



education

---

Department:  
Education

**PROVINCE OF KWAZULU-NATAL**

---

## Just-in-Time Training Workshop

---

Term 2 - 2017

Participant's Workbook

Grades 8 - 9

English First Additional Language

ASSESSMENT OF LEARNERS'

PERFORMANCE

Endorsed by:



**Jika iMfundo**  

---

what I do matters



Page	Activity	Duration	Time guide
	Registration and welcome	15 minutes	08:30 – 8:45
3	Term 2 Tracker – 2017	30 minutes	08:45 – 09:15
4-5 6-7	Assessment of Learners' performance Error Analysis	45 minutes	09:15 – 10:00
8	Assessment for Learning - Introduction	30 minutes	10:00 – 10:30
	BREAK	30 minutes	10:30 – 11:00
9	Analysing a mark sheet	30 minutes	11:00 – 11:30
10	Analysing texts	30 minutes	11:30 – 12:00
11	Analysing questions/ task instructions	30 minutes	12:00 – 12:30
12-13	Revision – levels of questions	10 minutes	12:30 – 12:40
14	Analysing learners' responses to questions	20 minutes	12:40 – 13:00
15	Analysing questions on visual literacy	20 minutes	13:00 – 13:20
	Feedback Questionnaire (Evaluation) and closure	10 minutes	13:20 – 13:30
18	Appendix		
Checklist of items required for the workshop		Number	Check
<b>Handouts</b>			
Copies of Planning and Tracking document for Grades 8 and 9 Copies of the Participants' Workbook		1 per participant 1 per participant	
<b>Other items</b>			
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides for the grade		1 set per participant; participants should bring their own	
A Dictionary			
Flipchart or board; pens.		As required	

## SECTION A

### The TRACKER – Term 2 - 2017

#### Activity 1: The purpose and structure of the Tracker.

##### The aims of this session are:

- To increase motivation to use the Trackers methodically in order to facilitate curriculum coverage and thus improve learning outcomes.
- To re-inspire those who have attended previous training.
- To discuss the role of HOD's/ Lead teachers in monitoring the use of the trackers within their Departments.

It is important to realise that the provision of Trackers now caters for all Grades throughout all phases so that curriculum coverage is improved.

Teachers must:

- Take ownership of the Trackers so that curriculum coverage is improved.
- Consistently plan, track and report on their teaching and to reflect on the learning that has taken place in their lessons.
- Have a continuing professional dialogue within the phase/department on how to improve curriculum coverage and the challenges that face them during the term.

**Activity 1.1** Working in pairs, discuss the purpose of the Tracker. Ask a senior teacher or someone who has already used the Tracker previously to lead the discussion. Also answer the following questions:

- How does the Tracker help you to meet the requirements of CAPS?
- How does using the Tracker help you to manage time?
- What guidance does the Tracker give you regarding informal and formal assessment during a particular term?

**Activity 1.2** Turn to page 1 of the tracker and find the LTSM that your school is using and add a bookmark to it. Spend a few minutes browsing through the Tracker and share your comments with the group.

Please note that:

- The Trackers should be followed strictly, so that all work according to CAPS is covered.
- When planning lessons for each day, you must refer to the suggestions given in the Teacher's Guide and the Learner Book.

Now look at the recommendations for Formal Assessment for the term. (p.6)

When will you plan for each of the following assessments?

- Writing an essay and a longer transactional piece?
- Listening Comprehension
- Test – Language in context
- Oral work: unprepared speech / informal speaking.

