

**ASSESSMENT AND AUTOMATIC PROGRESSION OF  
LEARNERS IN THE FOUNDATION PHASE**

by

**WINNIFRED MOTSEI MOIME**

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**SUPERVISOR: PROF MW DE WITT**

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## **DECLARATION**

I declare that ASSESSMENT AND AUTOMATIC PROGRESSION OF THE LEARNERS IN THE FOUNDATION PHASE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....  
**Signature**

.....  
**Date**

## **DEDICATION**

This dissertation is dedicated to my three sons,  
Tshegofatso, Ofentse and Kgosiemang Moime.

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## **SYNOPSIS**

Changes in Education usually brings along with it problems of curriculum implementation, such as assessment, evaluation and curriculum design. One of the major problems is how learners are going to be assessed for progression and how the teachers are going to adapt to these new approaches.

In this research the focus was on the following problems:

- Are the new assessment criteria met by the facilitator?
- Can the opinions/ideas and attitudes of facilitators be transformed?
- Do facilitators understand the new assessment criteria and how to use them?
- To find out how knowledgeable the educators are on assessment criteria and what the educators average attitudes are towards the new assessment criteria.

In the empirical research data was gleaned by means of questionnaires. Thereafter, correlation coefficient was used to determine the correlation between variables and the t-test and chi-square test were used to test the null hypothesis.

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## CHAPTER ONE

### INTRODUCTORY ORIENTATION

#### 1.1 INTRODUCTION

The recent government policy in education has brought about many changes affecting young learners and facilitators or educators in South Africa. These changes need to be managed and monitored to ensure that the desired results are achieved. This situation highlights the argument that educators and learners should also change so that they can be in line with the changing world concerning education.

“Educators continue to believe in the importance of the early years for educating learners. They remain concerned with providing basic developmental support and protection for young learners” Super (1979:1). Learners in the foundation phase need care and love. Consequently the foundation phase should be regarded as the backbone of every country.

It is the responsibility of the school and the parents to equip learners to face the challenges of new technology and to equip them with the responsibility of serving their communities. Most importantly the school should equip learners for international exposure and not only to learn about their community and their country.

“More learners fail the first grade of school than any other grade” (Super 1979:1). This can build a negative attitude in learners towards the school. Investigations should be undertaken to find the causes why these learners fail. They possibly fail because of innate or hereditary problems or because of problems connected with the environment.

The foundation phase is the most crucial learning phase. Learners should be

encouraged and motivated from an early age to learn. It is important that throughout the primary education years the foundation for the child's academic, physical, emotional, moral, ethic and social development is firmly laid. Competent, qualified and experienced facilitators should be employed for these learners to lay a good foundation for the future. Learners should be given sufficient opportunities to explore, experiment and manipulate things in their surrounding world. Spontaneous learning should be encouraged and learners should be taught to be creative, to think, to solve problems and to draw conclusions.

According to Super (1979:125) facilitators need to guide the learners and assist them in what they are doing, but should not show learners how to do things. Learners who enter Grade 1 are often regarded and treated as a homogenous group. This is usually based on an incorrect assumption, because these learners will differ from one another markedly with regard to chronological age, physical health, size, language ability, intellectual capacity, emotional maturity, perceptual skills, socio-economic and cultural background, as well as in motivation and interest level.

According to Poole, Davis, Kiellerup and Evans (1970:301) all educators must be concerned with the question of school readiness, because learners who are made to acquire or over learn skills they do not yet comprehend, tend to show rigidity in their subsequent formal school performance. This could have a negative influence on all their later learning. Reilly (1981:43) too, finds school readiness to be an important factor in learning, and states that it is "both fruitless and harmful to drive learners to learn before they are physiologically and psychologically ready for such learning".

Murphy, Broadfoot (1995:36) also says that schools could be used as the centre of education where learners, parents, facilitators and other stakeholders work together and share ideas to determine the success or failure of their learners.

In respect of the challenges posed by the transformation process in education, this research seeks to address the criteria used for the progression of learners ranging from

reception class to Grade III. Conscious of the legacy of the apartheid education system and its shortfalls in assessment and the progression of learners in the foundation phase, this research will also probe how educators, trained under the old system, can be empowered to meet the challenges required by curriculum 2005, the Educational Policy, the Draft Policy on Assessment for General and Further Education and Training as well as the National Qualification Framework. The research will also investigate the shortfalls that have been brought about by the passive involvement of all stakeholders in the education of the child in particular in the foundation phase (Murphy et al 1995:36).

Over and above the investigation will also monitor and evaluate how such challenges will affect the progression of learners in the foundation phase.

Schoeman (1985:125) as has been observed previously in reflecting on the child, asserts that man needs to be educated to develop. It is therefore apparent that the realisation of every child's special gifts and talents, of his latent potential, is the task of the educators, parents and facilitators. In the pedagogical situation the child cannot remain as he is; he needs to become educational and to progress from one level to the next. He therefore needs to be helped, assisted, guided and directed to become a proper adult. Owing to the individual personal limitations of people, the highest ideal for any human being cannot be attained in this life. This implies that the child (and later, the adult) will continuously "become", that is, develop and advance towards what he ought to be.

## **1.2 AWARENESS OF THE PROBLEM**

There is a major change or transformation taking place in the education system especially with regards to the curriculum. This change brings about difficulty in the implementation of the new curriculum as a result of the new criteria used in assessment, evaluation and curriculum design. One of the major problems is how

learners are going to be assessed for progression from one level to the next using the new assessment criteria and to look at how the facilitators are going to progress from the old system of assessing learners to the new system of assessment as proposed in:

- Curriculum 2005 (Department of education: 1998).
- Educational policy (Department of education: 1998).
- Policy of Assessment for General and Further Education and Training (Department of education 1998).
- National Qualifications Framework (Report of the ministerial committee for development work on the NQF 1998).
- As well as the new suggested curriculum (July :2001).

Because of the information embodied in the above documents, it seems as if a major change will take place in the way facilitators will assess learners for progression. New assessment criteria will be implemented, so facilitators will be bound to use the new assessment criteria to evaluate learners for progression.

### **1.3 STATEMENT OF THE PROBLEM**

This research seeks to highlight the contents embodied in the criteria used to assess pupils' progression from one level to the next. Assessment fulfillment or contents would *inter alia* encompass facilitator incompetence's to adapt to the new system of assessing learners for progression. This will be done by way of evaluating the criteria used to assess the learners for progression in the foundation phase, particularly in the reception year up to Grade three, and to investigate if there is a need to improve the old assessment criteria. What can be done to transform the facilitators of those learners to be accommodated in the new curriculum? How can the community stakeholders (parents) be taken on board with these changes?

This study will investigate the following problems:

- Does the facilitator meet the new assessment criteria?

- Can the opinions/ideas and attitudes of facilitators be transformed?
- Do facilitators understand the new assessment criteria and how to use them?
- Will facilitators be able to use the new assessment criteria?
- Are the facilitators knowledgeable enough to implement the new assessment criteria?

#### **1.4 DEMARCATION OF THE FIELD OF STUDY**

In order to undertake research in this field effectively and successfully, only one assessment criterion that is basically and fundamentally connected with the evaluation will be taken into consideration. Reception year classes and primary schools are found all over South Africa, in all races and cultures, so it is practically impossible to include all of them in this investigation. This investigation will consequently be confined to the Rustenburg area.

The research will focus on the learners who are in the reception class up to Grade III. Irrespective of whether these learners who are in the reception class attended pre-school, they will all be included in the research. Nine (9) primary schools will be used in the investigation, three (3) rural primary schools, three (3) sub-urban primary schools and three (3) urban primary school. These schools are to be randomly selected.

The crux of the matter, which is also the point of departure for this research, is to find out how knowledgeable the educators are of the new assessment criteria and what are educator's average attitudes towards the new assessment criteria.

The study endeavors to test 58 (fifty eight) educators both males and females. The sample will include under qualified, qualified and or unqualified educator in the Primary Schools.

## **1.5 THE AIM OF THE INVESTIGATION**

The aim of the investigation is to ascertain how the policy changes in education will affect the foundation phase, to evaluate the criteria of assessment, using scientific evaluation to verify their validity and reliability; to investigate the effects of the transformation process on the assessment of the learners; to investigate and to recommend ways or methods to help facilitators and the community towards this transformation; to investigate how facilitators are going to evaluate learners in the foundation phase.

