

## MVELEDZANDIVHO PROJECT 2004 - 2008

This period has seen the winding down of the Mveledzandivho School Development, Support and Intervention Project - a partnership project of the Department of Education and the BHP Billiton Development Trust, managed by JET Education Services - and the commencement of the final evaluation by the Human Sciences Research Council (HSRC).



*Gina Hlophe  
Project Manager  
JET Education Services*

### Purpose and objectives

The overall purpose of the Mveledzandivho Project was to improve the quality of learning and teaching in the 27 participating schools, spread across six provinces. The proposed specific objectives of the project were to:

- improve the quality of education and life of the children of BHP Billiton employees attending these schools;
- ensure the long-term sustainability and

impact of the project in the participating schools;

- improve the employability and life chances of communities around the BHP Billiton (SA) mining plants.

The first objective in particular has been pursued in the support programme through:

- educator or teacher development and support in Mathematics, Science

(Life Orientation for Foundation Phase learners in Grades R to 3) and English/Language of Teaching and Instruction across the curriculum;

- the introduction of schools and teachers to technology education;
- training and support for school management teams and governing bodies;
- the provisioning and/or improvement of physical infrastructure, learning support materials and other critical resources;
- the creation of a conducive learning environment by addressing youth and social development issues in the context of inclusive education through recreational, sporting and cultural activities and training workshops.

The remaining objectives relate to the long-term impact of the project on the community, which can only be evaluated through

### in this issue



*Zenex  
Gauteng  
Schools of  
Excellence*

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**JET EDUCATION  
SERVICES**

ISSN: 1819-6675

*Published by:*  
**JET EDUCATION  
SERVICES,**  
3rd Floor, Braamfontein  
Centre,  
23 Jorissen Street,  
Braamfontein.  
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DTP by  
Kathy Tracey (JET)  
Printed by  
Print 404 (Pty) Ltd

a future impact assessment. At this stage, one could, at best, deduce from learner performance levels and other related factors whether or not the project enhanced the learners' chances of success in terms of uptake into the world of work or tertiary studies.

### Focus areas

Emanating from the abovementioned objectives, the Mveledzandivho support or intervention programme was designed and conceptualised to focus on seven interrelated areas, each with its own specified outcomes:

- **Curriculum** support, with outcomes such as improved teacher knowledge and expertise in Mathematics, Science and Technology, and delivery of these learning programmes, improved methods of teaching and assessment strategies, utilisation of technology, management of learning and teaching resources, and learner performance.
  - **Governance and management** support, with outcomes such as improved management and administration of financial, material and human resources by School Management Teams (SMTs), improved capacity of schools to develop, implement and monitor their school development plans, better distribution and utilisation of learning and teaching resources, improved capacity of School Governing Bodies (SGBs) and Representative Councils of Learners (RCLs) to fulfil their roles, efficient management of the school curriculum and teaching time, and Section 21 status.
  - **Youth and social development** support, involving the social, physical, emotional, intellectual, moral,
- and religious development of learners, which may be achieved by engagement in activities such as sports, arts, culture, religion, and educational programmes on substance, sexual and physical abuse, violence, teenage pregnancy, and poverty alleviation.
  - **Early Childhood Development (ECD)** programme, with outcomes such as enhanced capacity among ECD facilitators to implement effective learning techniques, improved skills and the capacity to develop their own learning and teaching materials, and provision of essential learning and teaching materials to Grade R classes.
  - **Learning Support Material (LSM) and resource provisioning**, including basic resources and advice on their use, management and maintenance.
  - **Infrastructure refurbishment**, including provision and maintenance of basic items necessary for the improvement of teaching and learning experiences. This ranged from providing educational aids such as blackboards, video players and TV sets to refurbishing schools in order to create safe environments by repairing falling ceiling boards, leaking roofs, hazardous toilet facilities.
  - **District training and support**, with outcomes such as enhanced capacity to undertake regular monitoring of project activities, collection and analysis of project data, use of any available information to advise on interventions, and the sustainability of acquired skills.

These areas were also closely followed in the development of the indicators and instruments applied during the execution of



programme activities and the evaluation.

## Programme evaluation

Towards the end of 2007, JET Education Services initiated negotiations with the HSRC for the latter to conduct a summative evaluation in 2008, when the project would end. An agreement was reached during March 2008 that the HSRC would conduct the final evaluation. (It is worth noting that some school-based activities, continued until September 2008, albeit at reduced rate). The evaluation highlighted changes brought about by the project, as well as some areas for concern.