## SECTION B

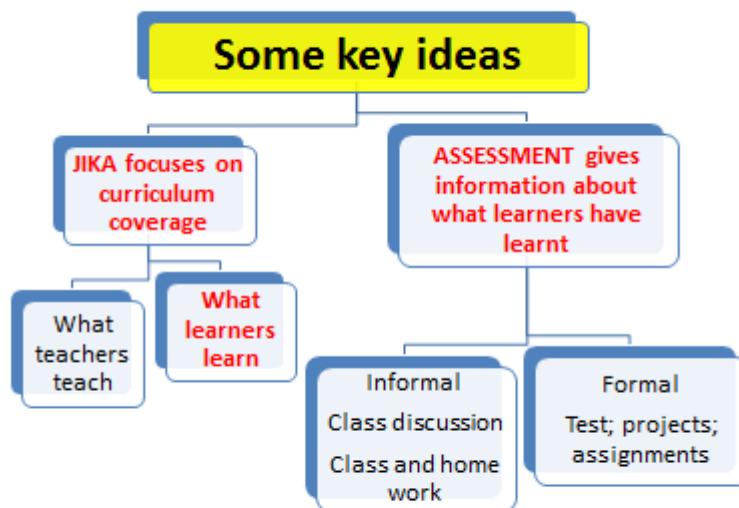
### LESSONS FROM LEARNERS' PERFORMANCE IN ASSESSMENTS

#### INTRODUCTION

##### Activity 1.1

Read the information below individually for your own information. Does the Tracker assist you in planning your work with regard to ASSESSMENT? Explain.

What other information could be added to this?



---

---

---

---

---

---

---

---

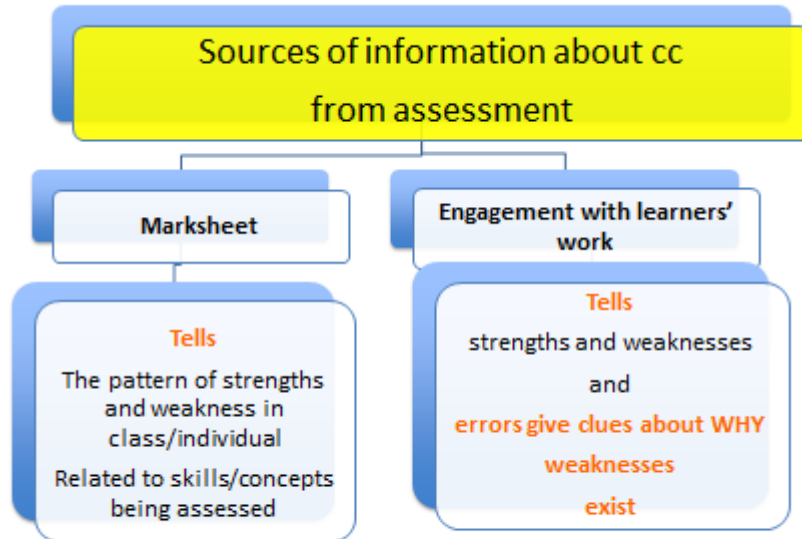
---

---

---

Activity 1.2

Read the following information in pairs and answer the question below:



**Question:** Give an example of the strengths and weaknesses and errors you have gathered from your own personal experience in an assessment task that you have completed in class.

(Use the space below to write some notes on this aspect. You may give a report to share your experiences with the others in the group.)

