



Ministry of Education South Africa

UIS WORKSHOP Zimbabwe

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basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA



Introduction

- a) The Ministry of Education conducts the following National Assessment and Examination systems under its direct supervision.
 - a) The Annual National Assessment (ANA) (Presentation)
 - b) The National Senior Certificate
- b) International Assessments include
 - a) Timms
 - b) Pirls and
 - c) Sacmeq

Annual National Assessment(ANA)

- a) The Annual National Assessment (ANA) presents to the South African public the performance of learners in the General Education and Training (GET) band who are assessed in Numeracy and Literacy using a nationally standardised test.
- b) The Assessment is a National Census (population) for Grades 1 to 9.
- c) ANA tests are based on the content of the first three (3) terms of the Curriculum and Assessment Policy Statements
- d) (CAPS) for Grades 1–6 and 9. This also applied to Grades 7 and 8 which was a pilot study in sampled schools in 2014.
- e) More than 7,3 million learners in Grades 1-6 and Grade 9 wrote the national assessment tests in Numeracy and Literacy in 2014.

Annual National Assessment(ANA)

- a) This was the third successful large-scale administration of the Annual National Assessment (ANA), a landmark assessment tool that annually measures progress in learner achievement in Literacy and Numeracy, focussing on the government's prioritised goal of improving the quality of basic education.
- b) Through the implementation of ANA the sector is responsive to potential risks to quality teaching and learning with a greater focus on designing interventions that are data-driven and based on credible assessment measures which are independently verified.

Annual National Assessment(ANA)

- a) The data from three consecutive large-scale assessment programmes conducted in 2012, 2013 and 2014, involving more than 7 million learners per year, allows for fast an intensive analysis of the system from a qualitative and quantitative perspective and for an evaluation of the progress made in learner performance over the years.
- b) The ANA results provide a situated context for a better understanding of learner performance at lower levels of the system i.e. Grades 1 to 9, which serves as an early warning system of potential problems that may emerge in the Further Education and Training band.

Annual National Assessment(ANA)

- a) As an indicator or a proxy for the health of the education system, ANA has not only brought to the fore valuable information on the status quo of learner performance, but has also pointed to areas that need urgent response in order to realise the improvement targets that the sector has set itself in the Action Plan.
- b) In 2013 & 2014 the results of ANA showed that, whilst learner achievement in Language was generally at an acceptable level in terms of the proportion of learners who achieved 50% and above in the tests in many grades, achievement levels in Mathematics declined across the grades with progressively steeper declines from Grade 6 to Grade 9.

Annual National Assessment(ANA)

- a) As an evolving system ANA has a unique features, one such feature is that ANA tests for each cycle are left exposed to schools and learners and new tests are developed for the next cycle.
- b) There is, therefore, no control over the comparability of the tests and, consequently, on the comparability of the results on a year to year basis.
- c) To curb this limitation the DBE has started a process of reviewing the assessment design to provide separate instruments, one set that will be used for systemic purposes and the other for diagnostic purposes.
- d) One distinguishing feature of the systemic assessments will be strict confidentiality so that the same instruments can be used over time to ensure that comparisons are based on a defensible design.

KEY DESIGN OF ANA

Key design features of ANA include the following:

- a) Testing is limited to Mathematics and Language as key foundational skills for further learning.
- b) Learners in all grades were tested in their language of learning and teaching (LOLT). This is the principal medium of communication in classroom engagement.
- c) Learners write a Language test either at Home Language (HL) or First Additional Language (FAL) level.
- d) The focus of the assessment is the terminal points in each phase, i.e. Grades 3, 6 and 9, but all grades in the Foundation and Intermediate phases are assessed in all public ordinary schools and in special schools for learners who are blind, partially sighted or deaf.

Key Design of ANA

- a) Test specifications or frameworks aligned to the relevant curriculum guided item and test development.
- b) In each school the teachers from that school administered the test under the guidance of the principal. In Grades 3 to 6 and 9 the tests were administered by a teacher not taking the learners for that particular subject. In Grades 1 and 2 the class teacher administered the ANA tests in order to facilitate optimal communication and engagement.
- c) In a sample of schools per province an external agent, monitored the testing in the school. The verification agent draws a sample of scripts from each monitored school, marks the scripts and reports the results to the DBE.
- d) Scripts are marked in each school by the teacher responsible for teaching that subject, with a view to providing immediate feedback on learner achievement. The test memorandum are provided by the

Key Design of ANA

- a) To quality assure the marking process in schools the school management team moderates the marking of scripts.
- b) In addition a sample of three scripts per class, per grade, per school are re-marked centrally under the supervision of the provincial department.
- c) All learners writing the Annual National Assessment are registered on a national database and the scores of learners are captured on the national database. This is the basis for reporting on the ANA.
- d) On completion of marking, the school sends a learner report on achievement in the Annual National Assessment for each learner to the parent/guardian.



THANK YOU

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