### *The role of the district*

The coordinating role of the district has become much more prominent over the past two years. The districts have taken more charge of key elements through dedicating specific offices or officials to supporting Mveledzandivho, and the functions that the support programme intended to develop. The role played by departmental officials through Area Working Groups (AWGs) was crucial in ensuring that all stakeholders at local level had a platform from which to review and deliberate on the project. In addition, these officials were responsible for either monitoring various support programmes or for carrying out the actual support. Some of the elements that have been well supported include training, guidance and support to SGBs and even SMTs, and a growing emphasis on time management and not compromising teaching time.

A gain that stood out and attracted the evaluators' attention is the fact that there have been many staff appointments over the last two years, in addition to securing some extra facilities both for extra classrooms and to serve as storage and other space. This was done without compromising teacher-learner ratios.

Many other aspects of district functioning have continued to improve at broadly the same levels as noted in the 2006 mid-term evaluation, particularly pertaining to monitoring the implementation of financial, administrative and human resources policies, and keeping important documents related to this.

Areas which improved greatly include:

- schools keeping comprehensive systems, documents, records, files and registers, including budgets and learner performance data;
- developing a learning support material policy;
- progress reports, also to SGBs, related to the implementation of School Development Plans (SDPs);
- meetings and documents pertaining to SMT functioning; and SGBs increasingly approving financial expenditures.

However, the quality of the broader functioning of SGBs, especially holding Annual General Meetings and keeping minutes of these, could not be confirmed. The amount of training provided for SGBs seems to have declined too. RCLs function through sub-committees less effectively than before (having reduced even further from relatively low levels). In addition schools also are not as disciplined as they were earlier on in the project in keeping and being able to produce financial documents, systems and files reflecting all transactions.

Systems underpinning sound time management developed strongly over time. There has been much more evidence of schools making use of extra



classes to increase tuition time to learners in key learning areas.

On the other hand, it seems as if labour and union activities, as well as bereavement-related events such as memorial services, were more often than before causes for disruptions in teaching time.

### **Other issues for concern**

The detrimental effect of staff changes at district level is a cause for concern. This created many disruptions and discontinuities in terms of coordinating project delivery. Nevertheless, project initiatives served to ensure that positive institutional culture within the district was created and can be maintained, thus minimising the vacuum that could be caused by movements of staff members. Teacher mobility within and between schools could threaten project delivery and hinder the retention of an “institutional memory” of the inputs made and materials provided by the project, and sustaining project benefits.

A vast amount of effort has been spent on management and teacher/curriculum support and training. It is unfortunate that the monitoring information system for the period from 2006 to 2008 has not been kept in as much detail as for the period before that, with teacher attendance records, and governance and management workshops, training and support information particular casualties.

The phenomenon of losing learners between the end of Grade 9 or Grade 10 up to Grade 12 kept on unabated and even increased greatly at many schools, not boding well for curbing drop-out rates, or entrenching high throughput rates.

In addition, two schools respectively



lost their Grade R/I and Grade 12 year groups.

Hygiene and usable learner toilet facilities have also deteriorated much of late.

### **Curriculum planning**

Heads of Departments (HODs) are clearer than before about their roles in curriculum planning, and teachers are more able to develop detailed work plans and schedules. The articulation of various important elements within curriculum plans has also advanced, and assessment, monitoring and moderation, and working schedules have all become better integrated. The broader policy development and planning roles of SMT members and HODs have also been concretised increasingly.

However, monitoring and ensuring the implementation of such policies

were evidenced less frequently than before. In particular, decreasing activity by SMT members in monitoring assessment policy and the practical implementation of curriculum plans was noted. Ratings of the value of curriculum planning training have also decreased. Lesson planning and related teaching activities continued at good levels.

### **Curriculum delivery**

A range of teaching activities has improved significantly. This includes delivering more learner-centred lessons, understanding and sticking to the National Curriculum Statement (NCS), teaching at levels appropriate to the cognitive needs of learners, and relating learning contents to everyday life and reality. Learning support materials are being used more effectively.

Teaching methods, teacher knowledge and lesson focus were all elements of teaching rated at constant and acceptable levels over time.