## **1.6 THE METHOD OF RESEARCH**

A literature study will be undertaken which is intended to highlight the assessment and progression of learners in the foundation phase. This will be preceded by an investigation of why learners fail and why they pass/progress to the next grade. The criteria used by the educators as a determining factor for learners to pass or fail, will be discussed. The literature study will be verified by means of questionnaires testing educators. The experimental research will be conducted at the beginning of 2001 using the foundation phase facilitators in each school.

In the empirical research the overall number of facilitators to be used for investigation will be all inclusive from reception years up to Grade III. The researcher will formulate questionnaires and take them to different schools for completing. This will be done by formulating relevant questionnaires. The researcher will visit some parents at home and will interview facilitators as well as the principals of the schools. Correlations will be made to determine the relationship and tests will be used to calculate significant differences between mean standard scores. The method of research will be discussed in detail in chapter 4.

## 1.7 THE NULL HYPOTHESES

The following twelve (12) null hypotheses were derived from the literature review and are stated to guide the empirical investigation. The null hypotheses means that there will be no significant difference between the old criteria used for assessing learners and the new criteria.

- H<sub>01</sub> There is no significant difference between teachers' from diverse school types perceived average knowledge towards the new assessment criteria.
- H<sub>02</sub> There is no significant difference between teacher's from diverse school types average attitude towards the new assessment criteria.
- H<sub>03</sub> There is no significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria.
- H<sub>04</sub> There is no significant difference between teachers' from diverse genders average attitudes towards the new assessment criteria.
- H<sub>05</sub> There is no significant difference between teachers' from diverse ages perceived average knowledge towards the new assessment criteria.
- H<sub>06</sub> There is no significant difference between teachers' from diverse age's average attitudes towards the new assessment criteria.
- H<sup>07</sup> There is no significant difference between teachers' from diverse years of teaching experience perceived average knowledge towards the new assessment criteria.
- H<sub>08</sub> There is no significant difference between teachers' from diverse years of teaching experience average attitudes towards the new assessment criteria.
- H<sub>09</sub> There is no significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria.
- H<sub>10</sub> There is no significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria.

- H<sub>11</sub> There is no significant difference between teachers' from diverse qualifications perceived average knowledge towards the new assessment criteria.
- H<sub>12</sub> There is no significant difference between teachers' from diverse qualifications average attitudes towards the new assessment criteria.

## **1.8 DEFINITION AND ELUCIDATION OF CONCEPTS**

A number of concepts will be thoroughly explained to avoid ambiguity, misunderstanding and an own interpretation of concepts. This is done to remove any conflict of ideas and meanings that might exist and to provide a clear understanding.

### **1.8.1 Assessment**

“Assessment consists of a task or series of tasks set in order to obtain information about a learner’s competence. These tasks can be workplace, course work, classroom, homework, project based or they can be set in an examination paper. There is external as well as internal assessment” (Niebuhr 1996:16).

“External assessment is an assessment (often in the form of examination) designed, set and marked by a body which is separate from the organization which delivers the learning programs” (Niebuhr 1996:17).

According to Griffin & Mix (1991:4) assessment is a general term encompassing all methods customarily used to appraise the performance of an individual learner or group. Many sources of evidence can be used as well as learners’ knowledge, understanding skills and attitudes. Formal and informal methods may be used for assessment. This may also involve collecting evidence of learner achievements. It can moreover be based on a series of facts, so it does not necessarily depend on tests, measurements, scores or grades.

“Assessment is a process which occurs whenever one person in some kind of interaction direct or indirect with another, is conscious of obtaining and interpreting information about the knowledge and understanding or the attributes and attitudes of that other person” (Boyce 1987:2).

From the above it is clear that assessment should be an integral part of teaching and learning, as well as of the teaching process. It is a means of determining to what extent learners have achieved the objectives of instruction.

Demamiel (1993:6) says that assessment is the process of collecting, organizing, interpreting, recording and using a variety of information gained from learners in order that informed judgments can be made about their performances, achievements and needs. Assessment information enables the facilitator to make decisions about subsequent learning and to document learners' achievements.

“Assessment, whether it involves the cognitive, social or physical aspects of learning, should be an ongoing process that incorporates students to discuss and contemplate their progress. Assessment should highlight the positive aspects of the students learning” (Demamiel, 1993:6).

When using the concept 'assessment' in this research, it means the way facilitators evaluate learners, and in particular the instrument or process used to see whether the learner have reached the outcomes set for the specific level.

### **1.8.2 Assessment criteria**

According to Niebuhr (1996:16) assessment criteria are the criteria attached to an assessment task designed to determine the achievement for specific outcomes.

Assessment is often interpreted to mean that tests usually have a strict time limit and that learners have to work alone, in silence, and they are not allowed to look at reference books. In some cases a single sentence, linked sentences or paragraphs related to a given topic, tasks, question or picture, are written.

According to the Department of Education Act No 27 of (1996:10), Outcome-Based Education (OBE) is a learner-centered, result-oriented approach to education and training that builds on the notion that all learners need to and can achieve their full potential, but that this may not happen in the same way or within the same period. It also implies the following:

- what learners are to learn, is clearly defined;
- each learner's progress is based on demonstrated achievement;
- each learner's needs are accommodated through multiple teaching and learning strategies and assessment tools; and
- Each learner is provided the time and assistance to realize his/her potential.

Assessment in OBE focuses on the achievement of clearly defined outcomes, making it possible to credit learner's achievement at every level, whatever pathway they may have followed, and at whatever rate they may have acquired the necessary competence (National Education Policy Act No. 27 of 1996:26-27).

### **1.8.3 Evaluation**

Evaluation is the process whereby the information obtained through assessment is interpreted to make judgments about a learner's competence (Niebuhr. 1996:16).

“In general, evaluation involves making judgments of worth. The assessment process provides the information on which those are based. These judgments usually lead to decision making. In order to ensure that the outcomes have been reached, students' performances can be and

are judged in terms of either their absolute or relative worth" (Griffin et al 1991:5)

"Pupil evaluation is a process, in which a facilitator uses information to assess learners, for example: scores derived from measurement, questionnaires, direct observation and interviews, to arrive at a value judgment. Evaluation really involves the use and interpretation of information to determine whether the objectives of a learning situation have been achieved. Evaluation is concerned with the appraisal of quality" (Boyce 1987:1).

According to Sayer (1989:21) there is no specific instrument to evaluate learners, so a variety or many instruments can be used to assess learners. Skills of evaluation have to be highly developed. In evaluating learners, as many people as possible should be drawn into contributing to evaluate the learners.

Gray, Miller & Moakes (1994:127-132) learners can be evaluated formally. Formal referrals can also be made by facilitators. For a facilitator to refer a learner, a facilitator needs other facilitators' support. Evaluation questionnaires can also be compiled. Those questionnaires can be circulated to other schools.

When using the concept 'evaluation' in this research, it means the process or instrument used by facilitators to investigate if learners have achieved the outcomes of a specific task in relation to their competence or capability.

Progression ensures that the framework of qualifications permits individuals through the levels by accumulating combinations of credits (Niebuhr 1996:22). A credit indicates the level of competence of an individual in a specific learning area. For the learner to progress from one level to the next, a combination of credits are indispensable.

To progress is to advance, journey onward, forward movement in space, continual

improvement or development. Progression is the action of progressing, especially by stages. It involves sequential advancement from one stage to another. The stages are interrelated and interdependent. Hanks (1980:1168) refers to it as an act or instance of moving from one unit in a sequence to the next with the purpose of reaching completion or maturation.

According to Webster (1984:1179) progression is a forward or onward movement, an advance, a gradual improvement, especially the progressive development of humanity to go forth, to develop to a higher, better or more advanced stage. Progress is a movement forwards especially to a place or objective. It also refers to a satisfactory development, growth, or advance (Hanks 1980:1168). Advances towards completion, maturity, or perfection of or relating to progress.

#### **1.8.4 Learners**

According to the South African Schools Act No 84 of 1996 a learner means any person receiving education or obliged to receive education in terms of this act (vii). Within the framework of this investigation the learners who are referred to will be those from the Reception class to Grade III.

#### **1.8.5 Foundation phase**

In the context of this research foundation refers to Reception class up to and including Grade III.

### **1.9 PROGRAMME OF INVESTIGATION**

This research will comprise the following chapters:

*Chapter one:* introduction, awareness of the problem, problem statement, how to formulate null hypothesis, demarcation of the field study, the aims of the investigation, the method of research, definition and elucidation of concepts and the programme of investigation.

*Chapter two:* literature study of the characteristics of the learners in the foundation phase.

*Chapter three:* why do we assess?, who assesses? Progression, Assessment, continuous assessment, assessment criteria, assessment and evaluation, assessment strategies, guidelines for assessment.