---

---

---

---

---

---

---

---

---

---

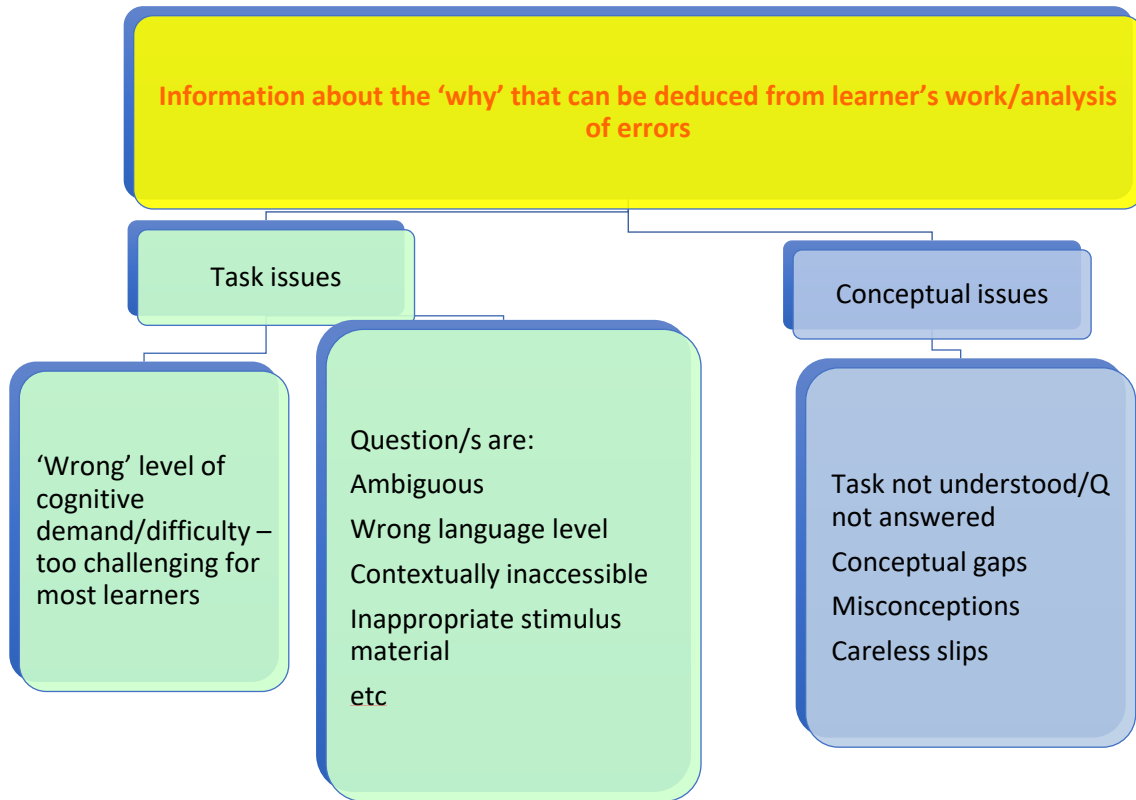
---

---

Activity 1.3

**ERROR ANALYSIS**

Study the information carefully in your groups or pairs. Answer the question that follows.



**Suggest other possible reasons for the “errors” that learners make in an assessment task and the possible causes of the “weaknesses” in learners’ performance in tests or exams.**

---

---

---

---

---

---

---

---

---

---

## What should teachers do in response to information from error analysis?

- **Set and moderate tasks carefully** – checking cognitive levels; language; contextual accessibility, etc.
- **Pinpoint conceptual gaps and misconceptions** – what exactly is it learners don't know/can't do?
- **Give feedback and remediate**
- **Reflect on own teaching** – what did they do well? How can they improve?
  - what should they spend more time on?
  - explain in a different way?;
  - check prior learning better?;
  - make more concrete?
  - scaffold better? etc

### Activity 1.4

**Working in groups, discuss what remedial measures teachers can take to improve learners' performances and also to help reduce errors in their tasks.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# English First Additional Language - Grades 8 and 9

## Assessment for Learning - workshop

In this session we shall study the following questions in groups and give a feed-back to the other participants, to see if there are any common grounds in our teaching and learning activities

### Activity 2

**Working in groups, discuss the following questions and record your responses below:**

**What can teachers learn from analysing tests, examination papers and other learning tasks?**

**What can teachers learn from analysing learners’ responses to questions and other learning tasks?**

**How can teachers use what they learn to assist learners to extend their knowledge and skills?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## What should teachers do?

Teachers have only successfully 'covered' the curriculum when learners have learned the knowledge and skills outlined in the curriculum for a particular grade level. Teachers usually find out what learners know by setting learning tasks, tests and examination papers, so it is important to be able to do the following:

- design appropriate learning tasks / tests/ examination papers;
- analyse learners' responses to questions and other tasks in order to identify what they know and can do and what they do not yet know / are not yet able to do;
- give feedback to learners and re-teach knowledge and skills in ways that will help them to improve.

## Activity 3

### 3.1 Analysing a mark sheet

Before you analyse the mark sheet, you will have to first read the poem on *Mother* on page 11 (Text B) and the questions set on it.

