Supporting teachers to improve learner performance: The use assessment in the classroom

DoE Early Reading Workshop
5 – 9 February 2007

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CRITICAL POINT

Improve the quality of feedback to enhance learning

How?

Supporting teachers obtain AND use relevant evidence

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Aim:

The primary aim of this project is to develop the capacity of the education department to establish an integrated assessment system for providing relevant and timeous information to all roleplayers for use in improving learning in South African schools.

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Objectives:

- Review current assessment system to identify strengths and weaknesses in policies and practices and to determine areas that require alignment
- Design and implement the Grade 9 National Assessment study by modifying and piloting a systems model for monitoring the education system based on the “AQEE to improve learning” model (i.e. Access, Quality, Efficiency, Equity).
- Improve learning and teaching practices by developing and piloting a classroom assessment resource system for teachers.

Classroom level

- To determine the current understanding and use of classroom assessment by teachers across the different grade levels and school types, with specific focus on how assessment is used to provide relevant and timeous feedback to learners to improve performance.

- To identify appropriate practices for reporting assessment information to parents, and to determine how this information is used to improve learner performance.

Education Dept level

- Provide a detailed analysis of current assessment policies and practices and audit of available systems and structures within schools, districts, provinces and nationally

- To develop the capacity and skills of education department personnel at the different locations and levels dealing with the various aspects associated with building and maintaining assessment systems.

Outcomes

Set of policy options that are:

- **Piloted at scale to**
- **Determine impact on achievement (RET)**
- **Costed**

Example:

- **Option 1 – 9 % increase at R x.x million**
- **Option 2 - 18 % increase in scores for rural learners @ R y.y million + 11% for Urban learners @ R z.z million**

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What do we know about the factors that improves learner performance in schools?

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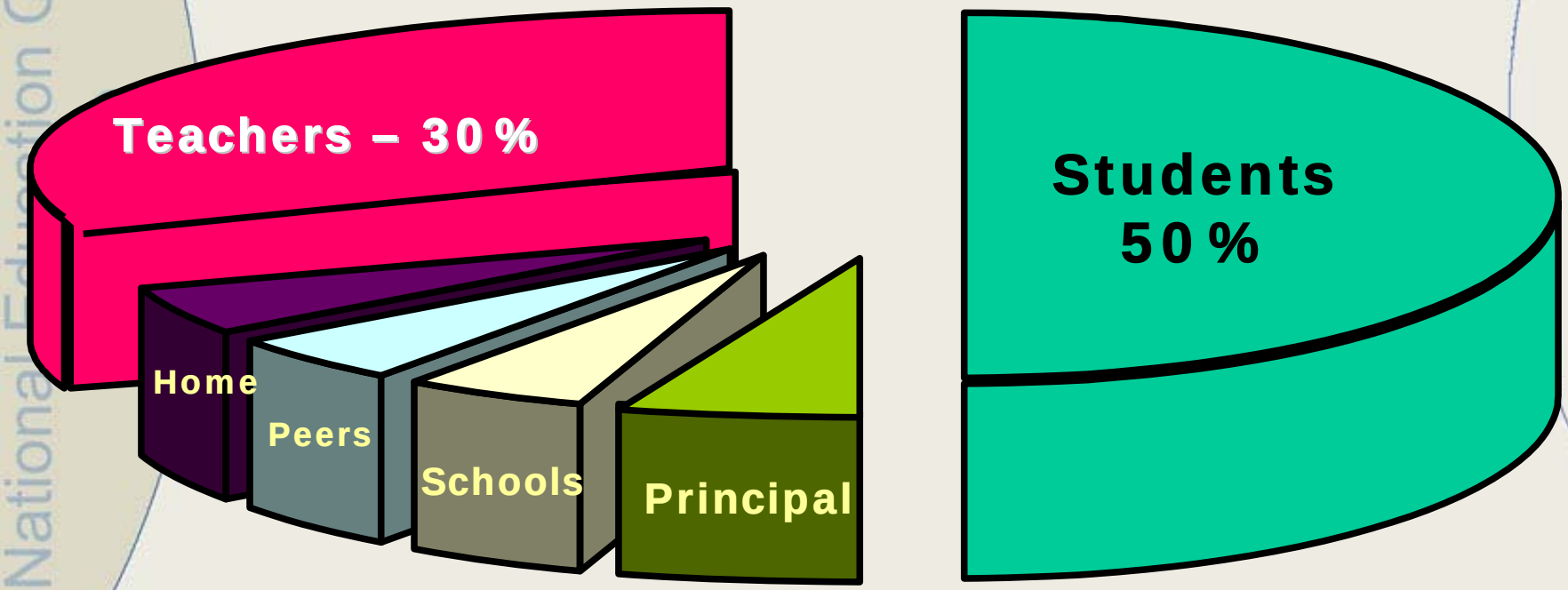
Variation in performance explained by:



John Hattie - Results based on

- over 337 meta-analyses,
- 200,000 effect-sizes from
- 180,000 studies,
- representing approx 50+ million students, and
- covering almost all methods of innovation.

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Most significant effects

Influence	*Effect Size*	*Source of Influence*
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Parent involvement	.46	Home
Homework	.43	Teacher
Teacher Style	.42	Teacher
Questioning	.41	Teacher

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What do we need to do to support our teachers improve learning in schools?