*Chapter four:* research design and research methods: example, empirical, observation, interviews and qualitative.

*Chapter five:* results and discussion of results; problem statements and hypothesis, results, biographic information and testing of hypotheses.

*Chapter six:* Findings, interpretations, recommendations and its implications, suggestions for future research and concluding remarks.

## CHAPTER TWO

# CHARACTERISTICS OF LEARNERS IN THE FOUNDATION PHASE

## 2.1 INTRODUCTION

In this chapter, the researcher seeks to review the various development phases of the learner in the foundation phase, including the physical, emotional, social, moral, cognitive and language development. It will be argued that learners go through various stages of development. These stages are reached in a progressive manner, depending on the age of the child. It is significant to note that the learner who is at a given stage of development is expected to exhibit certain behavioural patterns, which serves as indications of such a stage. It is further noted that such indications serve as indicators of readiness for the next stage. Most sources seem to concur on the characteristics of a learner's developmental stages.

## 2.2 PHYSICAL MOTOR DEVELOPMENT/LARGE AND FINE MUSCLES

### 2.2.1 Nature of physical development

“Physical development involves the increase in size of the various body parts, and the increase in complexity of their structures and functions. Motor development refers to movement and control of the body parts. As learners grow and develop, the ability to use their body parts increases in strength, speed, and co-ordination. As they mature, all humans share

some common principles of development" (Berns 1994:142). There are also norms according to typical patterns to account for individual differences.

Three basic principles underline the growth and development of all body system. These are cephalocaudal, proximodistal, and differentiation and integration. 'Cephalocaudal' means from head to tail. The principle of cephalocaudal development states that human development progresses from head to foot. Physical and motor development progress from up to down and also from centre outward. 'Proximo distal' means "near to far". The principle of proximo distal development states that human development progresses from the centre of the body to the extremities. The third principle of development is differentiation and integration. 'Differentiation' means that infants' abilities become increasingly distinct and specific over time (Berns 1994:142-133).

Motor activity, or movement, is the result of nerves carrying impulses from the central nervous system to the muscles. Motor development is exhibited in the early months of life by rapid changes in behaviour (Berns 1994:142).

We know that a learner's physical and motor development influences, and is influenced by all other aspects of development: cognitive, language, social and emotional. Physical growth (bodily changes over time) and motor development (the increasingly competent use of the body) are interdependent. Learners from ages 2 through 6 or 7 years frequently engage in fundamental movement activities such as running, jumping, throwing and catching (Benelli and Yongue 1995:217).

The following paragraph outlines, in tabular form, the physical milestones of learners in the foundation phase:

### 2.2.2 Physical milestones of learners in the foundation phase

Gordon and Browne (1993:91), Berns (1994:152-154), Erbaugh and Sarah (1984:8), Hendrick (1975:60-61), Krants (1994:281, Benelli et al (1995:218).

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• A reception year class child's physical motor skills is completely coordinated.</li> <li>• He/She has an adult-like posture.</li> <li>• He/She has tremendous physical drive.</li> <li>• He/She likes to use fine motor skills.</li> <li>• He/She learns how to tie a bowknot.</li> <li>• He/She has accuracy, skill with simple tools.</li> <li>• He/She draws a recognizable person.</li> <li>• He/She dresses self-completely.</li> <li>• He/She cuts on line with scissors</li> <li>• He/She begins to colour within the lines.</li> <li>• He/She catches a ball from three feet away.</li> <li>• A child of five years, enjoys jumping, running, doing stunts.</li> <li>• He/She rides a two wheeler.</li> <li>• He/She balances on a balance beam.</li> <li>• He/She jumps rope.</li> <li>• He/She lightly on toes.</li> <li>• He/She likes to dance, is graceful, rhythmic, sometimes roughhouses, fights.</li> </ul>	<ul style="list-style-type: none"> <li>• A six year old growth has slowed.</li> <li>• Basic skills developed need refinement.</li> <li>• Needs active play to let off steam.</li> <li>• Likes to test limits of his/her own body.</li> <li>• Enjoys aerobics. Values physical competence.</li> <li>• Works at self-imposed tasks.</li> <li>• Needs daily legitimate channels for high energy.</li> <li>• Learn to ride two-wheelers.</li> <li>• Enjoy challenges in balancing skating, skiing.</li> <li>• Motor development is a tool for socializing.</li> <li>• Bones growing and solidifying. Boisterous, enjoy stunts.</li> <li>• Likes to roughhouse but may get hurt.</li> <li>• First graders have realized the value of the tooth fairly and are anxious to "collect".</li> <li>• Becomes quite adept at riding a bicycle.</li> </ul>	<ul style="list-style-type: none"> <li>• The most noticeable physical change of second graders, according to their facilitators, is in height.</li> <li>• The roughly three-inch increase (7-8 cm) is often combined with a thinning which tends to accentuate the height again.</li> <li>• A second area of physical change is in the ability to sit still</li> <li>• On the average, this ability now extends to at least 20 minutes and 30 minutes or more when the activity is especially engrossing.</li> <li>• Girls have a slight edge in their ability to sit still.</li> <li>• The improved gross motor skills are seen in the mastery of skipping and hopping and the general improvement in coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a high level of both physical energy and, frequently, energy from social tensions.</li> <li>• Third graders rarely sit in their seats with both feet on the floor and their bodies straight and faced forward.</li> <li>• The third grader will also often skip, jump, or run rather than walk.</li> <li>• They often enjoy participating in rough and tumble activities as well as roller skating and skateboarding.</li> <li>• By third grade, the large motor coordination of students is very good.</li> <li>• This, plus the improvement in small motor skills and the increased social nature of the third grade, leads to much more participation in organized athletic activities.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Females have a greater proportion of fat cells and less muscle tissue than males.</li> <li>• This difference remains consistent across all ages.</li> <li>• Males have larger hearts and lungs.</li> <li>• Females have lower basal metabolism rates, meaning they require less energy to maintain body functions compared with males.</li> <li>• Starting at five to six years of age, males perform better in running, jumping and throwing activities while females excel in hopping.</li> <li>• Learner's performance improves gradually between the ages of three and six years.</li> <li>• Learners can jump over lines or very low obstacles, as well as from blocks of various heights.</li> <li>• Hopping is difficult for young learners.</li> <li>• Can balance lying on side. Balance standing on tiptoes. Balance on one foot, then the other, for short period of time.</li> <li>• Use balance beam in many ways, or use large hollow blocks as "stepping stones", or walk on lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Are likely to climb up the slide part and then come down backwards or upside down.</li> <li>• Tying shoelaces is easily accomplished and writing shows improvement, although holding the pencil properly is still a struggle for many.</li> </ul>		

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Can throw objects at target such as wall, or into large box.</li> <li>• For catching, older learners can use a pitch-black net, useful for understanding effect of force in relation to throwing.</li> <li>• Bouncing - best with large, rubber ball, used two hands and then progress to one hand, bounce to other learners.</li> <li>• Learners also need visual assistance in many motor skill activities, because their optic nerves are not fully developed and they have limited ability to track objects.</li> <li>• Although the rate of physical growth slows considerably in the pre-school years as compared to the rapid growth of infancy, there are still impressive changes in weight, heights, and body proportion from the beginning of the third to the end of the sixth year.</li> </ul>			

## **2.3 EMOTIONAL AFFECTIVE DEVELOPMENT**

### **2.3.1 Introduction**

According to Gordon and Browne (1993:85) social and emotional development includes a child's relationship with himself and others, self-concept, self-esteem and the ability to express feelings. A good school provides much to meet the emotional needs of its learners. The curriculum, the facilitator and the other learners are all-important factors in the child's emotional and intellectual development.

When a child comes to school at five or six years of age he/she needs acceptance and much support in many ways from the facilitator. This support and acceptance can be given partially by taking notice individually and attention through a smile, a pat on the shoulder, or an attentive ear to what the child has to say. Tactful praise can be helpful if given to the individual himself or herself, not praise for competing with the group. It does not help a child emotionally to make him feel he is better than his classmates. Praise can best be given through a smile of recognition for some accomplishment or by a sincere "well done". When the facilitator is able through his/her accepting, kindly manner to make young learners feel that he/she likes them, will protect them, will treat them with dignity and respect, they expand in this new environment and take steps toward greater independence, development of new skills, and acceptance of other people that most learners of that age are ready for.