Ratings of the role of Mveledzandivho in improving curriculum delivery were however, less positive. It has to be noted that in cases where the bulk of such work may have been done very well and acknowledged as such during the period up to 2006, recent ratings showed a decline.

### **Assessment**

The frequency, quality and variety of assessment events were all aspects that improved well over time.

However, given less direct involvement, teacher knowledge about assessment policies seems to have decreased quite a bit lately from relatively low levels formerly. Ratings of the role of

Mveledzandivho in improving assessment practices have also become less positive.

### **Promotion of fluency in the language(s) of learning and teaching**

Most project schools switch from teaching in the mother tongue to the medium of English by the end of Grade 3. It is therefore important that special efforts be made by schools to promote proficiency in the relevant language of instruction as this is a necessary (but not sufficient) condition for improving academic performance.

The number of schools having policies promoting the language of instruction has increased strongly. So has the number of schools monitoring compliance with such policies. In addition, practical mechanisms for encouraging the use of English at senior grades, and pursuing NCS targets set for volumes of written work required from learners have all increased significantly.

In contrast, the volumes of written work observed in the books of Grade 4 learners and Grade 7 Science learners have markedly decreased. The previous point is also related to learners' engagement in reading and writing having remained rather low over time, regardless of calls at the mid-term evaluation that

such activity has to be increased rapidly as it is pivotal for literacy development. Teachers remained fairly competent in the languages of learning and teaching.



### **Early Childhood Development**

The following factors pertaining to ECD (and/or Grade R classrooms) have all improved significantly, testifying to large gains in this segment: learner-teacher ratios; timetabling; pursuing and adhering to NCS requirements; integration into the rest of the Foundation Phase activities at schools (Grades 1 to 3); quality assurance and feedback to teachers; developing long-term teaching plans; specific activities fostering literacy and numeracy development among learners; and

satisfaction levels with Mveledzandivho training and support.

In contrast, areas which require further improvement include outside and other facilities, facilitator qualification levels, formal assessment and sourcing or producing

specialised learning support materials. Increasing staff turnover and inefficiency in keeping learner attendance registers are also issues for concern.

### **Youth Development, Sport and Culture**

The project saw the introduction of chess, cultural activities and inter-school competitions. Life-skills related topics and activities have been integrated into the normal curriculum. The district became more involved in

supporting RCL training and functioning. HIV/AIDS awareness programmes were increasingly emphasised.

However, the participation level of RCL members on an annual basis, given their re-election every year, has decreased over time. Schools continued to be hampered by the lack of sports and related facilities.

### **Examination results**

The absolute number of learners writing and passing matriculation

examinations increased over time. In as far as the external learner performance assessment is concerned, consistent improvements have been observed only at the level of Grade 10 for some language aspects (inferential comprehension and creative writing).

The remainder of trends across learning areas and grades, and even sub-sections within learning areas, were erratic. Three schools each showed some consistency across learning areas, but within grade only, in respect of having either improved or deteriorated performance levels over time.

Pass, exemption and distinction rates remain a concern at very low levels.

### **General contribution of the Mveledzandivho project to changing teaching and management practices**

Many more Mathematics and Science teachers than before are recorded to have received school support visits. More ECD facilitators reported receiving support visits and attending workshops in the second half of the programme compared to the first half. Satisfaction ratings also improved over time. The number of management and teacher school-support visits remained rather constant over time, as did the ratings of satisfaction pertaining to them, as well as to teacher workshops. The reported ratings of the satisfaction of managers with governance and management training workshops increased over time. However, the volume of both teacher and management workshops attended seems to have tapered off since 2007, especially towards 2008, when compared to the same period in 2006.

A large volume of resources were received through Mveledzandivho

and these appear to have been looked after reasonably well.

However, the Baseline and Mid-term benchmarking and evaluation reports, as well as the school profiles (against indicators), that had been produced during 2006, were reportedly used (and/or remembered) by only a very few schools.

