

## SECTION 4:

### ASSESSMENT IN ENGLISH FIRST ADDITIONAL LANGUAGE

#### 4.1 INTRODUCTION

This section on assessment *standardises* the recording and reporting processes for Year 1-4 learners within the framework of the adapted skills curriculum in Special Schools that offer a skills programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is still required of teachers to offer a differentiated form of assessment as learners following an adapted curriculum with a skills focus have specific barriers to learning. Since a learner or learners may be functioning on different grades or levels (straddling), the assessment / recording / reporting system must make provision to reflect the *functioning* level(s) of each learner. Each learner, regardless of his/her number of years in the School of Skills, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate the individual learner.

It is important that learners' *understanding of what they are reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions.

The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too.

#### 4.2 ASSESSMENT PRINCIPLES

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of

Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content, and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enables the teacher to judge a learner's progress in a reliable way.
- Inform learners of their strengths, weaknesses and progress.
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learner.
- Assessment should be mapped against the content, skills, intended aims and assessment criterion specified in the curriculum. In both informal and formal assessments it is important to ensure that in the course of a school year.
- All of the content is covered.
- The full range of skills is included.
- A variety of different forms of assessment are used.

#### 4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc.

In FAL Informal assessment may include activities done by the teacher with learners but not formally documented: such as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks. It is suggested that you use the first week of term one to do a baseline assessment of learners. This will enable you to establish the kind of attention your learners will need as you proceed.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher

wishes to do so. The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

#### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

##### a. Why use a Formal Assessment task

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

##### b. What is a Formal Assessment Task?

It is a set of questions and or instruction that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners’ progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc. The forms of assessment used should be appropriate to the age and the developmental level of the learners. The assessment tasks should be carefully designed to cover the

content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

#### 4.2.3.1 Formal Assessment requirements

The formal Programme of Assessment comprises of three (3) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

- Formal assessment task could be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

Requirements for the compilation of a task are given in percentages. Where the programme indicates 20% for a language skill it means that in the final allocation of marks for that language skill should be 20% of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example in Year 1, a language knowledge test may be set for 20 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Writing parts of the planning process or the whole process should be assessed at least once per term.

All work must make provision for *functioning* level(s) of the learner. The learner's *abilities* determine what will be expected of him/her in the exam. Formal Assessment in English First Additional Language must cater for a range of cognitive levels and abilities of learners:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
40%	Lower order	Level 1 & 2	List, name, what, why, who?
40%	Middle order	Level 3 & 4	Discuss, explain, describe etc.
20%	Higher order	Level 5 & 6	Apply, how will you? Etc.

### 4.3 MANAGING ASSESSMENT

#### 4.3.1 People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process.

### 4.4 PROJECTS

Projects will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in a written product. The written product must be presented by the learner using all 4 basic skills and their different component. Learners will collect information outside of contact time to perform some tasks or will be able to complete it in class with information at hand. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the task. The focus will be more on the oral use of English First Additional Language than on writing. Writing however also plays an important role.

Projects will be conducted in each of the following skills:

- Listening and Speaking
- Reading and Viewing & Phonics (Phonics in Year 1)
- Writing and Presenting
- Language structures and Conventions.

#### 4.4.1 Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

#### 4.5 Programme of assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

##### 4.5.1 Assessment across the four years

Note: The time allocated for First Additional Language: is two (2) hours per week throughout all years. The programme of assessment is designed to spread formal assessment tasks throughout the school year. In English First Additional Language learners are expected to complete a certain amount of formal assessment tasks per year as indicated in the tables below. The formal assessment tasks make up 25% of the total mark for the subject for each year

Year 1	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Describe an event. Read and interpret a chart. Apply punctuation. Complete column by writing past tense verb.	Test covering term 1 and 2. Mark: 30 Time Allocation: 30 minutes Individual reading on article.	List utensils and ingredients. Write singular into plural. Role play a poem.	Paired reading on an autobiography. End-of-year examination on term 3 and 4. Mark:40 Time Allocation: 40 minutes
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
<b>Term Report</b>	100%	100%	100%	25%
<b>End of Year</b>	SBA 75%			25%

<b>Year 2</b>	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	Answer comprehension questions. Design and present poster in pairs. Listen to and follow instructions. Read instructions to a friend.	Presentation to stand for an election. Test covering term 1 and 2. Mark: 40 Time Allocation: 40 minutes	Individual reading on poem. Write questions and answers to an interview with an alien. Role play interview in pairs.	Individual reading on an advertisement. End-of-year examination on term 3 and 4. Mark: 50 Time Allocation: 60 minutes
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
<b>Term Report</b>	100%	100%	100%	25%
<b>End of Year</b>	SBA 75%			25%

Year 3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Match the body language to the meaning.  Types of communication Activity 5.	Oral on “Can empathy change the world?”  Test covering term 1 and 2.  Mark: 60  Time Allocation: 60 minutes.	Activity 2 Answering a call  Answering a telephone call, put a customer on hold and taking a message. (oral)	Activity 6: Design and make a poster.  End-of-year examination on term 3 and 4.  Mark: 60  Time Allocation: 60 minutes
	Dates:  Spread across the Term	Dates:  Spread across the Term	Dates:  Spread across the Term	Dates:  Spread across the Term
<b>Term Report</b>	100%	100%	100%	25%
<b>End of Year</b>	SBA  75%			25%

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Make a summary. Mind map of homework summary done in week 3.	Comprehension questions Activity 2 week 1 on Fantasia Airlines and Mandela's Panel Beaters. Activity 5 Personal Details. Test covering term 1 and 2. Mark: 70 Time Allocation: 60 minutes	Oral: What is the purpose of an interview and how do I prepare myself for an interview?  Oral: role play interview.  Summary on video clips: 10 Specific tips what not to wear to an interview.	External Formal Assessment
Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	
<b>Term Report</b>	100%	100%	100%	25%
<b>End of Year</b>	SBA 75%			25%