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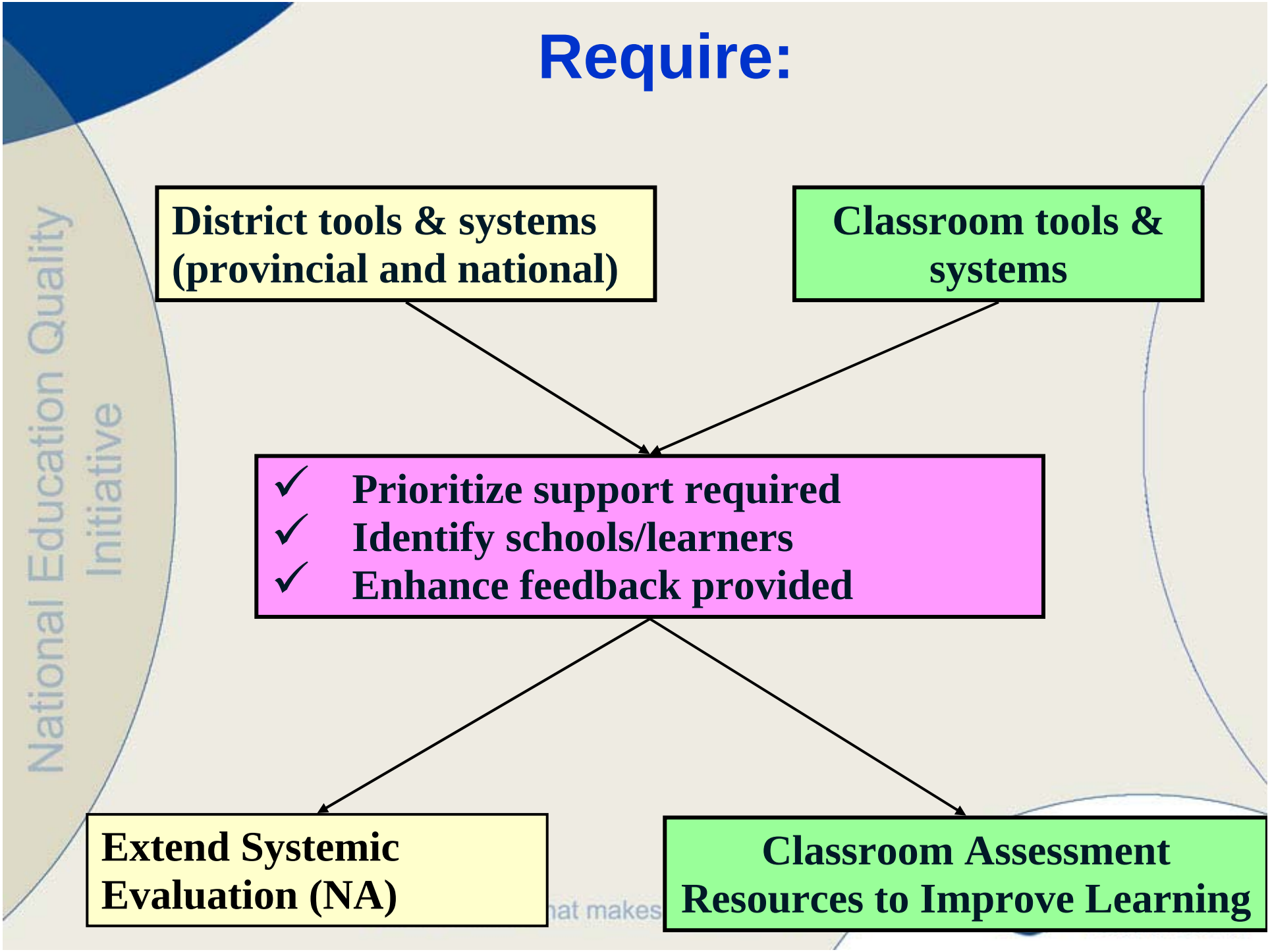
Require:



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How do we support our teachers improve learner performance levels in our schools?

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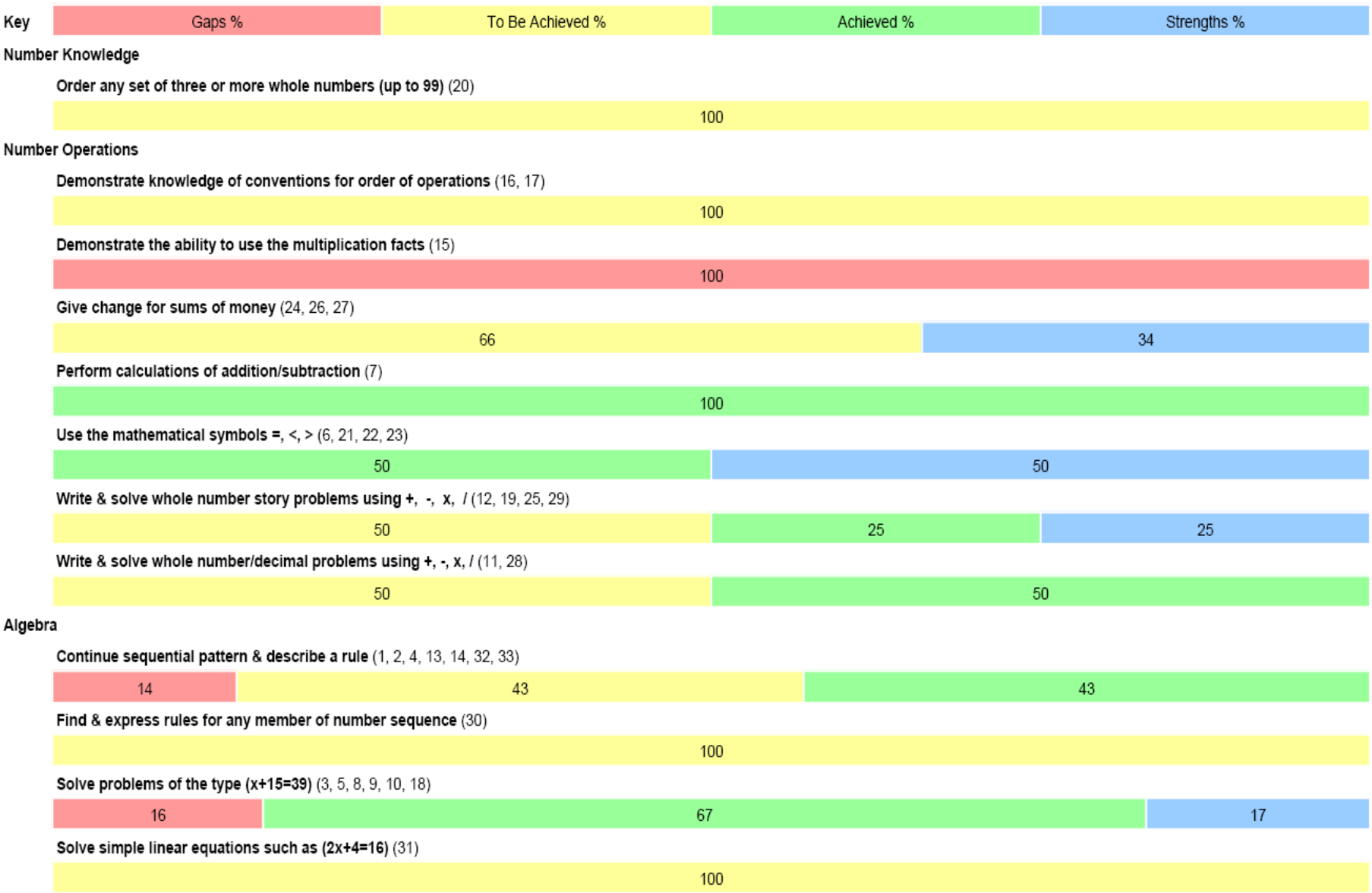
Classroom Assessment