Acceptance of other people is an important step in emotional development and mental health (D'Evelyn 1957:8). Emotions can be defined as physiological changes in arousal level expressed subjectively by various responses. Emotions affect us physiologically, cognitively and psychologically (Berns 1994:338). It was proposed that emotions are a biological adaptation enabling the successful survival of humans and animals. For example, emotions such as anger and fear are accompanied by physiological changes that enable human beings to engage in a struggle for survival or to flee from a threatening situation. Emotions such as love and caring are also adaptive. For

example, a parent's love for an infant will most likely ensure that the infant will be nurtured. Also, emotions are biologically adaptive in that they seem to function as a signal for other emotions to respond (Berns 1994:340).

The following paragraph outlines, in tabular form, the emotional milestones/  
Characteristics of learners in the foundation phase:

## 2.3.2 Emotional milestones or characteristics of learners in the foundation phase

Gordon and Browne (1993:92) D'Evelyn (1957:14), Charlesworth (1983:287), Howe (1993:253)

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Most learners like the satisfaction of growing independence as long as they do not feel pushed, confused, or rejected by the facilitators.</li> <li>• The latter can tell how a child feels by the reaction to his expectation for more independence.</li> <li>• If a child responds successfully and happily to added independence, the facilitators knows that he is ready for it, whether it be more freedom of choice, less direction in a given task, or less supervision in play and work activities.</li> <li>• If the child responds with confusion, whining, tears, quarrelling, disorganised behaviour, or passive inactivity, the facilitator knows that he still needs active support.</li> <li>• When learners lose self-control they become confused and feel guilty.</li> <li>• They are afraid of their own wild, disorganised, aggressive behaviour, and are relieved when the facilitator helps them to restore order and an atmosphere of comfortable goodwill.</li> </ul>	<ul style="list-style-type: none"> <li>• Six-year-olds like to work, yet often do so in spurts.</li> <li>• Do not show persistence. Tend to be a know-it-all.</li> <li>• Free with opinions and advice.</li> <li>• Bring home evidence of good schoolwork, observe family rules.</li> <li>• Gender-role stereotypes are rigid, friends easily gained, easily lost.</li> <li>• Finding a place with peers. Test and measures self against peers makes social connection through play.</li> <li>• Friends are of the same sex.</li> <li>• Believe in rules except for the self.</li> <li>• Active, outgoing.</li> <li>• Own activities, pleasure takes precedence. Charming. Proud of accomplishments.</li> <li>• Seven-year-olds are more serious.</li> <li>• Sensitive to other's reaction. Eager for home responsibilities.</li> <li>• Tractable and polite at home. Complaining pensive.</li> <li>• Shame is a common emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Second graders become much more aware of the outside world.</li> <li>• With this awareness comes more concern with its dangers, although this is less evident in rural areas.</li> <li>• While second graders still fear many of the physical things they did in first grade, such as the dark, fire, and scary movies, now they also fear bad news on television, guns, robbers, neighbourhood problems and drugs, especially in urban areas.</li> <li>• Much of the humour appreciated by second graders is still very concrete or physical in nature.</li> <li>• Cartoons, clowns, and riddles become much more popular.</li> <li>• They are progressively independent and less in need of facilitators' support, direction, and control.</li> <li>• They are working towards independence.</li> <li>• Second graders like to work, often do so in spurts.</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhere between 8 and 9 years of age, learners reach the stage of emotional and social development at which they form a strong identification with their own age mates.</li> <li>• It is the beginning of group loyalty, and is an important step forward - in emotional development and good mental health.</li> <li>• It means that the child is becoming less dependent upon the adult. Although he still needs considerable support, he is beginning to see his classmates as individuals like himself whom he can sympathize with, love, and unite with against repressive adults.</li> <li>• Expression of anger is more tolerated in males than it is in females whereas the expression of fear is more tolerated in females than in males.</li> <li>• In other cultures certain emotions may be absent or repressed.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• This does not mean that the facilitator should give the learners no part in planning or that he/she should not let them have as much freedom and self-control as they can handle.</li> <li>• He give them the kindly support and sets the limits they need in maintaining good inter-group relationships in work and play.</li> <li>• This requires skill and an understanding of the learner's reactions and needs.</li> <li>• As learners develop, their emotional expression is often regulated by social or culturally defined contexts for the appropriate display of certain emotions.</li> <li>• American learners learn early to curb displays of anger. Also, females and males are socialised differently with respect to the display of emotions.</li> <li>• By the time the child of five comes to school, he has learned that certain of his actions bring adult approval, while certain others bring disapproval.</li> <li>• If the child's earlier experiences are with loving, helpful parents it becomes important to him to have their approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaves rather than face criticism, ridicule, disapproval.</li> <li>• Complains of unfair treatment, not being liked, shows politeness and consideration for adults.</li> <li>• Enjoys solitary activities.</li> <li>• School aged learners choose peers predominantly of their own age from school or neighbourhood.</li> <li>• Being in school, they had more opportunities to make friends with learners of their own age and were old enough to visits friends from immediate area.</li> <li>• Psycho socially, the grader has made the adjustment to the school environment and is more comfortable with peers and with the facilitator.</li> <li>• First graders begin to express fear of divorce, the death of a parent, notes home.</li> <li>• For the first grader, academically related fears such as tests and homework show up.</li> <li>• Fears of monsters and nightmares are also quite common in first graders.</li> </ul>	<ul style="list-style-type: none"> <li>• Friends are of the same sex.</li> <li>• They enjoy group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In Tahiti because grief is not allowed, no label for the emotion exists.</li> <li>• The child welcomes firm control from a loving, accepting adult-facilitator or parent.</li> <li>• He/She feels safer, and since he/she can expand into learning and broader interpersonal experiences with his/her peers.</li> <li>• No child can be forced into independent action successfully from the standpoint of emotional well being.</li> <li>• He/She must be led gradually into it as he/she begins to feel more comfortable in the particular situation, when he/she gains confidence in his/her ability to handle the situation, and when he/she considers the facilitator is to be trusted in giving him/her needed any help without scolding or disapproving.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• He curbs certain feelings and desires, and tempers certain actions to gain their approval.</li> <li>• It is not easy to give up one's own strong and primitive wishes, and so it takes time for the child to build controls sufficiently strong to enable him to do without this adult support.</li> </ul>			<ul style="list-style-type: none"> <li>• Continues to say that the facilitator need not hesitate to give more support than he thinks a child should have, for it is the secure and confident child who moves forward, not the child who is pushed before he is ready.</li> <li>• One of the facilitator's biggest problems with young learners is in relation to this whole matter of giving enough and the right kind of support when it is needed.</li> <li>• Young learners are still in the process of building controls and feel safer when the facilitator gives them the necessary help to maintain control.</li> <li>• The young child is largely a creature of emotion, his feeling, desires, and wishes are strong and primitive.</li> <li>• He/She naturally wishes to satisfy his/her desires, and his/her efforts are bent toward feeling comfortable and happy.</li> <li>• Because adults must be, in a certain measure, restrictive and prohibitive with learners as they help them understand cultural expectations, learners are frustrated in the expressions of some of their wishes and feelings.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
			<ul style="list-style-type: none"> <li>• In all learners, this necessary frustration - even though slight - arouses some feelings of resentment toward adults.</li> <li>• Since it is not safe to show this resentment toward the powerful and necessary adults, it is directed toward safer individuals - usually peers.</li> <li>• This explains much friction and quarrelling among learners.</li> <li>• In our middle class culture, we try early to curb learner's excessive aggressive acts toward others.</li> <li>• Learners become, therefore frustrated, but are not permitted to express their resentment.</li> <li>• It is hard for many learners to build controls strong enough to prevent the spilling over of these repressed emotions in disorganised behaviour.</li> <li>• Because the child has been made to feel that such behaviour is unacceptable, he feels guilty when he loses control.</li> </ul>

## **2.4 SOCIAL DEVELOPMENT**

### **2.4.1 Introduction**

Socialisation is simply the name of the process by which we learn those things that we must know in order to fit in with the rest of the people in our society (Davenport 1988:177). Socialisation is the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of groups and society. Socialisation begins at birth; it teaches one about the ways of the society in which one lives, such as how to behave, dress, eat, speak and conduct business.

Social learning is strongly influenced by the direct disciplinary experiences learners encounter at the hands of their parents and other socialising agents.

Healthy social and personality development occurs when there is a goodness-of-health, or compatibility between the temperament of the individual and the demands and expectations of the environment. Impaired social and personality development occurs when there is a poorness-of-fit, or incompatibility, between the individual and the environment (Berns 1994:365-376).