The table below reflects the marks that 10 learners scored on each question.

With a partner, or in a small group, read the mark sheet for 10 of the learners in a Grade 8 EFAL class. The mark refers to their answer to each of eight questions on the poem *Mother* (see Text B ), which you will analyse later in this workshop.

#### Learners' Answers to questions on the poem *Mother*

Name	(i) /1	(ii) /2	(iii) /4	(iv) /1	(v) /1	(vi) /2	(vii) /1	(viii) /2
C Abrams	1	2	4	1	1	1	0	2
T Dlamini	1	0	3	1	1	2	0	1
G Khosa	1	0	2	0	0	0	1	0
H Jacobs	1	1	3	1	1	1	1	1
C Mathebula	1	0	0	0	1	0	0	0
K Mnisi	1	1	2	0	1	1	0	0
L Phonela	1	1	3	1	1	2	1	2
G Sithole	1	0	0	0	1	0	0	0
D Tshabalala	1	2	4	1	1	2	0	2
R Xuma	1	1	0	1	1	1	0	1

Answer these questions:

1. Which question appears to have been the easiest for learners to answer correctly?
2. Which question appears to have been the most difficult for learners to answer correctly?
3. For which question is there the greatest range / variation in the marks?
4. Which two learners appear to need the most teacher support?

### 3.2 Thinking about why learners perform well or poorly on a task or test:

With the same partner, or in the same small group, talk about these questions:

- If most learners in a class perform well in a test, examination or other kind of learning task (e.g. designing a poster; presenting a prepared speech), what are the likely reasons for most learners achieving good marks?
- If most learners perform poorly in a test, examination or other kind of learning task, what are the likely reasons for most learners' lack of achievement?
- When learners have answered test or examination questions on various 'topics' from CAPS, have you noticed any 'patterns' in their answers to questions on different topics? For example, have most learners performed well or poorly in answering questions on particular topics (e.g. questions on visual literacy or questions requiring knowledge of denotative and connotative meanings of words)?

### 4. Analysing texts on which questions / tasks are set

One of the biggest challenges for language teachers is finding texts on which to set questions. Whether it is to be used for assessing learners' reading comprehension, summarising skills, knowledge of language structures and conventions or responses to literature, the text must be at an appropriate grade level in terms of vocabulary, sentence structure and content.

**Activity 4.1** The following two poems are on the same topic but one is from a Grade 8 EFAL textbook and the other from a Grade 9 EFAL textbook.

With a partner, analyse both poems and decide which one is easier to read and understand and therefore more suitable for Grade 8 than Grade 9. Give reasons for your choice. Also, think about why you would or would not use either of these poems in a test or examination paper.

TEXT A

#### *Praise song for my mother*

by Grace Nichols

You were  
water to me  
deep and bold and fathoming  
You were  
moon's eye to me  
pull and grained and mantling

You were  
sunrise to me  
rise and warm and steaming

You were  
The fishes red gill to me  
The flame tree's spread to me  
The crab's leg /the fried plantain smell  
replenishing replenishing

Go to your wide futures, you said.

#### Glossary

**fathoming** - two meanings:  
understanding;  
measuring the depth of  
water

**grained:** looking like wood  
does, with a pattern on it

**mantling:** to clothe, cover or  
protect, as a cloak does

**plantain:** a starchy, banana-like  
plant cooked as a vegetable

**replenishing:** filling something up  
again; giving new energy

## TEXT B

### ***Mother***

by Linda Filmer

Mother  
You are  
Heart-healer  
Grief-stealer  
Promise-keeper

Mother  
You make  
Nightmares flee  
Dreams grow free  
Small minds see

Mother you were  
Nurse in the night  
Guiding light  
Teacher of right

Mother  
You have  
Arms that hold  
A heart that's bold  
Strength untold

Mother  
I say  
Thank you

#### **4.2. Analysing questions / task instructions**

Work with a partner to read and analyse questions /tasks set on the poem *Mother* . The questions for learners, based on the poem, are followed by questions for workshop participants about the questions asked of learners.