- **Empower** teachers to:
  - Identify learner strengths & weakness
  - Determine appropriate interventions
  - Obtain ideas for “next steps”
  - Records trends in performance over time
- For use by TEACHER ONLY – i.e. **lowstakes** (not M&E by principal or district)

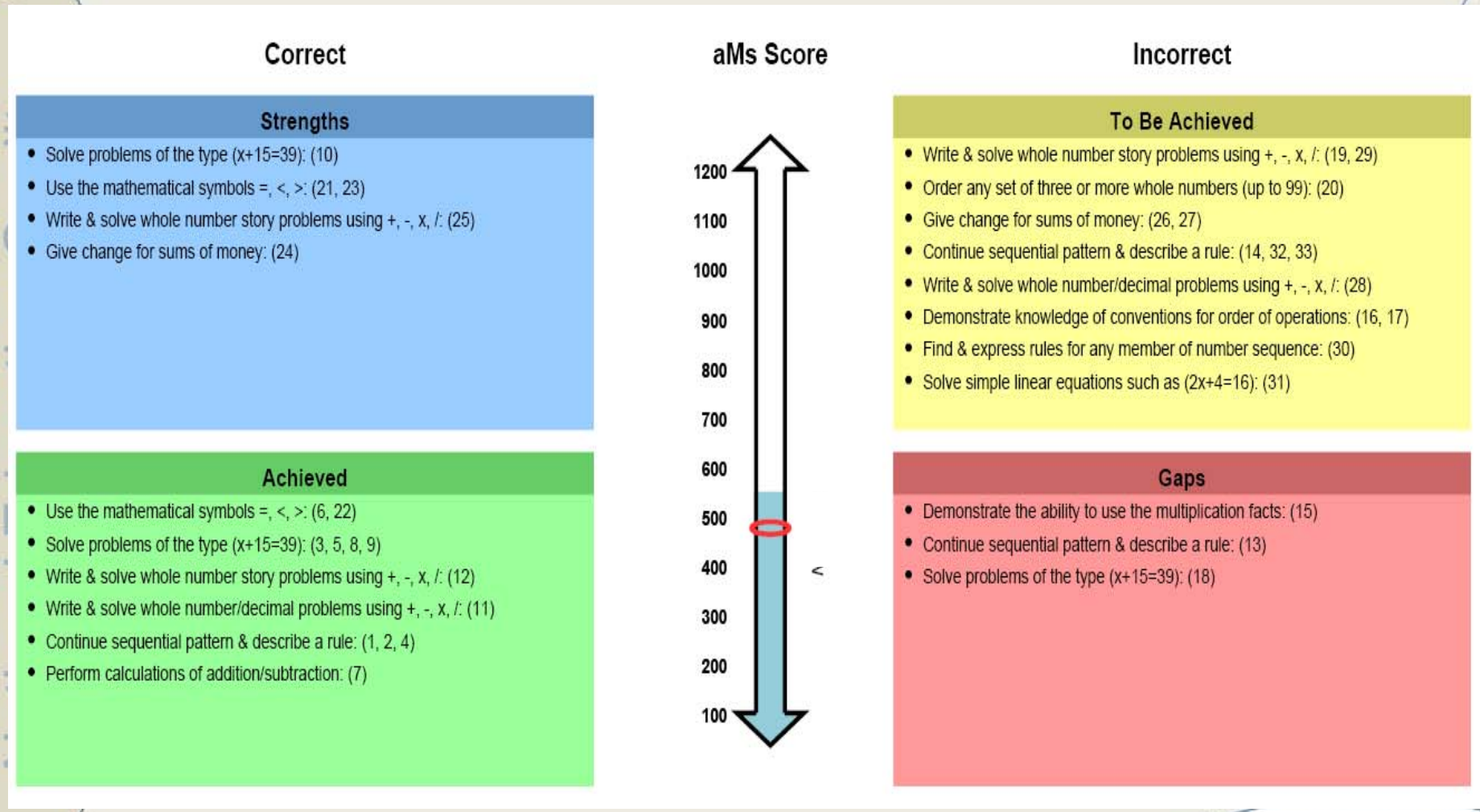
Classroom Assessment

- **CRITICAL for providing relevant feedback**
- Available when you need it
- Specific to curriculum/learning outcomes
- Reduce work load

