


Diagnostic Assessment at Standard III

**A Novel Child-Centred
Approach to Assessment**

Johannesburg April 2015

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- **First piloted in 2008**
 - **Implemented in 2009**

Background of project

- A number of children who enter Std I reach Std VI without having acquired the basic literacy and numeracy skills
- Lack of a mechanism to identify children at risk



Underlying principle

Mitigate the adverse effect of the present system

Purpose

- Take stock of how much learning has occurred during Stds 1 & 2
strengths and weaknesses
- Feedback to feed forward
remediation and consolidation
- Teachers can plan their lesson accordingly

Diagnostic Assessment

- Not an examination nor a class test
Administered at the beginning of the year
- Not meant to compare pupils, to give them marks, grades nor to rank them
- Not meant to judge teachers

Main objective of the Diagnostic Assessment

- Support teachers and pupils
- Identify learning difficulties early enough
- Take appropriate measures to attend to these difficulties
- Key skills of literacy and numeracy


*“ L’enfant n’apprend pas pour être évalué.
Il est évalué pour mieux apprendre.
Et pour que l’enseignant puisse mieux enseigner”*

Instruments

- 2 pupil's workbooks (English and Mathematics)
- 1 teacher's handbook
- 1 booklet (Guidance for the installation of software and analysis of results)

Teacher's handbook

- Detailed instructions for the administration of the assessment
- It must be administered in the same way in all schools (whatever be the region, the level and status of the school)
- Ensure that all children understand what is required

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- Instructions for marking
 - Instructions for the recording of results
 - Methodology for the analysis of results
for each pupil
for the class

Pupil's workbooks

- No instructions
- Reading load reduced
- Teacher gives the instructions
- Teacher gives examples on the board
- Teacher takes pupils through the different questions and items

Pupil friendly assessment

- Pupils not alone in front of a test paper
- Items are not the reproduction of textbook items
- Items are attractive, interesting, challenging
- Pupils have the impression of playing
- Assessment conducted in short sessions (20 mins)

Characteristics of the assessment

- Competency and skill based
- Not content based
- One competency broken down into sub-competencies
- One competency tested through 3-4 items
- Specific difficulty can be identified

MATHEMATICS

| Topic | Skills and Competencies | Tasks/Activities | Exercise | Items |
|----------------------------------|---|--|--------------------------|----------------------------------|
| Number & Number Sense | Count, read and write numbers up to 100 | § Write dictated numbers. § Continue a sequence of numbers § Count a given number of objects § Represent a given number using objects | § 8 § 3 § 1 § 2 | 28 – 31 5 – 7 1, 2 3, 4 |
| | Order numbers | § Compare numbers § Situate numbers | § 4 § 5 | 8 – 15 16 – 18 |
| | Do simple calculations | § Mental calculations (Addition) § Addition § Subtraction | § 6 § 7 § 9 | 19 – 22 23 – 27 32 – 37 |
| Space and Shapes | Identify geometrical shapes | § Identify square, circle, rectangle, triangle | § 10 | 38 – 41 |
| Measures | Compare lengths | § Distinguish the longer (shorter) objects given two or more objects | § 12 | 45, 46 |
| | Compare masses | § Distinguish the heavier (lighter) objects between two given objects | § 11 | 42 – 44 |
| | Work with notes and coins | § Decompose a given amount of money | § 13, 14 | 47, 48 |

ENGLISH

| Language Component | | Skills and Competencies | Task | Exercise | Items |
|------------------------|---|---|--|----------|---------|
| Reading | Word Recognition | Breaking written (or heard) words into their smallest constituents | Distinguish different phonemes | 5 | 15 - 20 |
| | | Identifying words (direct/indirect way) | Identify the mismatch between the visual representation of a word and its spelling | 13 | 46 - 49 |
| | | | Identify a word in a set of words which are visually related | 3 | 9 - 12 |
| | | | Identify a word in a set where 2 words are phonetically identical | 1 | 1 - 4 |
| | Comprehension | Structuring available vocabulary | Find the definition of a common word | 9 | 33 - 35 |
| | | | Identify the odd one out in a lexical category | 11 | 39 - 41 |
| | | | Identify to which lexical category a set of words belongs | 12 | 42 - 45 |
| | | Dealing with the organisation of a sentence or a short text | Choose the right word to complete a text | 6 | 21 - 24 |
| | | | Find the sentence which makes sense out of three propositions | 8 | 30 - 32 |
| | | | Choose the picture which corresponds to a given sentence using syntactic clues | 4 | 13 - 14 |
| Retrieving information | Retrieve specific information from a text read by the pupil | 2 | 5 - 8 | | |
| Writing | | Copying a given sentence and abiding by the spelling of the given words | Copy a sentence without making any spelling mistake | 7 | 25 - 29 |
| | | Writing while respecting the rules of coding | Writing dictated words, a dictated phrase and a dictated sentence | 10 | 36 - 38 |

Identifying words

3 sub competencies are assessed

- Identify mismatch between visual representation of a word and its spelling
- Identify a word in a set of words which are visually related
- Identify a word in a set where 2 words are phonetically related