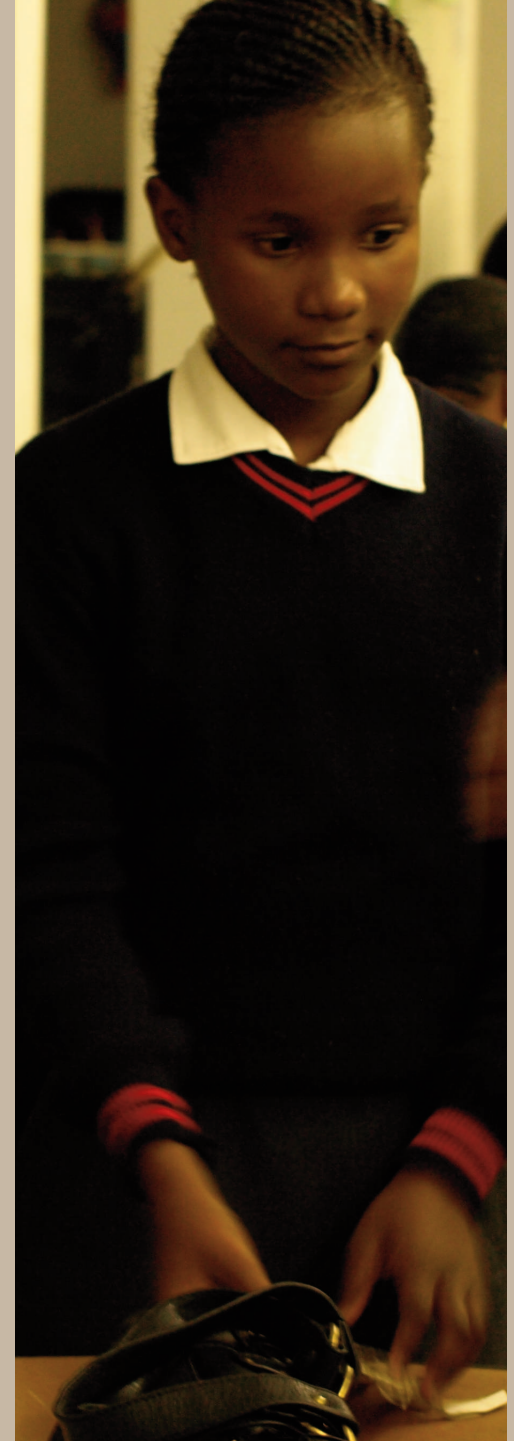
### **Overall improvements**

Whilst there remain many issues for concern and areas in which further improvement is necessary, the evaluation showed that overall improvements attributed to the Mveledzandivho Project include:

- policy development;
- curriculum management;
- SGB and SMT functioning and clarity about roles and responsibilities;
- time management;
- curriculum delivery (especially moving on from theoretical understandings to practical implementation);
- expanding the range of teaching and assessment methods;
- lesson planning; and the effective use of LSMs during lessons.

### **References**

- Prinsloo CH, Roberts J, Pereira C. (2006). *The Mveledzandivho (Knowledge Creation) Mid-term evaluation report*. Pretoria: Human Sciences Research Council.
- Prinsloo CH, Netshitangani T, Ntabanyane G, Pereira C. (2008). *The Mveledzandivho (Knowledge Creation) Summative Evaluation Technical Report*. Pretoria: Human Sciences Research Council.



# ZENEX GAUTENG SCHOOLS OF EXCELLENCE PROJECT

This project sprung into action at the beginning of 2008 with the delivery of resources to the schools and the first workshops for teachers being held. However, this did not happen without solid foundations being laid during 2007. The Zenex Foundation wishes to improve Maths and Science results at matric level so that school leavers have a certificate that will enable them to enter into their chosen career. It was decided that a three-year project, with the emphasis on Numeracy/ Maths and English in the primary schools and Maths, Science and English in the Further Education and Training (FET) phase would be implemented in a selected district in order to achieve this goal. Management of the curriculum was planned for the School Management Teams (SMTs) of all the schools.

Negotiations with the Gauteng Education Department led to the selection of Johannesburg Central D 14 District being chosen as the district in which this project would operate. Seven high schools and 13 feeder primary schools were chosen by late 2007. The following phases were selected:

- Foundation Phase Grades R – 3
- Intermediate Phase Grades 4 – 6
- FET phase Grades 10 – 12

## Service Providers

The following service providers were selected in order to ensure that the teachers received the best training and support in the above mentioned learning areas:

- **READ Educational Trust:** to supply the resources, across the phases, for the development of reading programmes. The programme involves teacher workshops and classroom monitoring. The resources

supplied ensure that the learners have access to relevant, second language readers and are able to build up their confidence as readers and writers in English.