Classroom Performance Profile

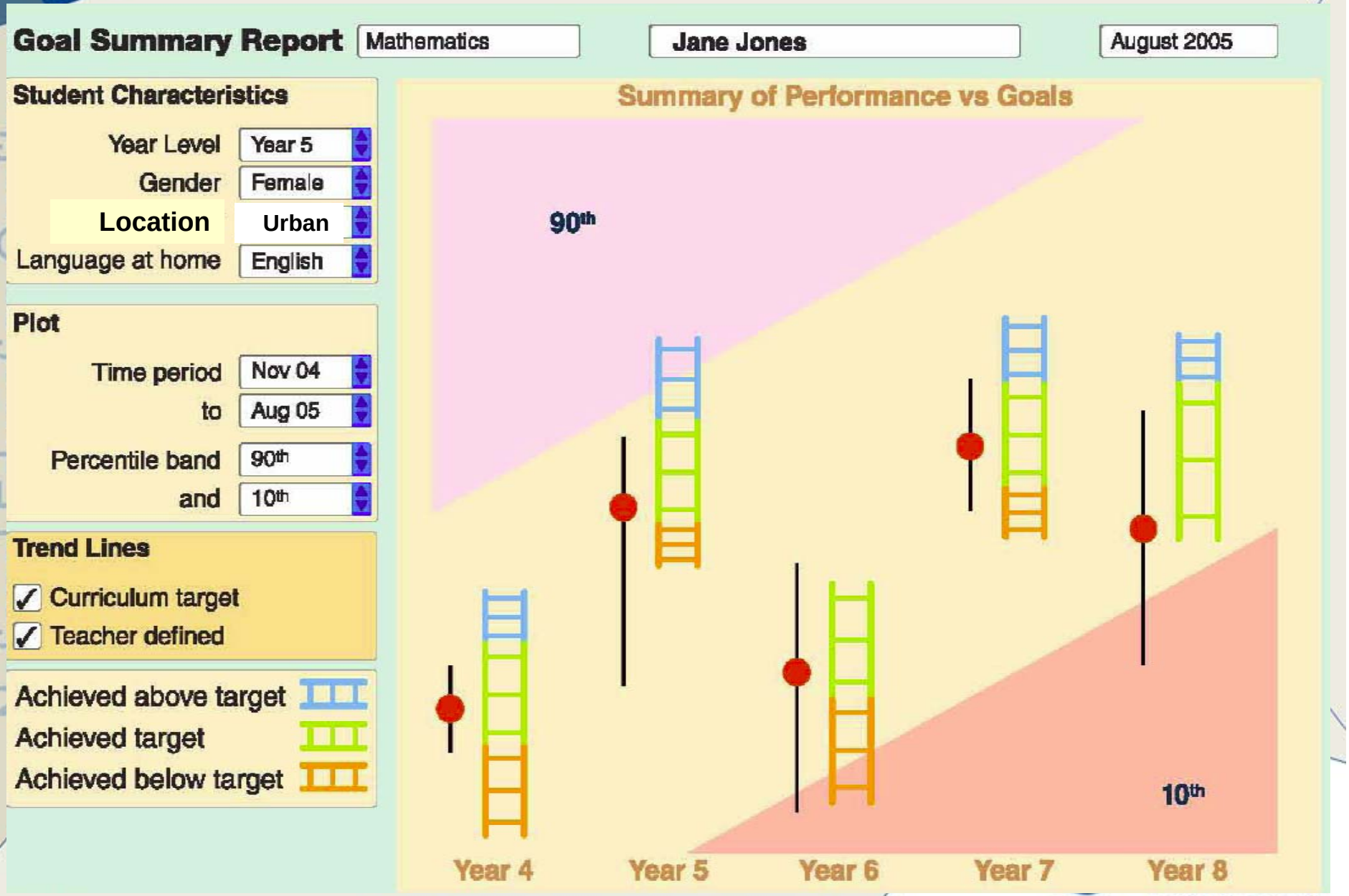


Learner Performance Profile



Individual learner trends

Performance by Curriculum levels



Interaction Effects

Ethnicity: All
Year: 4, 5, 6, 7, 8
Gender: All

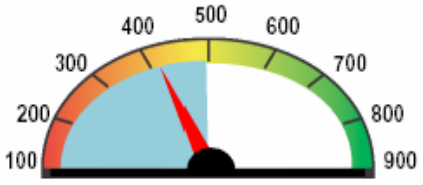
Language: All
Cluster: All Clusters
SA

Location:

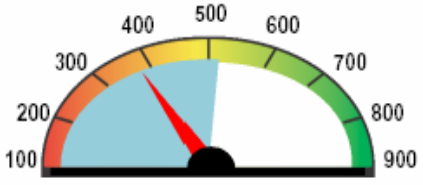
No. of Students: 195

Performance: **Your Group Performance:** **No. of Results:** [*n*]

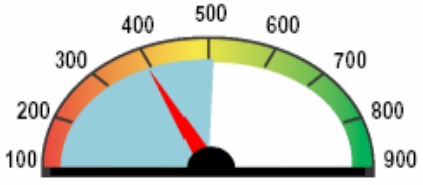
Curriculum Functions



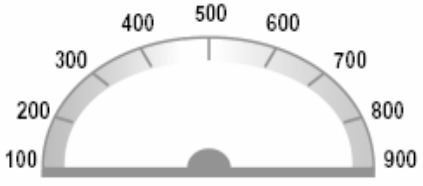
Number Knowledge [195]



Number Operations [195]