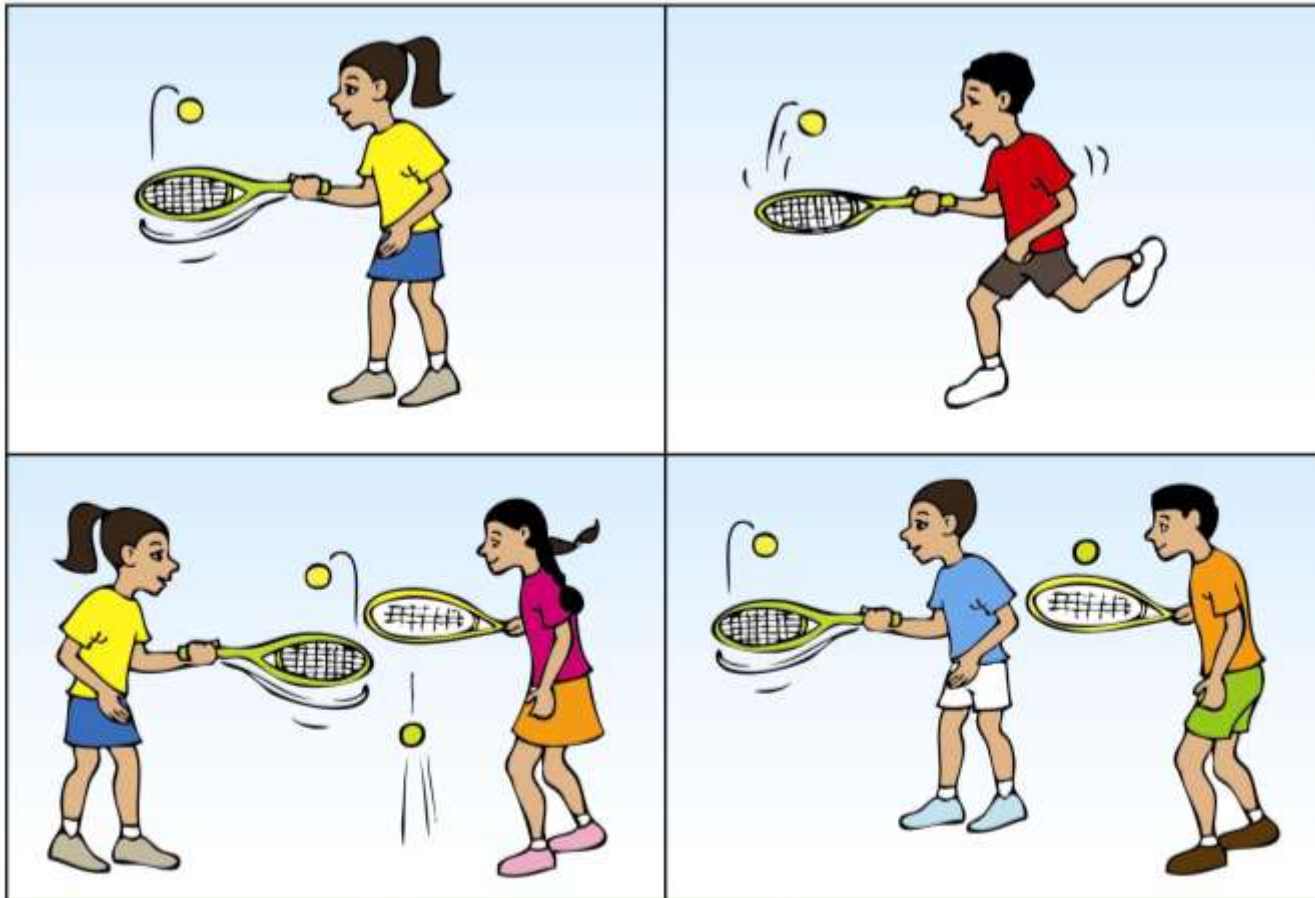
Comprehension

- Not only comprehension of words
- But comprehension of text/sentence using syntactic clues

Dealing with the Organisation of a Sentence or a Short Text

- Choose the right word to complete a text
- Find the sentence which makes sense out of three propositions
- Choose the picture which corresponds to a given sentence using syntactic clues

ENGLISH



The boys are playing.


Copying a given sentence

5 sub competencies are assessed

- all the words are written
- all the letters are properly shaped
- no letter is missing
- the capital letter and the full stop are present
- the word is clearly legible

Analysis of Results

- Analysis grid to record the results for each pupil, for each question/item and in the order of the items
- Computer software for the input of data

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- Generates an analysis of the results for
the class
the school
 - Information about the needs of pupils at
the beginning of the year
 - In a better position to organise the
teaching

Follow up actions

- Setting up of specialised teams to provide the pedagogical support required at the level of the school
- Provision of training
- Putting into place a system of individualised support to children with serious learning difficulties
- Initiatives undertaken in the context of the Remedial Education Strategy



Reports

- Reports not released publicly
- Submitted to Ministry
- Used by Teachers, Inspectors and Directors