To understand a child's social and personality development, we need to look at the primary context in which a child develops, and it sets the standard for all later ones. The loved and nurtured child will feel confident and will trust others. The neglected or abused child will lack confidence and will mistrust others. In the family a child is first exposed to values, attitudes, morals, role models and norms. Thus, the family serves as the most significant socialising agent for the child (Berns 1994:377).

Parental love and interest facilitate positive moods in learners, and learners who are happy and contented behave more altruistically, display more self-control when tempted to misbehave, and generally behave in a more mature and pro-social way (Perry & Bussey 1984:9, 105).

**2.4.2 Social milestones or characteristics of learners in the foundation phase**

Gordon and Brown (1993:91), Berns (1994:372-381), Howe (1993:271-272), Gullo and Ambrose (1987:28), Vrey (1979:91).

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<p>A reception year school child:</p> <ul style="list-style-type: none"> <li>• is self-confident, self-contained, poised.</li> <li>• is sensitive to ridicule.</li> <li>• Has to be right, persistent.</li> <li>• Has a sense of self-identity.</li> <li>• May get silly, high, wild.</li> <li>• Enjoys pointless riddles, jokes.</li> <li>• Enjoys group play, competitive games.</li> <li>• Aware of rules, defines them for others.</li> <li>• Chooses own friends; is sociable.</li> <li>• Gets involved with group decisions.</li> <li>• Insists on fair play.</li> <li>• Likes adult companionship.</li> <li>• Accepts and respects authority; asked permission.</li> <li>• Remains calm in emergencies.</li> <li>• A child practised riding a two-wheeled bicycle for hours until he mastered it.</li> <li>• Spent over an hour reading a book.</li> <li>• Still cannot tie his/her shoes because of giving up when not successful.</li> <li>• Fidgets when parents read to him/her.</li> <li>• Rushes to greet parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The grade one-child has as yet no fixed attitudes towards social groups.</li> <li>• By the end of his standard five year he has definite attitudes towards his church, race, and school, and towards groups with which he does not identify himself.</li> <li>• Apart from pro or con attitudes he has also learned the nature of attitudes such as respect, awe and contempt.</li> <li>• On the other hand a child is continually prevented from initiating activities, and then this stage will have a negative outcome for the child.</li> <li>• The child feels guilty for having ideas and feelings and, thereby, feels powerless to control her environment.</li> <li>• He/She begins strong friendships with peer associates, with discrimination against others in group.</li> </ul>	<ul style="list-style-type: none"> <li>• Second graders are generally friendly and get along well with their peers.</li> <li>• They are better able to work things out verbally rather than physically and are less likely to cry; they may even be embarrassed if they cry in front of others.</li> <li>• They tend to have fewer friends but closer friends than in the first grade.</li> <li>• There is growth in independence, organization, responsibility, and self-control with girls having a slight edge in each of these areas.</li> <li>• They are still young and often sensitive.</li> <li>• A few may still suck their thumbs, be hesitant to discuss what is bothering them, and if things are not going their way, withdraw from the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners rating of their performance do not begin to correlate with the facilitator's ratings of their performance until about the third of fourth grade.</li> <li>• Not until the age of 9 do learners realistically judge their own competence.</li> <li>• By nine, learners are able to make use of information gleaned from social comparison.</li> <li>• Learners are unable to make judgements about their own self worth until about age eight.</li> <li>• The third grader is much more social than the second grade.</li> <li>• There is a strong sense of group, which develops an increasing need to interact with peers, and concern with being accepted by peers.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>· Gets hiccups from laughing loudly.</li> <li>· Drops eyes and remains silent when given a firm parental "no".</li> <li>· Refuses milk if it is not ice-cold.</li> <li>· Does not hear loud, sudden noises when reading.</li> <li>· Does not object to injections.</li> <li>· Laughs loudly while watching television cartoons.</li> <li>· Smiles at everyone.</li> <li>· Cries when frustrated.</li> <li>· Four-year-old learners are masters of their own bodies.</li> <li>· They can try out ideas and take the initiative in reading goals - go for a ride on the tricycle or ask questions.</li> <li>· During this time, learners are not only dealing with ideas but also are dealing with conflicting feeling about the opposite sex parent.</li> <li>· If a child can overcome feelings of powerlessness about controlling ideas by successfully initiating activities, and controlling feelings by identifying with the same sex parent this stage will have a positive outcome for the child.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• A child leaves table often during meals.</li> <li>• Always runs. Takes a long time to dress, sits quietly on long automobile rides.</li> <li>• Falls asleep when put to bed. Bowel movement regular, variable food intake.</li> <li>• Seems not to bear if involved in favourite activity.</li> <li>• Cries for a long time when hurt.</li> <li>• Entered school building unhesitatingly.</li> <li>• Tries new food.</li> <li>• Hid behind parent when entering school.</li> <li>• Hesitated to go to nursery school at first, now goes eagerly.</li> <li>• Slept well on camping trip.</li> <li>• Has to hand led into classroom each day.</li> <li>• Bounces on bed despite spankings.</li> <li>• Phallic stage (5 years) when the child is about five years of age, he becomes aware of pleasure from the genitals, masturbation is common.</li> <li>• It is during this phallic period that males view their mothers as a love object female similarly, view their fathers.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Their desire to possess the parent of opposite gender usually causes intense anxiety, according to Freud.</li> <li>• Too much uneasy feelings, males try to become like their fathers by imitating their behaviours a process called identification, in which one assumes the characteristics of another.</li> <li>• Like wise, females try to become like their mothers, to be loved by the opposite sex parent.</li> <li>• If the feelings are not resolved regarding possessing the opposite sex parent and identification does not occur, then a child risks having sexual problems as an adult, according to Freud.</li> <li>• A pre-schooler is initiative: ask questions exhibits imagination.</li> <li>• Guilts: exhibits pass behaviour is conforming.</li> <li>• Pre-scholars are capable of forming friendships that endure over several months.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Learners show wide individual differences in the communication and conflict resolution skills required to initiate and sustain friendship.</li> <li>• Continues to say that: although pre-school learners are frequently in conflict, most conflicts are short-lived and do not involve aggression.</li> <li>• Most conflicts focus on control of objects and social influence.</li> <li>• A pre-school child is both sociable and becoming socialised.</li> <li>• He/She spends as much time as he/she can with other learners if they are available.</li> <li>• He/She can now use language to facilitate his/her social interactions.</li> <li>• He/She can get others to do what he/she wants them to do.</li> <li>• Sometimes he/she helps, shares and co-operates.</li> <li>• At other times he/she is aggressive, takes toys, and refuses to let other learners join with him/her and his/her friends.</li> <li>• He/She knows what is right and wrong but does not always act accordingly.</li> </ul>			

## **2.5 MORAL, ETHIC OR RELIGIOUS DEVELOPMENT**

### **2.5.1 Introduction**

An important part of the socialisation process is learning what is “right” and “wrong”. Each society has rules and laws governing what is “right and wrong” or “good”, and “bad” (Davenport 1988:177).

Psychologists have concentrated on different aspects of how learners develop ideas about right and wrong: Freud concentrates on the origin of moral feeling, Piaget and Kohlberg explain moral reasoning, and behaviourists explain moral behaviour.

Piaget used a number of techniques to investigate how learners think about rules, honesty and truthfulness, “right and wrong” that is justice, motives and punishment. He played some games with learners to investigate their thinking on “rules” and he told learners stories, which could be interpreted in different ways to see if they could understand intentions (Davenport 1988:177-180). Piaget observed the way learners played and he conducted experiments, to see how their thinking on moral issues changed (Davenport 1988:181).

Central to Piaget’s ideas about moral development is the assumption that whenever people come together to form a group, then it is necessary for them to devise a set of social and moral rules in order to regulate the conduct of the group and of the individuals in it. According to Piaget, rules are necessary for the existence of any group, for without them, there can be no genuine cooperation and sense of group identity.

Piaget argued that games are important for moral development because they help learners to develop an understanding of how rules function, where they come from, whether they can be changed, the consequences of changing the rules, and so on. He claimed that learners generalise their experience of using rules in the context of games

to the regulation of behaviour in other contexts. Piaget also recognised, however, that there is a distinction between the practice of moral rules (moral behaviour) and being able to explain those rules (moral understanding). His observations of Genevan learners playing games of marbles showed that although they clearly abided by sets of rules, learners younger than 10 years of age were not able to explain why rules were necessary, where rules come from or how they could be changed. This led him to propose that moral behaviour and moral understanding develop in identifiable stages, according to two separate but parallel sequences: a practical sequence and a verbal sequence (Barnes 1995:272).