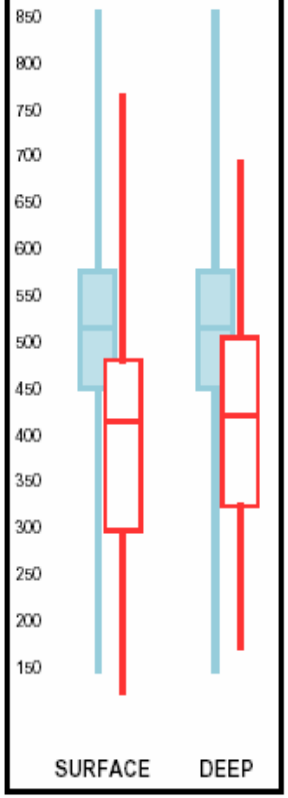


Algebra [195]

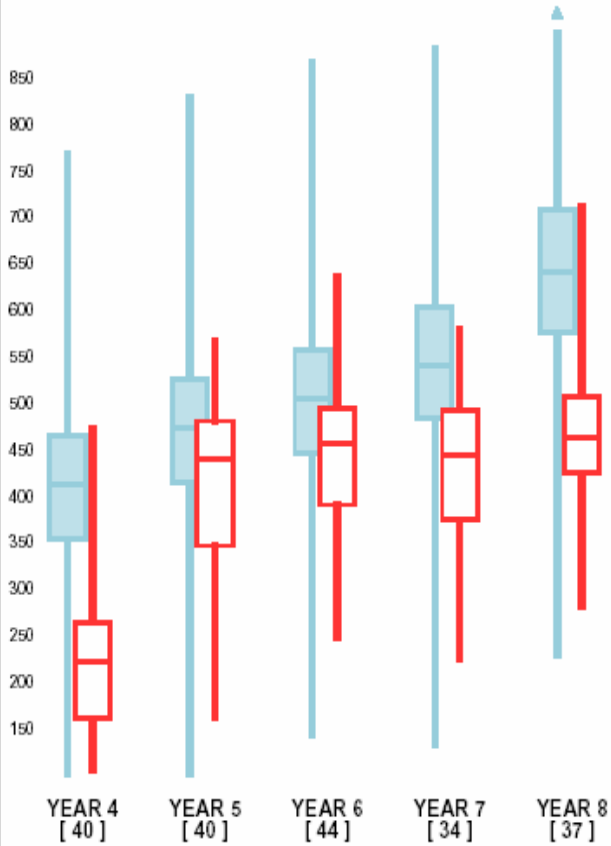


Measurement [0]

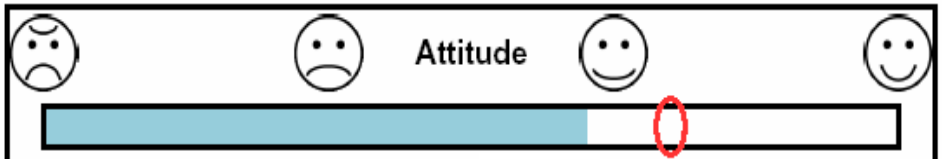
Depth of Thinking



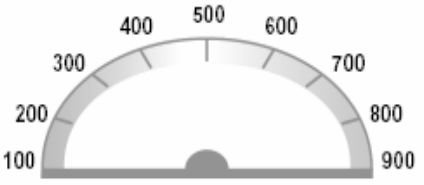
Mathematics Scale



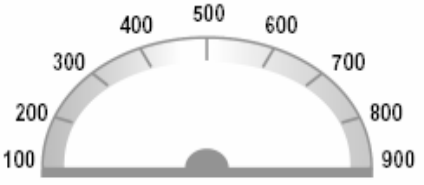
Attitude



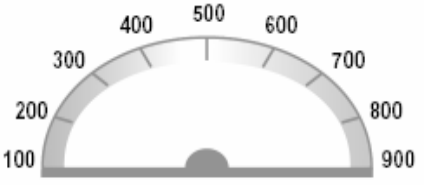
Curriculum Functions



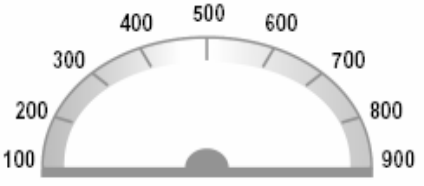
Geometric Knowledge [0]



Geometric Operations [0]