#### **Questions /tasks set on *Mother***

Write your answer to each question in your exercise book / on the test paper provided. Please number your answers correctly.

(N.B. These are the questions which learners are expected to answer in class.)

- (i) In the first stanza, which word rhymes with 'healer'? (1)
- (ii) What do you think the poet means by calling the mother 'a grief-stealer'? (2)
- (iii) Complete these sentences: The verbs in stanzas 1, 2, 4 and 5 are in the \_\_\_\_\_ (1) tense but the verb in stanza 3 in the \_\_\_\_\_ (1) tense. I think the verb in stanza 3 is in a different tense because \_\_\_\_\_(2)
- (iv) Which word best describes the mood of the poem? Write A, B, C or D. (1)  
Sadness    B. longing    C. gratitude    D. grief
- (v) Which word is repeated throughout the poem? (1)

- (vi) Suggest why the poet chose to repeat this word. (2)
- (vii) Which phrase best expresses the theme of the poem? (Write A, B or C) (1)
- The gratefulness of children to their mothers
  - The responsibilities of being a parent
  - The difficulties of childhood
- (viii) Write a metaphor to describe your relationship with one of your parents or grandparents. (2)

#### 4.3 Activity

Again in pairs or groups discuss whether these questions are suitable for the grade and level of your classes. Also comment on the mark scheme – do you think the mark allocation for each question is appropriate?

4.4 Revise the information about the cognitive levels of questions (which is included in the tracker). For each question above (i to viii), identify the cognitive level at which it has been set. What does your identification tell you about the ‘spread’ of questions set on this poem?

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Literal (Level 1)</b>	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>Name the things/people/places/elements ...</li> <li>State the facts/reasons/points/ideas ...</li> <li>Identify the reasons/persons/causes ...</li> <li>List the points/facts/names/reasons ...</li> <li>Describe the place/person/character ...</li> <li>Relate the incident/episode/experience ...</li> </ul>	<b>Levels 1 &amp; 2: 40%</b>
<b>Reorganisation (Level 2)</b>	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>Summarise the main points/ideas/pros/cons...</li> <li>Group the common elements/factors ...</li> <li>State the similarities/differences ...</li> <li>Give an outline of ...</li> </ul>	
<b>Inference (Level 3)</b>	<p>Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of a text or relating clues in a text to their prior knowledge or experience and drawing conclusions. The following are examples:</p> <ul style="list-style-type: none"> <li>Suggest why X (a character in a story) acted in this way.</li> <li>What is the likely outcome of X’s actions?</li> <li>What do X’s comments reveal about her attitude to ...?</li> <li>Is the situation described in the text similar to or different from what people experience in South Africa?</li> </ul>	<b>Level 3: 40%</b>

<p><b>Evaluation (Level 4)</b></p>	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> <li>• Do you think that what happens is realistic/likely/possible?</li> <li>• Is the character’s attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer.</li> <li>• Is the writer justified in suggesting that ...? Give a reason for your answer.</li> <li>• Does the writer provide a coherent argument to support her views?</li> <li>• Through his choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer.</li> </ul>	<p><b>Levels 4 &amp; 5: 20%</b></p>
<p><b>Appreciation (Level 5)</b></p>	<p>These questions focus on a candidate’s personal response (including emotional and aesthetic responses) to a text. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> <li>• Discuss/comment on the writer’s use of language/imagery/metaphors ...</li> <li>• Discuss your response to the incident/situation/conflict/dilemma ...</li> <li>• Do you empathise with character X? What action/decision would you have taken if you had been in the same situation?</li> </ul>	

- 4.5 Identify one question or set of task instructions that is unclear. Explain what is unclear and rewrite the question / task instructions more clearly.**
- 4.6 Why might some learners find it difficult to answer question (iv) correctly? How could this question be made less difficult and also give the teacher more information about what learners understand?**
- 4.7 Why would some learners be likely to answer question (vii) incorrectly?**
- 4.8 What makes the final question difficult for learners to answer and difficult for teachers to mark?**
- 4.9 Individually, write an answer to a two-part question on *Praise song for my mother*. Exchange answers with a partner and decide whether or not you would set each part of this question in a test for Grade 9 learners. If you think one or both parts could be improved, suggest the changes you would make.**

## Activity 5 Questions on *Praise song for my mother*

### Activity 5.1

The first three stanzas have one metaphor each but the fourth one has four.