- **Supedi:** this programme was chosen to work in the primary schools and supplied colourful, practical Maths equipment for the Foundation and Intermediate Phase learners. Afternoon workshops, with follow-up classroom support in the practical use of the equipment and implementation of the Learning Programmes, were held.
- **Sci-Bono Discovery Centre** is delivering the training and materials to the FET phase of the programme. Lesson plans for each of the grades have been developed, training in the new curriculum and covering the new concepts has been delivered, and follow-up classroom visits have been conducted.
- **Matthew Goniwe School of Leadership and Governance** has trained relevant SMT members in the management support of curriculum delivery and resource management.

## Challenges to the Project

Not all District officials were appointed when the year began. A new District Director was appointed in May, as were new Institutional Development and Support Officers (IDOS) and subject advisors. The constant changing of staff has meant that the project has had to be explained to the new officials and buy-in has had to be obtained with the new personnel. The original co-ordinator has been replaced by a new appointee who only came into the programme in September. She is busy catching up with what is



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happening in both the management and curriculum portfolios.

Communication with the schools is difficult as most schools do not have access to e-mail and often messages left with the principals do not get through to the relevant teacher. Consequently teachers have failed to arrive at workshops as they have not been informed of them.

As the learning programmes were only delivered well into the first term, some schools had already begun implementing learning programmes that they had worked out with the District and were loathe to change them. This meant that the schools were not working consistently on one learning programme.

Lesson plans that were delivered at workshops sometimes covered material that the teachers had already taught and they felt that they were not being adequately supported in the work that they needed to present in class.



*Grade 1 Afrikaans learner at Nancefield Primary learning the English terms for his family with the aid of a READ Big Book*



*Grade 2 learners at Nancefield listen intently while their teacher tells a READ story*



*Grade 12 Science learners at Bhukulani Secondary, Soweto*



*Lettie Miles and Gail Campbell of Zenex watch learners make a presentation at Bhukulani Secondary, Soweto*

The mid-year results were quite disappointing but we were unable to draw many conclusions from them as they were internally set and marked.

The teachers have difficulty in pacing themselves and consequently areas of the curriculum are left untouched.

### Successes achieved in the year

The Gauteng education MEC, Ms Angie Motshekga, launched the project at Sci-Bono in May. Three matric science pupils, from Bhukulani Secondary in Soweto, gave a spirited demonstration on the importance of language in the understanding of scientific problems posed in the matric examinations.

Frequent meetings between the service providers and district staff have led to a strong collegial atmosphere. There is a keen desire to work together to find the best methods in order to improve the quality of results. The results from the baseline and mid-year testing have highlighted the areas that need to be addressed.

All stakeholders are now working together to ensure uniform planning for next year so that schools know well in advance when workshops and monitoring visits are to be held. Uniform learner programmes have been developed for next year.

Communication lines are constantly being upgraded to ensure everyone knows when workshops are to be held.

### Where to in 2009?

When the project began the emphasis was on the teachers, in that they would be supported and monitored in the implementation of the New Curriculum Statements. As the year progressed it became evident that the support of learners was required at the FET stage. Sci-Bono held a holiday school in each of the high schools in September, but it was realised that a more intensive approach was

required. The Zenex board granted funding for the Tsebo Education Network to implement a learner programme that would support the Grade 10 and 11s in 2009 and the Grade 11 and 12s in 2010. A selection process, looking at individual learner performance along with a learner self-motivation letter, is about to get underway so that this programme can begin early in 2009. The programme will involve Saturday and weekday classes, winter and spring break camps and an examination preparation camp. It is hoped that regular contact with the students will help enthuse them and keep them working at a steady pace throughout the year towards their individual goals.

READ Educational Trust is implementing a new reading programme with the development of reading policies within schools. Some schools have already drawn these up and are working from them. READ is developing an independent reading scheme to assist teachers in working with learners with differing reading abilities. Study guides for the Grade 12 set works have been developed. Learners will be able to work through these with the assistance of a learner workbook.

Plans are in motion to ensure that the FET Maths and Science teachers keep to a set year plan by working on common pace setters and assessment standards. This will enable the high schools to sit common, externally set, assessment tasks. This will help benchmark success within a school and further enable the service providers to implement the relevant support for each school.

The year plans for 2009 are to be circulated to the schools before the beginning of the 2009 academic year so that schools, and teachers, are aware well in advance of the dates of workshops and monitoring visits.