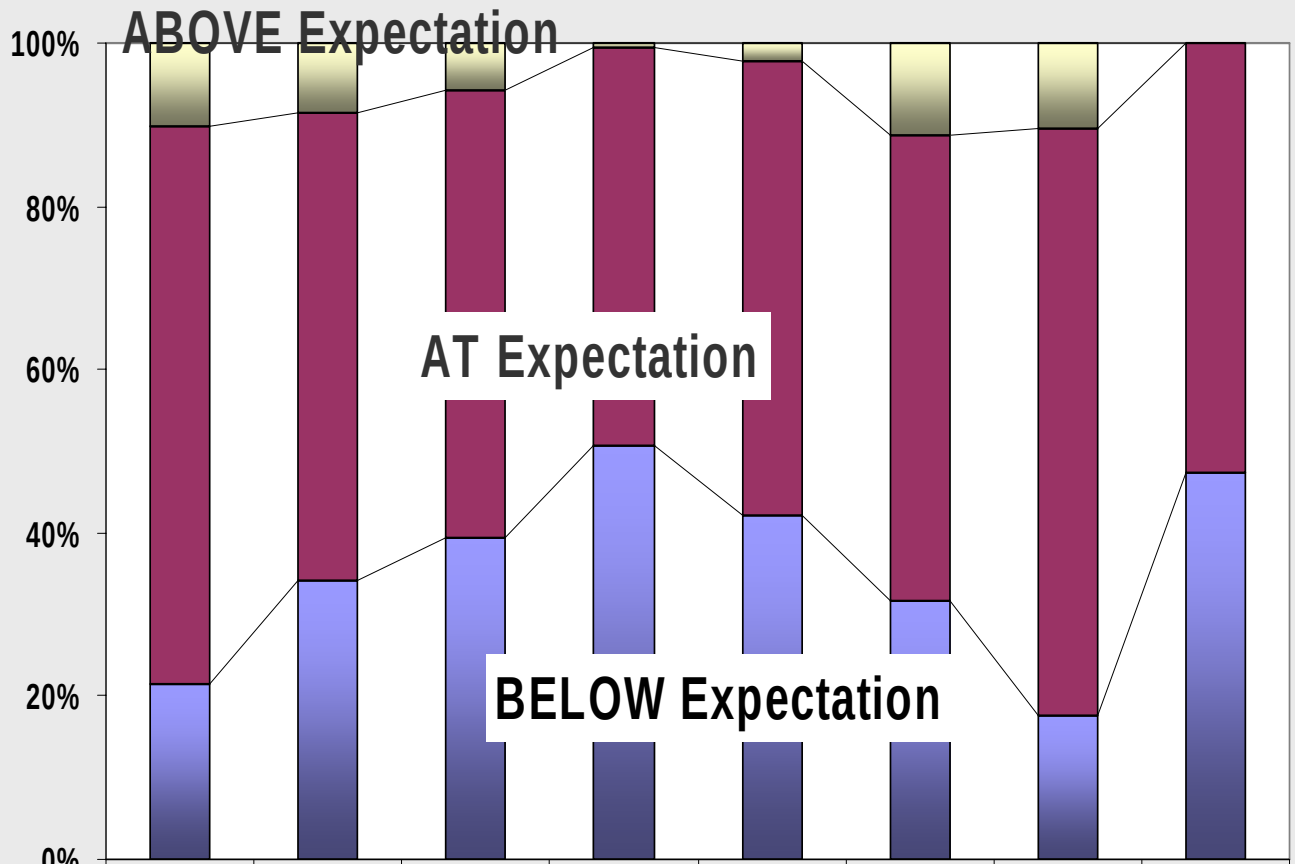


Probability [0]



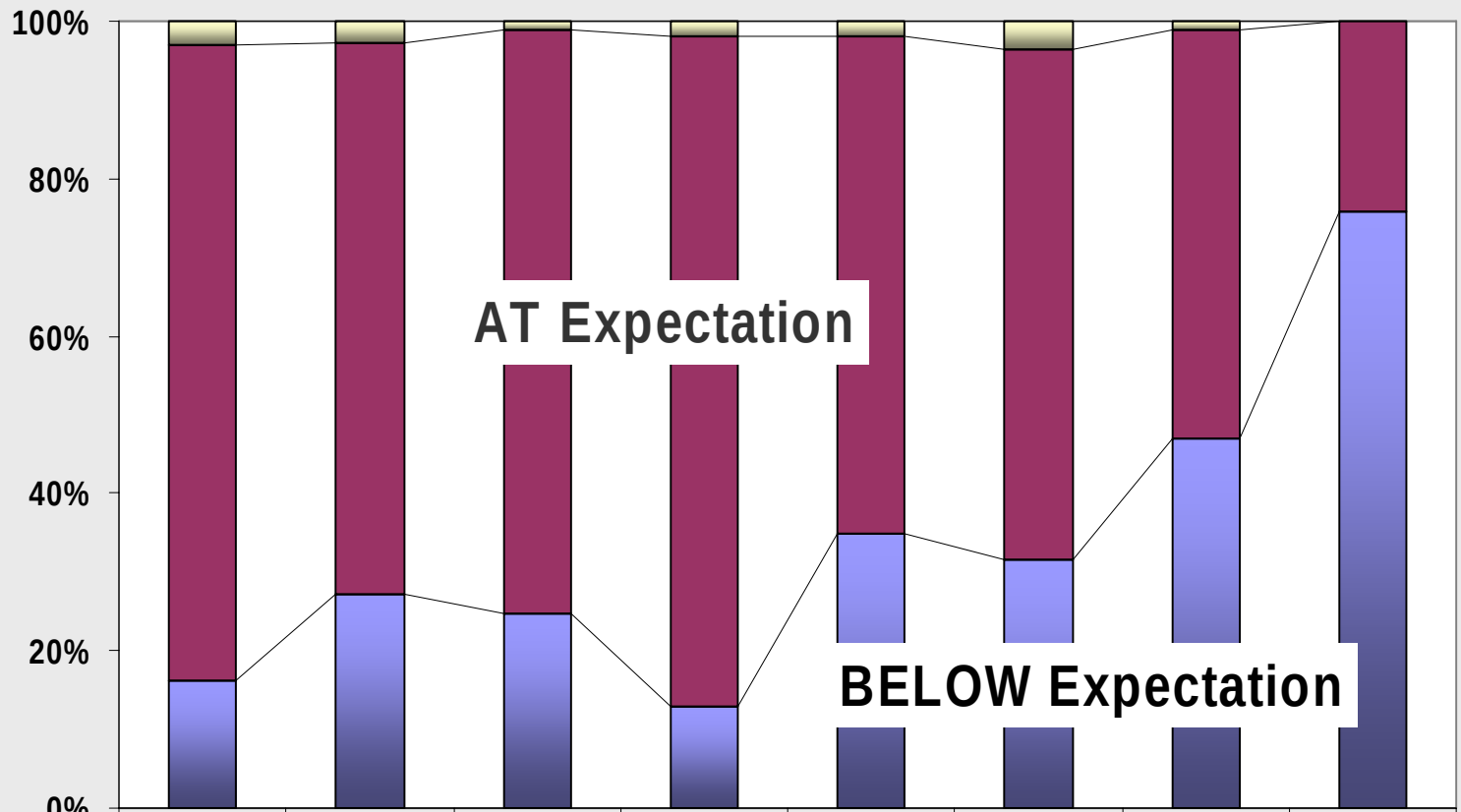
Statistics [0]