Questions for learners:

- (i) Why do you think the poet chose to put so many metaphors in stanza four?
- (ii) Choose one of the metaphors in stanza four and discuss why it is good.

### Activity 5.2 Analysing learners' responses to questions / task instructions

**With a partner, read what two learners wrote as their answer to the question 'What do you think the poet means by calling the mother a 'grief stealer'? What marks would you award to the answers given, out of 3? Discuss with your partner your reasons for awarding the marks. Also discuss why the learners might have written each answer.**

*The poet calls the mother a grief stealer because she steals grief.*

- (i) *The poet calls the mother a grief stealer because she steals and causes people grief or trouble.*
- (ii) *The poet calls the mother a grief stealer because she takes away or steals the sadness or worries of her child and thus protects her child.*

**Now read some examples of what learners wrote in answer to the question about writing a metaphor to describe their relationship with their parent or grandparent and do the same: award 2 or 1 or 0 mark (s) and discuss your reasons with your partner.**

- (iii) *My grandmother is the glue that sticks our family together*
- (iv) *Father, you are the gentle Spring rain that revives me.*
- (vi) *Grandmother, you are like a flower garden to me*
- vii) *Mother, my burden-bearer, nightmare chaser*

## 6. Giving feedback to learners on their responses to questions / task instructions and / or deciding how to re-teach what they found difficult in a test

Learners are expected to develop knowledge and skills that will enable them to read both words and images critically (critical language awareness and critical visual literacy). Some learners have difficulty answering questions on cartoons or advertisements even when these are well set. Thus it is very important for teachers to give these learners feedback that helps them to understand how to read such texts and how to answer questions set on them.

## Activity 7

### Analysing Questions on Visual Literacy

On the next two pages there are an advertisement for ABSA bank and a recent cartoon from *The Sowetan*. Imagine that the learners whom you teach found it difficult to answer the questions below that were set on these texts. Work in groups of 3-4 to decide how to help learners to read the advertisement and the cartoon carefully and critically. Think about what they need to notice in each one and what knowledge they need to have in order to answer the questions.

#### Activity 7.1

##### **Questions on the advertisement - ( Picture No. 1)**

- (i) Who is the advertiser?
- (ii) What does the advertiser want readers to do?
- (iii) The advertiser suggests that it is easy take the action that it wants readers to take. Do you agree or disagree? Give a reason for your answer.
- (iv) Suggest why the advertiser has used feet in the advertisement.
- (v) What is your response to this drawing and description of feet?
- (vi) Give the LITERAL and FIGURATIVE meanings of the expression: "Put your best foot forward".

#### Activity 7.2


##### **Questions on the cartoon - ( Picture No. 2)**


- (vii) Who is the figure in the cartoon?
- (viii) Why is he dressed like this?
- (ix) What is he trying to pull?
- (x) Describe two things you notice about what he is trying to pull.
- (xi) What is Yalo the cartoonist's 'message' to readers?
- (xii) Do you agree or disagree with Yalo's message?

No. 1 - Advertisement

26  
BONES  
33  
JOINTS  
107  
LIGAMENTS  
AND  
THE POWER  
TO CHANGE THE  
WORLD

III. - AND ALL IT TAKES IS A SINGLE STEP -  
SO WHEN YOU DECIDE TO TAKE IT, WE'LL BE THERE TO HELP YOU  
PUT YOUR BEST FOOT FORWARD.