We believe that the team work between all stakeholders in the project is assisting us all in implementing a project that can only strengthen and develop the schools in which we are working.



# COMMON TASK ASSESSMENTS IN THE FOUNDATION PHASE

## Introduction

In the Government Gazette no. 30880 of 14 March 2008, the Minister of Education, Naledi Pandor, launched the *Foundations for Learning Campaign*, which aims to provide clear directives regarding the minimum expectations for schooling in the primary grades and ultimately aims to improve learner performance. One important aspect of the campaign is the annual assessments to be written by all learners in grades 1 to 6. These assessments can be classified as *Common Task Assessments (CTAs)*. Their purpose is to assess the level of learning and teaching taking place in classrooms, as well as to provide teachers with examples of good quality, grade appropriate assessment activities. This campaign is to be implemented at a national level by the end of 2008.

Before the *Foundations for Learning Campaign* launch, systemic testing at provincial levels had taken place (e.g., The National Department of Education's Systemic Evaluation in 2006 and 2008), most frequently in the learning areas of literacy/language and numeracy/mathematics. Some provinces also undertook assessments in the form of Common Task Assessments (e.g. Gauteng Department of Education's Numeracy Challenge). JET's work has contributed to both these types of testing and assessment through its research and evaluation work as well as its assessment programmes.

In July 2008 the Centre of Evaluation and Assessment (CEA) at the University of Pretoria hosted the Association for Evaluation and Assessment in South Africa (AESESA) conference on assessment.



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JET presented three papers at this event, one of which focused on the topic of Common Task Assessments. Evidence from a province-wide numeracy assessment project was presented and discussed in terms of factors that contributed to the level of success achieved. The project goals and the manner in which the tests were administered make this particular project a good illustration of a Common Task Assessment.

## The Project

The project had two broad objectives:

- To provide Foundation Phase (FP) teachers with a broad variety of level-appropriate mathematical activities which demonstrated the complexity and range of mathematics Learning Outcomes in the National Curriculum Statement (NCS);

- To provide information regarding the achievement of learners, schools, districts and the province as a whole in Foundation Phase numeracy.

If we look back at the description of Common Task Assessments, i.e., common tasks which assess the level of learning and teaching as well as provide teachers with examples of good quality, grade appropriate assessment activities, this project's objectives fit very neatly into this definition. The question we need to ask is: "Were both project objectives simultaneously attained to a satisfactory level?"

## Test administration process

Unlike the standardised tests used in the Systemic Evaluation, the test administration was done by the teachers and not by 'outsiders'. In addition, in contrast to the standardised tests, the question papers or tasks were scored (marked) by the teachers and summary statistics were recorded and submitted to the respective district offices.

In most cases, the assessment papers were delivered to schools approximately one to three days before the test administration date. This was done so that teachers could familiarise themselves with the content of the assessment tasks. Critics of this process say that it gives teachers the opportunity to "teach the test items" before the test administration, therefore the results may not be entirely reliable or valid. In standardised tests, this is unheard of. However, there is some benefit inherent in the above procedure - it ensures that teachers are adequately prepared and gives them opportunity to clarify queries regarding the items or the language

or procedure. However, the appropriateness of this test administration process depends largely on the project's purpose and how the data collected will be used. If the data is to be used for making comparisons as to the state of performance levels, the opportunities for teaching the items need to be limited. If, on the other hand, the purpose is to provide teachers with good quality assessment items, limiting the teachers' interactions with the items before the test administration becomes less important.

To limit the amount of "cheating" or "teaching effects" the project required that teachers administered the tests at their schools, but not in their own classes. Most teachers interviewed admitted that this was a good strategy, although they did identify another issue: this method limited the amount of knowledge teachers gained regarding the performance of their own learners. Ideally, teachers should have received feedback regarding learners' performance and behaviour, but this seldom happened.

The answer to the question, "Is this test administration strategy beneficial to the success of CTAs?" lies in the desired outcomes of the project.

- When a project's aim is to provide quality assessment items and feedback to teachers, having the teachers administer the tasks to their own classes at the risk of them teaching the items, would be acceptable.
- If the aim is to gather reliable learner performance data, then limiting the amount of teaching of the items would be the route to follow.