Piaget studied the attitude of learners to the rules of both marbles and morality and found a correlation between them. At the "transcendental stage" the rule appears as something external and unalterable, often sacred. At the autonomous stage it is seen to be alterable, a convention maintained out of mutual respect, which can be altered if the cooperation of others is obtained. Constraint is replaced by reciprocity and cooperation (Peters 1981:12).

An increasing number of moral educators such as Aronfreed, Callan, Fraenkel, Gustafson, Picetti and Au, in Lecapitaine (1987:372) asserts that feelings have a pronounced effect upon reasoning and behaviour, and that an "interactive" approach to moral education, stressing both affect and cognition has been a spreading concern among educators Beck, Callan, Fraenkel, that moral reasoning strategies include a framework for the discussion of feelings and the linkage between those feelings and reasoning. Morality may be defined as "the facet in one's character that enables one to distinguish between right and wrong" (Charlesworth 1983:291). Morality includes values, judgements and actions. Moral values include standards and principles such as prudence, justice, obedience, honesty, generosity, self-control and meekness. Moral values are learned. Moral reasoning is the cognitive aspect of morality, which leads the person to make a moral judgement (Charlesworth 1983:291).

According to Perry and Bussey (1984:105) parents ought to concentrate their

disciplinary effort on promoting desirable behaviours rather than on eliminating undesirable behaviours.

Morality has to do with the concept of right and wrong in dealing with others. Sometimes morality is a one-to-one situation, sometimes morality involves oneself and the larger society. Sometimes one is guided by external rules such as parental approval or self-condemnation.

Morality is an individual construct that develops out of the necessity for people to get along with one another. It involves obeying society's rules for daily living such as not stealing, not assaulting, not maligning another's character, and so on. It also involves obeying one's conscience, or personal rules, for interacting with others, such as being kind, cooperative and helpful (Berns 1994:444-445). Moral rules regulate behaviours pertaining to welfare, rights and justice (Tisak, Nucci and Jankowski 1996:138).

The following paragraph outlines, in tabular form the moral milestones/characteristics of learners in the foundation phase:

## 2.5.2 Moral milestones or characteristics of learners in the foundation phase

Davenport (1988:181-185); Berns (1994:445); Charlesworth (1983:295); Peters (1981:85); Tisak et al (1996:138-139).

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>· The pre-school child begins to acquire moral values, to reason about problems of right and wrong, to develop judgements, and to act in the light of these judgements.</li> <li>· He learns that positive behaviours are "right" and that aggressive behaviours are "wrong".</li> <li>· By the end of the pre-school period, the child is ready to enter school and take on increased responsibility for his own actions.</li> <li>· Learners from a wide age range are able to differentiate between various types of social rules.</li> <li>· Learners consistently make evaluative distinctions between moral and conventional rules.</li> <li>· Friends sees the child as a rather helpless and passive receiver of other people's views.</li> </ul>	<ul style="list-style-type: none"> <li>· In this stage learners believe that all rules are fixed and unchallengeable.</li> <li>· Any wicked act, which broke any rule, would be punished immediately and severely.</li> <li>· Behaviour will be judged by its consequences.</li> <li>· Breaking one cup whilst taking jam is certainly wicked, and the child should be punished.</li> <li>· But if a child is being good and accidentally breaks 15 cups, this seems worse than breaking just one cup.</li> <li>· Piaget claimed that learners in the pre-operational stage seem to think that the more things that are broken, or the bigger the mess that is made, the naughtier the child is being, and therefore the more severe the punishment must be.</li> </ul>	<ul style="list-style-type: none"> <li>· In the stage of antonymous morality (from 7-8 and even later), learners begin to learn that rules can be changed by experiment and trial and error.</li> <li>· Other people's decisions can be challenged.</li> <li>· Punishment for "wickedness" is not inevitable and it is possible to "get away with" things.</li> <li>· Learners in this stage said that the child who did something wrong by accident, or with good intentions, should not be punished.</li> <li>· From seven years old learners begin to realize that breaking one cup whilst being wicked will be much worse than breaking 15 cups by accident, learners in this stage often think that punishment should be made to "fit the crime" for example, someone who kicks a ball through a window should be made to pay for a new window.</li> </ul>	<ul style="list-style-type: none"> <li>· Older school age learners (about 9-10) start to see shades of gray in rightness and wrongness and that behaviour is not always totally right or totally wrong. One's motivation can influence the degree of rightness or wrongness.</li> <li>· Right and wrong can be black and white (either/or).</li> <li>· Learners can apply general rules better now, for example, rules of games.</li> <li>· The third grader is fully aware of the fixed nature of rules.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• For Freud boys acquire moral feelings in a desperate attempt to protect themselves against their fears about what their fathers might do to them.</li> <li>• The learners challenged their mother over personal matters, but rarely did so over moral, conventional, or prudential issues.</li> <li>• Young learners consider moral transgressions resulting in physical harm to be more wrong than moral transgressions resulting in property violation, such as damage to a toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Piaget also found that the pre-operational child is unable to understand alternative interpretations, which do take motives into account.</li> <li>• They think that an act is bad because it will lead to punishment.</li> </ul>	<ul style="list-style-type: none"> <li>• That they will learn the value of being more careful about where they kick the ball in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• At times, there is rigidity in their belief that the rules must be followed no matter what and they will become very upset when others do not follow the rules.</li> </ul>

## **2.6 COGNITIVE/INTELLECTUAL DEVELOPMENT**

### **2.6.1 Introduction**

According to Gordon et al (1993:85) intellectual development generally means the ability to perceive and think. It includes curiosity, memory, attention span, general knowledge, problem solving, analytical thinking, beginning reading, computing skills and other cognition.

Traditional image of cognition tends to restrict it to the fancier, more unequivocally “intelligent” processes and products of the human mind. This image includes such higher-mental-processes types of psychological entities as knowledge, consciousness, intelligence, thinking, imagining, creating, generating plans and strategies, reasoning, inferring, problem solving, conceptualising, classifying and relating, symbolising, and perhaps fantasising and dreaming. Although some of these activities would surely be credited to the psychological repertoires of other animals, they nonetheless have a decidedly human mind ring to them (Flavell, Millar & Millar 1993:2).

Cognitive pertains to the mind and how it works. The term refers both to what is in the mind (what the child knows) and how the mind works (how the child thinks) (Charlesworth 1983:179).

Mentally, the kindergartener is in the pre-operational stage of thinking according to Piaget (Howe 1993:243).

The following paragraph outlines in tabular form cognitive milestones/characteristics of learners in the foundation phase:

## 2.6.2 Cognitive milestones or characteristics of learners in foundation phase

Gordon and Browne (1993:91); Skoufe, Cooper and De Hart (1996:329-362); Krants (1994:288-307); Howe,( 1993:268).

