
- **Priority inclusivity**
- **Foregrounds SBA and AfL**

**Very similar to
current
assessment
policy**

Conclusion

Unless we effectively address **CURRENT, DOMINANT** practices that foregrounds accountability and performance over learning and learning needs of learners, especially learners from poor and marginalised communities, the **INTENDED INTENT** of the G9A will most likely fail to materialize

Questions ?
Suggestions !
Comments !

KanjeeA@tut.ac.za
anil.kanjee@gmail.com

Activity ???

1. List ONE new "IDEA" YOU got from this presentation?