In relation to test administration procedures, the project allowed teachers to choose from three options. They could:

- Read through all the questions and let learners complete the paper independently;
- Read through half the questions, let learners complete these questions independently and then repeat this for the remaining questions, or
- Read the questions one by one

The assumption made here is that allowing teachers to read the items limited the possible negative influence of poor reading ability on learners' numeracy performance. Most teachers selected the third option.

From what has been described, it is clear that this assessment was not a standardised one and by implication, comparisons between schools and districts, or between previous provincial results, were not possible.

Seen in conjunction with teachers' admitting to finding certain tasks difficult themselves or not knowing how to teach the concepts of certain tasks, it seems very important for teachers to receive in-depth training on CTAs. Such training should focus on the concepts addressed in the tasks, how they relate to the curriculum, as well as strategies to teach the concepts. Once again, if the focus is on gathering learner performance data, providing basic training on the administration of the tests should be enough. If the goal is to show how assessment can be improved and how particular aspects of the NCS can be assessed, then in-depth training is necessary.



The test developers in the project avoided a potential stumbling block in developing common assessment tasks, that of “testing to the current level of learning” instead of “testing to the expected level of learning”. CTAs can be used to set a standard for the level expected from learners and can therefore send a counterproductive message if pitched too low or too high. The ideal is to have a good balance of very easy, easy, moderate, difficult and very difficult tasks. What qualifies as a good balance? Once again, this depends on the assessment’s aims.

If the assessment aims to provide teachers with examples of assessment items set at the minimum requirements for the grade level, as stated in the Department’s Assessment Standards, more easy to moderate items will be required.

- If the purpose of the assessment is to provide teachers with grade appropriate items that go beyond the minimum requirements, more moderate to difficult items will be required.
- Another option is to systematically raise the difficulty level from year to year, starting with the minimum required difficulty level for the grade and progressing to the highest grade appropriate difficulty level.

The item developers in the JET project stuck closely to the NCS, to the extent of keeping the weighting<sup>1</sup> of the Learning Outcomes addressed by the items to that specified in the curriculum. This ensured that the bulk of the items addressed Learning Outcome 1 (numbers, operations and relationships), while simultaneously ensuring that the other Learning Outcomes were not ignored. The item developers furthermore ensured that the items lay on a variety of cognitive levels as defined in Bloom’s Revised Taxonomy<sup>2</sup>

## Conclusion

As a whole the project achieved its goal of providing teachers with a variety of grade appropriate assessment activities, and seems to have indirectly and positively influenced learner performance in Numeracy.

As a Common Task Assessment this project provides annual information regarding:

- The areas of weaknesses or strengths in Numeracy teaching, e.g. the need for intervention in the teaching of Learning Outcome 3 (shape and space).
- The expected standard of Numeracy teaching and learning per grade. The assessment tasks provide teachers with examples of items expected to be mastered at each level and thus, a measuring stick against which to assess the level of teaching and learning in their own classrooms.

However, due to the lack of standardisation in the administration of the tasks, comparisons of the performance of learners, classes, schools, districts and the provinces could not be made and therefore the second aim of the project, to provide performance data, was only partially achieved.

All in all, how the success of teacher administered common task assessments is viewed depends largely on what the project set out to achieve through their use - to provide objective standardised data or to provide teachers with examples of how to do assessment. The evidence provided from this project is that both objectives can be achieved, but not with equal success.

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<sup>1</sup> “Weighting” refers to the amount of time allocated to a particular Learning Outcome.

<sup>2</sup> Bloom’s Revised Taxonomy is a framework that categorises levels of cognitive functioning into six levels of increasing complexity.





## **NEW APPOINTMENT AT JET**

**W**e are pleased to welcome a new staff member to JET.



*Kezia Batisai, Project Officer, Evaluation and Research Division*



*In Issue 20 of the Bulletin we wrongly identified Trevi-jean Le Pere of Praxis Computing (pictured above with Jane Roach of JET Education Services) as Lettie Miles of Zenex Foundation. We apologise for the error.*

## **SPECIAL ANNOUNCEMENT**

**J**ET Education Services invite you to attend the 2008 Annual Review and Closure Conference of the Mveledzandivho Project.

Funded by BHP Billiton and managed by JET Education Services, this Education Development Project has been implemented in six provinces to improve learning and teaching in schools from 2004 to 2008.

**When:** 25 and 26 November 2008

**Where:** The Birchwood Hotel and Conference Centre  
Viewpoint Road, Bartlett, Boksburg