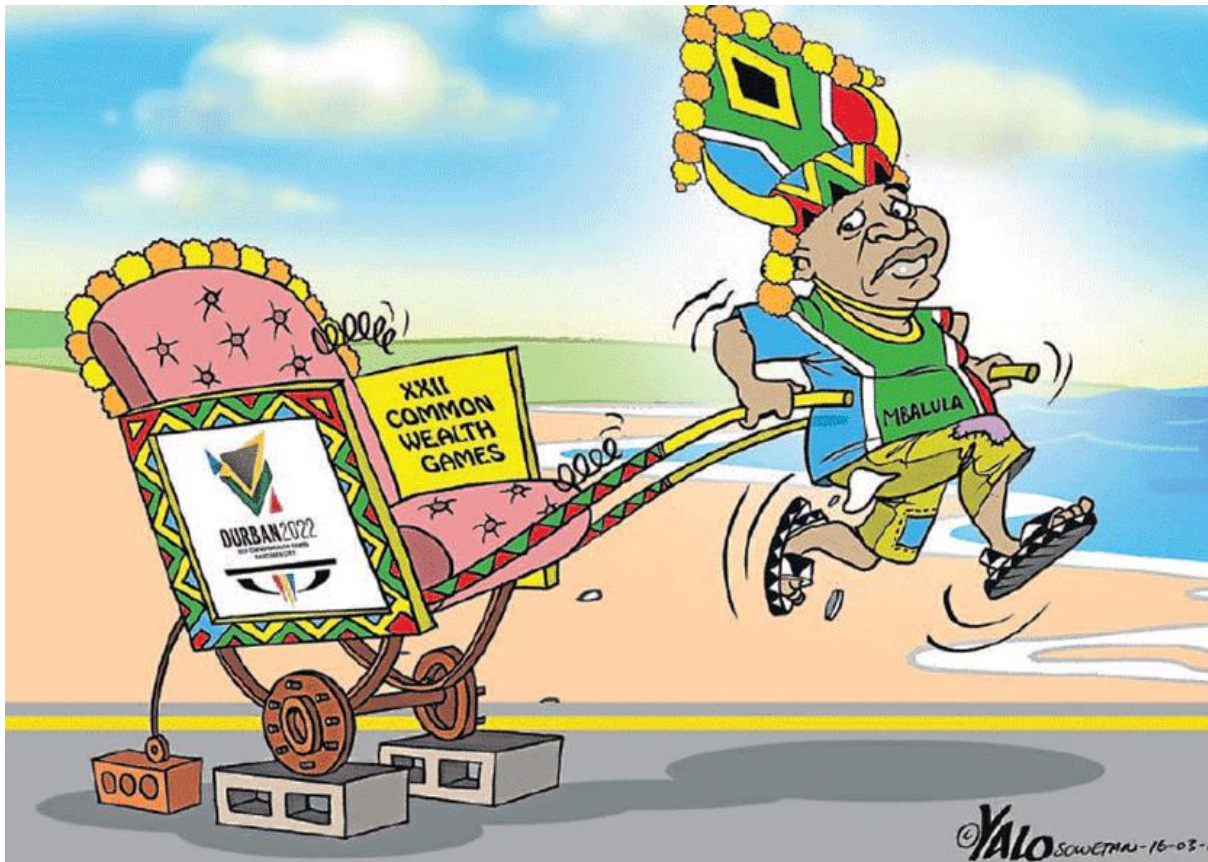
Member of the  **BARCLAYS** Group

  
**ABSA**  
Today, tomorrow, together.

The words at the bottom of the advertisement: AND ALL IT TAKES IS A SINGLE STEP- SO WHEN YOU DECIDE TO TAKE IT WE'LL BE THERE TO HELP YOU PUT YOUR BEST FOOT FORWARD ( page 16)



No. 2 - Cartoon



**Activity 8**

8.1 In pairs or groups, discuss the questions on both the illustrations (No. 1 and no. 2) critically. Say which are more relevant and appropriate for your learners.

8.2 Which illustration is more suitable for the learners? Explain why.

8.3 Which questions would your learners be able to answer more successfully?

8.4 What would a teacher have to do in order to remedy the poor or weak performance of the learners in answering the questions on the illustrations above?