



How teachers use the Annual National Assessment data: Lessons for the future

JET EDUCATION SERVICES

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Annual National Assessment

Annual National Assessments (ANA)

- System wide uniform assessment tool for grades 1 to 6 and 9
- Written in Mathematics and Language
- Developed by the Department of Basic Education
- Trial runs in 2008 and 2009
- In current format 2011, 2012 and 2013
- Administered and marked by teachers
- Moderated by School Management Teams, Provincial Education Departments
- Sample of 2000 schools tests verified by external agent



Aims of ANA

Action Plan towards 2014 states the aims of the ANA

- Examples of assessment standards and methods
- Better targeted district support
- Evaluation of school performance
- Provide School Governing Bodies and parents with information

Two broad purposes:

- Guiding interventions
- Provision of system level measure of learner achievement in key subjects



Reporting on the ANA

Summary report of the national results for ANA

Diagnostic report on the ANA

- Guidelines on how to interpret the ANA results on different levels of system
- Guidelines are quite specific regarding the process to follow in analysing learner result
- Broad discussions of areas of weakness
- Broad suggestions for teaching



Reporting by schools

Schools and district analyse results following the guidelines for interpretation in the diagnostic reports

Effective use of assessment data require high levels of expertise from teachers

- Administer and mark the assessment
- Link the assessment items to specific skills/knowledge/concepts
- Interpret learner responses
- Provide relevant and constructive feedback
- Adjust own teaching



ANA as large scale assessment

Large scale standardised assessments

- Designed to provide reliable, valid and generalisable data
- Cannot capture the minutiae of performance on complex tasks
- Can provide limited diagnostic detail, not as much as formative assessments
- Time delay in feedback loops
- High-stakes consequences, teaching-to-the-test and narrowing of the curriculum

To counter act concerns DBE implemented these strategies:

- Teachers administer and mark the assessment (time delay shortened)
- Distribution of diagnostic reports: assumption that teachers would be able to analyse their own learner results
- Feedback to parents through report cards
- Provide relevant and constructive feedback
- Supplemented with formative class assessments

The pilot intervention project

The value that ANA offers for improving learning lies in the capacity of the Provincial Departments to support districts, schools and teachers to take up the ANA information and use it for improvement (Bansilal, 2012).

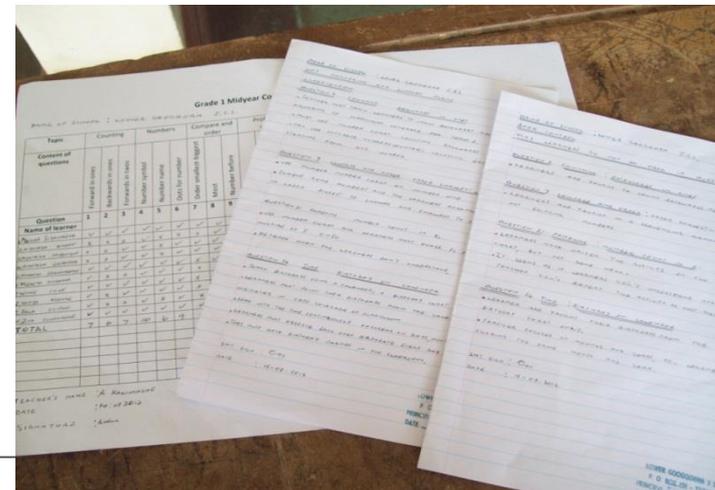
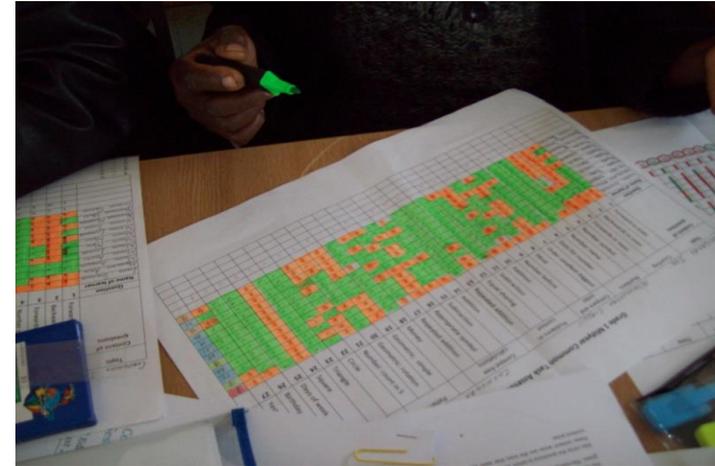
The analysis and use of assessment information by teachers, principals, circuit managers and curriculum advisers to improve learning outcomes is still in its infancy (Mandinach et al, 2006:4; Brunner et al, 2005).



What did we want to find out?
How did we go about it?

What we learned so far?

- General identification of skill addressed in question
- Struggled to place specific skill in hierarchy of skills
- Focussed on overall results and trends
- Focussed on right or wrong answers
- Struggled to interpret the learners level of understanding
- Struggled to interpret partial understanding and alternative methods
- Struggled to formulate teaching strategies to address weak areas



How to pave the way forward

- ANA is still in its infancy
- If used correctly, could provide some insights
- Development of pedagogical content knowledge of teachers
- Use of error analyses in learning forums
- Moving away from a compliance based approach towards a developmental approach.



Thank you!