Reading



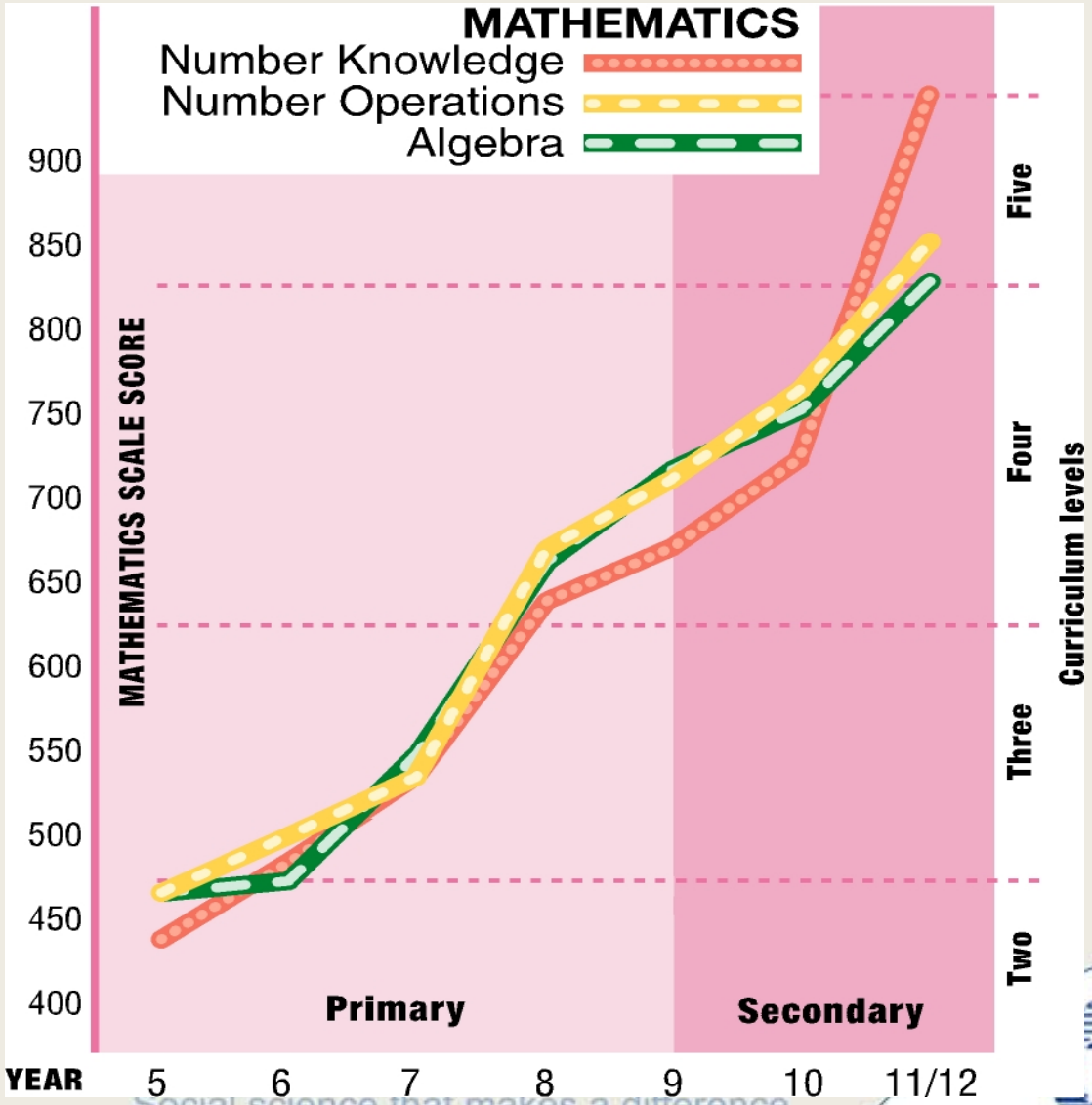
	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Above expectation	10	9	6	1	2	11	10	0
At expectation	68	57	55	49	53	57	72	53
Below expectation	22	34	39	51	40	32	18	47