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Five to six year old child is curious about everything knowledge skills. Somewhat conscious of ignorance.</li> <li>• Attention span increases noticeably; knows tomorrow, yesterday; can count ten objects, write counts to twenty.</li> <li>• Can sort objects by single characteristics. Knows name, address, and town. Makes a plan, follows it.</li> <li>• Sort objects by colour, shape.</li> <li>• Have concepts of smallest, less than, one-half.</li> <li>• May tell time accurately, on the hour.</li> <li>• Knows what a calendar is used for.</li> <li>• Pre-scholars thought is still quite immature.</li> <li>• They frequently focus on superficial appearance in constructing causes.</li> <li>• They sometimes provide more mature explanations.</li> <li>• They have difficulty paying selective attention to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Six and seven year olds work in spurts, not persistent.</li> <li>• Letter and word reversal common.</li> <li>• Learn to read.</li> <li>• Can consider others' point of view.</li> <li>• Uses logic, systematic thinking.</li> <li>• Can plan ahead. Enjoy collecting, sorting, and classifying.</li> <li>• Beginning maths skills. Can sequence events and retell stories.</li> <li>• Concepts of winning / losing are difficult. Like games with simple rules.</li> <li>• May cheat or change rules.</li> <li>• Mentally, while still very concrete in their thinking, they are now beginning to learn much more in the areas of reading, math, science, and social studies.</li> <li>• They now move into the concrete operational stage. Graders are working to organize the world into a pattern, which makes sense to them.</li> <li>• The improved logic of first graders is very helpful in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>• The second graders' mental development is characterized by a combination of improved mental abilities and continued mental limitations.</li> <li>• Spends more time in action than in first grade.</li> <li>• They can be seen taking time to consider the consequences of their action before they act.</li> <li>• The second grader is full what Piaget refers to as the concrete operational stage.</li> <li>• A second grader can now consider more than one characteristic of an object at a time, understand that things can change form but maintain their equality, and form general concepts better.</li> <li>• Second graders who do not progress well academically often experience noticeable stress.</li> <li>• An improvement in reading is the most obvious change.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration has improved.</li> <li>• Can plan ahead.</li> <li>• Knows colours.</li> <li>• Have concepts of shape, colour, size, smallest, less than, more than.</li> <li>• Is abstract in thinking.</li> <li>• Has a lot of understanding.</li> <li>• Is creative.</li> <li>• Can read fluently.</li> <li>• Can solve problems.</li> <li>• Understand many things.</li> <li>• Very responsible in carrying out school-work.</li> <li>• They have improved attention span.</li> <li>• They have focus.</li> <li>• They can understand time.</li> <li>• They have accumulated many skills.</li> <li>• Creative writing improves.</li> <li>• They can remember information as well as older learners or adults do.</li> <li>• They are familiar with the information to be remembered, and do not find it more difficult.</li> <li>• They usually have strategies to improve</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• They do not remember information well.</li> <li>• They are often less familiar with the information to be remembered, and hence find it more difficult.</li> <li>• They usually lack strategies to improve their memories.</li> <li>• Pre-operational learners lack conservation, that is, the ability to understand that amount does not necessarily change when form changes.</li> <li>• They tend to perceive their world in piecemeal fashion, failing to grasp overall meaning.</li> <li>• They have difficulty adopting another individual's perspective and cannot mentally reverse their thought sequences. They show the beginnings of a theory of mind.</li> <li>• The ability to guess what others are thinking, feeling, and wanting.</li> <li>• They make substantial progress information.</li> <li>• They make dramatic strides in language development.</li> </ul>	<ul style="list-style-type: none"> <li>• They show improvement in dealing with obstructions and with literal and figurative language, although they are generally still very literal.</li> <li>• Can process information.</li> <li>• Very fluent in their first language.</li> <li>• Can master new cognitive challenges.</li> <li>• They have advancing cognitive skills.</li> <li>• They are able to use intentional strategies to help themselves remember.</li> <li>• They can do better in memory tasks like the older learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Favourite subjects for girls are reading and, to a lesser extent, art and language arts.</li> <li>• Math's popular for both boys and girls.</li> <li>• Problem solving skills improve.</li> <li>• They can develop a theme in their written compositions and carry it through from beginning to end.</li> <li>• They persevere better, work longer independently, and can carry over a task from one day to the next.</li> <li>• Their attention span lasts as long as 20 minutes and more, depending on the interest of the activity.</li> <li>• They can also be seen in their increased ability to focus.</li> <li>• They tend to forget things.</li> <li>• They may test their newly developed mental skills by arguing about almost anything.</li> <li>• Money is sometimes still difficult for them to understand and time is a real problem.</li> </ul>	<ul style="list-style-type: none"> <li>• They have conservation, that is, the ability to understand that amount does not necessarily change when form changes.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>· Learners during the pre-school years continue to be active participants in their own development.</li> <li>· They progress from observing and describing events to trying to explain them.</li> <li>· There is a continued search for general patterns and rules.</li> <li>· Pre-scholars search for patterns in trying to master new cognitive challenges.</li> <li>· Their advancing cognitive skills allow them to engage the environment in new ways and to draw forth-new types of social interaction.</li> <li>· They are less familiar with the number names they are asked to remember.</li> <li>· They are less able to use intentional strategies to help themselves remember.</li> <li>· In most cases pre-scholars perform significantly worse on memory tasks than older learners because their memory strategies are still limited.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"><li>• Young learners are not very good at memorising lists of meaningless and unrelated items, such as nonsense syllables or random sequences of digits presented in laboratory tasks.</li></ul>			

## **2.7 LANGUAGE DEVELOPMENT**

### **2.7.1 Introduction**

Language development includes learner's utterances, pronunciation, vocabulary, sentence length, and the ability to express ideas, needs and feelings. It also includes receptive language (do they understand what they hear?) And verbal levels (what do they say?) (Gordon et al 1993:85).

Language is an organised system of symbols which humans use to communicate. These symbols can be spoken, signed (so called "deaf and dumb language" or written down, such as handwritten, printing (Gordon et al 1993:85).

Spoken language consists of sounds like "F" and "ish" (which are called phonemes) which, when combined, have meanings like "fish" (which are called morphemes).

Chomsky as in Davenport (1988:255-270) says that human beings are born with all the things they need to produce language that is part of the left hemisphere of the brain, where language centres are located, and the speech producing apparatus in the throat and mouth. Human beings are able to control their breathing, which is also necessary for speech. Chomsky calls these things which human beings inherit, a "Language Acquisition Device" (LAD). Unlike any other animal man are also born with the potential to understand the structure (grammar) of any language, and the vocabulary and grammar or the particular language man uses.

Piaget (Davenport 1988:255:270) explains language development as a factor contributing to cognition. The main explanations of how we acquire language come from learning theory, which says that selective reinforcement of some sounds rather than others is the main reason, whilst Chomsky argues that certain key features such as "deep structure" are innate.

Language is the expression or communication of thoughts and feelings by means of vocal sounds and combination of such sounds to which meaning is attributed. Linguistics is the study of language (Berns 1994:307).

Language is composed of four segments: phonology, semantics, grammar and pragmatics. Phonology is the study of speech and sounds and involves how one understands and produces the speech sounds of one's language. Semantics is the study of the meaning of words and involves how concepts are expressed in words and word combinations. Grammar is the part of the study of language which deals with the form and structure of words, termed morphology and with the rules that govern their customary arrangement in phrases and sentences, called syntax. Berns (1994:3090) continues to say that pragmatics is the study of rules governing how language is used in different social contexts. It involves taking turns maintaining relevancy in a discussion, and using gestures and tone of voice to command meaning.

Language is more than an application of grammatical rules; it is expressive and it is social; it serves to communicate feelings and needs and to respond to feelings and needs.

Pragmatics involves how language is used in social contexts (Berns 1994:308-317).

The learner's language development continues at a vigorous pace during the pre-school years with continued expansion of vocabulary and syntax and dramatic progress in functional language use. Learners begin to use language to regulate their own behaviour (Krants 1994:311-312).

Language is a complex and important area in the development of the child. It is well-ordered system of rules that each adult member of the language community tacitly comprehends in speaking, listening and writing (Charlesworth 1983:206-207).

The following paragraph outlines, in tabular form, language milestones/characteristics of learners in the foundation phase:

## 2.7.2 Language milestones or characteristics of learners in the foundation phase

Gordon and Browne (1993:3-92); Davenport (1988:267); Berns (1994:317); Howe (1993:270).

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• A reception year child uses big words.</li> <li>• He/She complete sentences regularly.</li> <li>• He/She can define some words. Spells out simple words.</li> <li>• He/She takes turns in conversation. Has clear ideas and articulates them.</li> <li>• He/She uses words to give and receive information.</li> <li>• He/She insists that "I already know that".</li> <li>• He/She asks questions to learn answers.</li> <li>• He/She makes up songs.</li> <li>• He/She enjoys dictating stories.</li> <li>• He/She uses ± 1,500 words.</li> <li>• He/She tells a familiar story; defines simple words.</li> <li>• He/She answers telephone, takes a message.</li> <li>• At stage five, learners can now join more complicated sentences together ("I ran and I kicked the ball"), and they can deal with sentences containing two subjects ("Michael and John are eating apples").</li> </ul>	<ul style="list-style-type: none"> <li>• The six and seven year-old enjoys putting language skills to paper.</li> <li>• He/She talks with adults rather than to them.</li> <li>• He/She chatters incessantly.</li> <li>• He/She dominates conversations. Speech irregularities are still common.</li> <li>• He/She learns to print/write. Acquisition of new words tapers off.</li> <li>• Bilingual capacities is nearly complete if English 1 second language.</li> <li>• The ability to learn new language is still present.</li> <li>• Language development is an area of mental development, which shows rapid development during first grade, especially in the area of reading, an area where girls typically move ahead more quickly than boys.</li> <li>• Reading is a difficulty for some students and begins to affect their academic progress, not only in reading, but also in other subjects dependent upon reading ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Second graders deal with purely abstract material only through memorization.</li> <li>• They may be able to recite it perfectly. They have very little concept of its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• They can deal with abstract concepts because they have accumulated pre knowledge.</li> <li>• They can understand a spoken language well.</li> <li>• They can define words and compile their dictionaries.</li> <li>• They can spell out some difficult words and use them correctly.</li> <li>• They can play around with words.</li> <li>• They are creative in using language.</li> </ul>