Maths

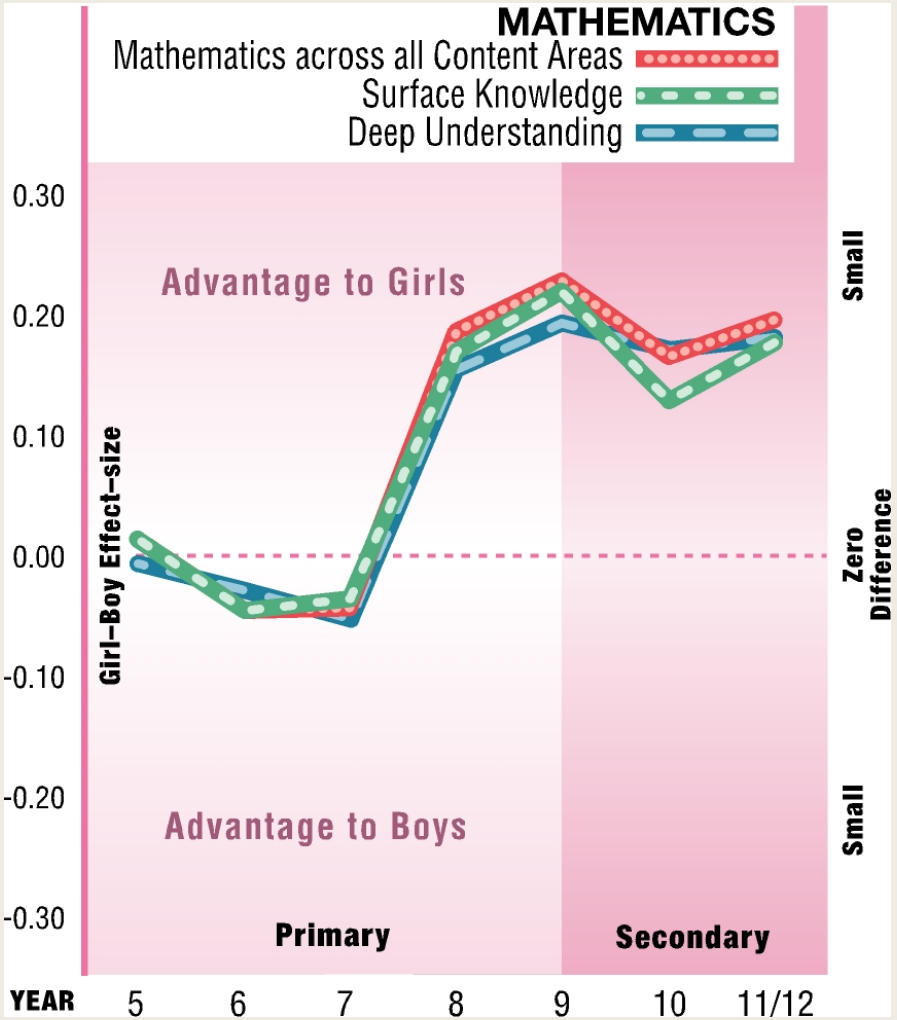


	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Above expectation	3	3	1	2	2	4	1	0
At expectation	81	70	74	85	61	65	52	24
Below expectation	16	27	25	13	34	32	47	76

By Content Area: Number



Boys and girls …



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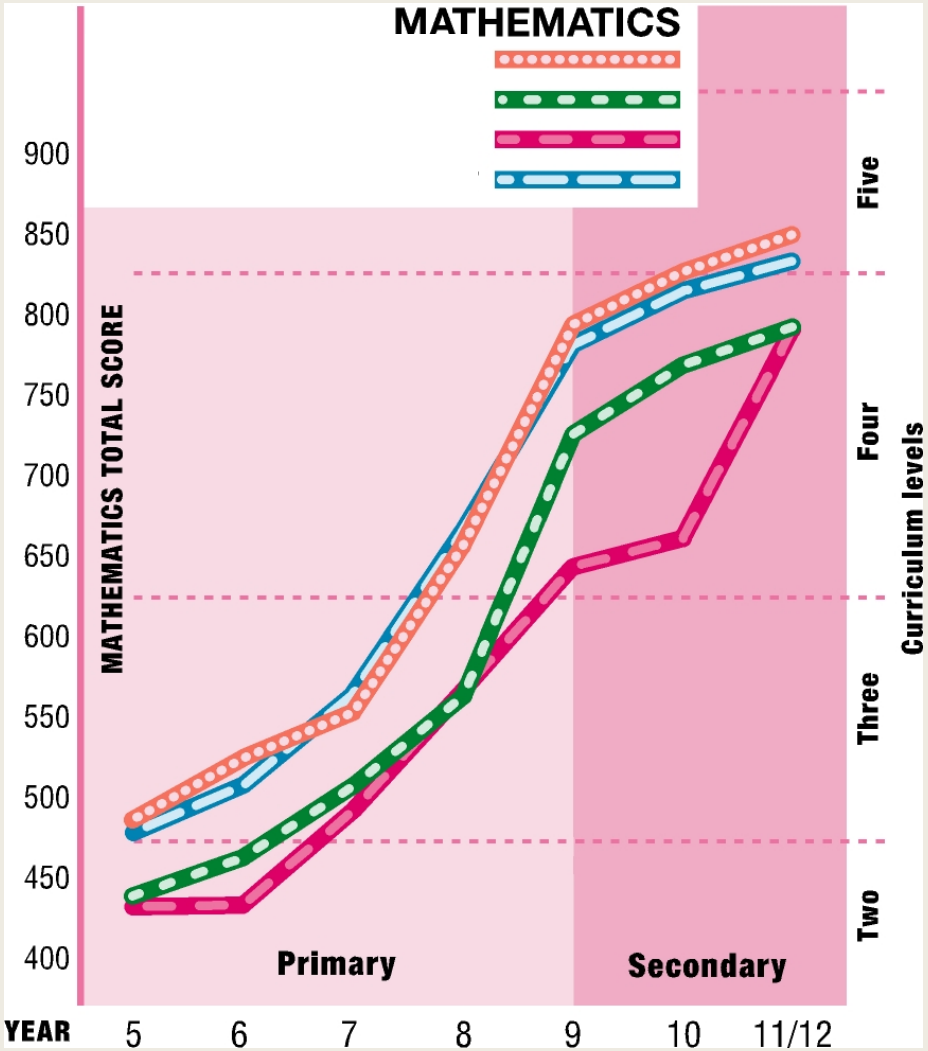
School types



How are items developed?

- **Items developed to represent all curriculum outcomes & assessment standards**
- **All items piloted at a national scale, e.g. part of systemic evaluation**
- **Appropriate items selected & packages into software**

Context of applications

- **To cater for learners with no/full access to computers & internet**
- **Address schools with a wide range of resources – schools with:**
  - **no computers,**
  - **One/few computers**
  - **School access to internet**
  - **Learner access to computers**
  - **Learner access to internet**

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Relevant tools developed as:

- **CD version**
- **Internet version**
- **Paper & Pencil version**
  - **E.g. HSRC's Assessment Resource Banks – successfully applied in DDSP project**

Teacher Self Assessment Tasks

CONCLUDING POINT

Improve the quality of feedback to enhance learning

How?

Supporting teachers obtain relevant evidence

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Demo

..\..\..\..\Program Files\asTTle\asTTleApp\asTTle V3.exe

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Thank you

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