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• They are now ready for school, which relies very much on a child's ability to understand and use language.</li> <li>• They begin with words about action, then possession etcetera.</li> <li>• When they have expanded their basic idea (or sensory motor schemes, as Piaget called them) for one thing they go on to the next.</li> <li>• By the time learners reach school they have usually mastered enough rules of grammar to be able to communicate quite well, although they continue to play language in things like silly jokes, which involve a play on words, nursery rhymes and riddles.</li> <li>• They love to try out words, especially those to which their facilitators and parents react strongly.</li> <li>• All of them have large vocabularies, especially in understanding what others say, although they are very literal in their understanding of meaning of words.</li> <li>• Language development of kindergarteners can also be seen in their written expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally, some students have difficulty with speech sounds, sounds of vowels, and sounding out words, and facilitators report that first graders have difficulty working without talking.</li> <li>• The verbal development of first graders can also be seen in their use of riddles, which is very common.</li> </ul>		

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• They can now develop short stories, although the writing/printing process is so tedious or many that they are often helped by being able to dictate the story to the facilitator.</li> <li>• Questions are harder to form than yes/no ones, which is why young learners often make errors so.</li> <li>• To form a WH question ("where is Daddy going?"), the order of subject (Daddy) and auxiliary verb (is) must be invented from the declarative ("Daddy is going to the store.") and a WH word must be placed at the beginning of the sentence.</li> <li>• Young learners learn early where to put the word, but they require more time to learn the auxiliary inversion.</li> <li>• Thus, it is common to hear pre-school learners asking such questions as "what mommy is doing?".</li> <li>• The acquisition of questions occurs in a certain order, what, where, and who questions that ask about concrete objects, places, and people appear first.</li> <li>• When, how and why refer to more difficult concepts such as time, manner, and causality, and they appear later.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> <li>• Although most English grammar (morphology and Syntax) is acquired by age five, subtle forms of syntax pose problems for the child until about age ten, for example, in the sentence, "John told Bill to shovel the driveway," most five-year-olds understand who told whom to do what.</li> <li>• However, in the sentence, "John promised to shovel the driveway," the meaning is more subtle. Most five-year-olds will interpret it as John telling Bill to shovel the driveway.</li> <li>• During the early school years, words are understood and used on a concrete level ("sharp" is what a knife is), whereas in the later school years approaching adolescence, words are understood and used on an abstract level as well (His memory is "Sharp" as a tack.).</li> <li>• His speech should be intelligible, although some sounds may still be mispronounced.</li> <li>• Most learners of this age can carry on a conversation if the vocabulary is within their experience.</li> </ul>			

RECEPTION CLASS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"><li>• He should use some pronouns correctly.</li><li>• Most of the time, it should match the patterns of grammar used by the adults of his family and neighbourhood.</li></ul>			

## **2.8 CONCLUSION**

In conclusion, the researcher notes that learners go through various developmental stages. Each stage displays certain characteristics for example a child in physical motor skills develops how to run, jump, hop and so on and also develops how to cut, write and draw. In the emotional phase a child will be able to play with others without crying easily, play harmoniously with others, control his/her emotions and temper. The social phase, on the one hand, exhibits the following in the development of the child: ability to wait for one's turn in play and to socialise easily amongst the peers. On the other hand the moral development of the child is reflected on the way in which a child lives up to the socially acceptable norms and standards. The child further knows how to differentiate between what is wrong and right. The cognitive development of the child is predominantly characterised by one's ability to think for oneself, take instructions and carry them out, as well as creative thinking. Finally the child's language proficiency is seen in one's ability to pronounce words audibly, good sentence constructions and ability to be creative in language usage.

## CHAPTER THREE

# ASSESSMENT AND AUTOMATIC PROGRESSION OF LEARNERS

### 3.1 INTRODUCTION

In view of the topic above, it seems as if one should do literature study to see what can be found on assessment and the automatic progression of learners and to see what kind of implications these might have on the learners; facilitators of education; assessment and guidelines for assessment; as well as assessment strategies and assessment procedures; for example, oral presentations, practical activities, reports, research, tests and examinations will have to be investigated (Ngcobo 1989:20).

This research on assessment and automatic progress is aimed at highlighting indicators, for educators, that improve teaching and learning based on the new integrated approach and clearly defined outcomes.

#### 3.1.1 Why do we assess?

According to Geyser (2001: 12) and the Association for Mathematics Education in South Africa (1999: 20) educators assess learners in order to gather information about them and to record their progress. The information gathered provides valuable feedback to learners on strengths and areas of development and support needed. Through assessment, educators also monitor the learner's progress through an area of learning. Krynock and Rodd (1999: 31) argue that educators must not assess learners on "right or wrong" answers but on whether their conclusions are based on accurate facts and are logical and supportable. Furthermore, the purpose of assessment is progression and not promotion like in the past.

## **IS ASSESSMENT JUDGEMENTAL OR DEVELOPMENTAL?**

Since the state began to provide education for ordinary people, it has tended in most countries to educate most people only to the minimum level required for their effective labour in the economy. As work became more complex, this minimum level gradually became higher.

Educating people 'above their station' has often been rejected as either a waste of money, or as a foolish and dangerous risk for the ruling class to take. In the early 1960's in South Africa, this attitude was made explicit by the National Party in the philosophies of 'Bantu education' and 'Christian National education'. In particular, these systems of education did not encourage learners to learn critical and creative thinking, skills, which might empower people to challenge the system (Ngcobo 1989:20).

The apartheid system was also designed to keep social divisions alive. Assessment played a very important role in this. It helped in the process of selection. It was important that only a few people reach the top of the social ladder. Regular annual examinations were used to ensure a gradual dropout from education. In the end only a small elite survived, and the majority were labelled 'failures'. In this process, assessment tasks were often designed as barriers, which would be impossible for many people to overcome. Then learners' responses to these tasks (usually examinations) were evaluated and the judgement was made: Pass or fail. The use of assessment primarily from selection in this way can be called judgement.

In this new vision, assessment plays a very different role. It must now be used by both the facilitator and the learner to help to understand how the learner is progressing. The learner and the facilitator can use assessment to diagnose problems and to put them right. Assessment must constantly support the teaching and learning process (Ngcobo 1989:20).

The assessment process must ensure and encourage lifelong learning development. The facilitator coaches, supports and develops the learner, and helps her or him to take responsibility for continuing this development. Assessment should ultimately help learners to make important life and career choices (Ngcobo 1989:20).

### **3.1.2 Who assesses?**

#### **WHO SHOULD BE INVOLVED IN ASSESSMENT?**

According to the Northern Province Department of Education (1998: 43) and Pahad (1997:24) assessment involves a partnership between educator, learner, facilitator/tutor/mentor and the peer or colleague, district officials and other stakeholders. In the case of learners, parents should also be involved when possible. With younger learners in particular, it has been shown that learners benefit if their parents are involved in assessment. In this way they can support their child's learning. This applies even when the parents themselves may be illiterate, because learners respond to their parent's encouragement and interest.

It is sometimes possible to arrange for a regular exchange between home and school. For example, a folder with a reading book and a card for parents to tick or write a comment on, if they wish.

Research has shown that people learn faster and more effectively when they develop the skills to assess their own progress. Learners can practise by assessing each other. This process will also help them to learn from one another. From this, they will gradually understand how to improve their own performances. So self-assessment and peer assessment now plays a much more important role than in the past.

Learners will need training and support if they are to become good assessors. At first this means the facilitator must make a commitment to extra time and energy. However, soon the learners begin to take over some of the routine assessment and the

facilitator's effort pays off.

Facilitators and other educators will need training and practice to develop the skills they need to assess their learners in a fair and supportive way against the new specific outcomes. Facilitator training courses will have to be adapted to pay much more attention to the facilitator's role as an assessor.

People all over the world are beginning to realise that one of the most effective ways to raise educational standards is through the introduction of more skilful and developmental assessment practices (Pahad 1997:24).

### **3.2 PROGRESSION AND AUTOMATIC PROGRESSION**

Progression means moving from one level to the next in the school context. Within the new dispensation learners' progress is measured against outcomes rather than against performances, for this reason, there will be no passing or failing. Learners who do not meet the criteria for attaining a standard can be reassessed. Facilitators, according to the policy documents, will assess learners on a continuous basis by employing strategies such as peer and self-assessment, initiating projects and assisting learners in putting together portfolios (Department of Education 1998:19).

Assessment will be ongoing. That means a learners' progress will be monitored continuously. Some external assessment will be done at the end of Grade 3. (Department of Education 1998:20).

### **3.3 ASSESSMENT**

According to Cizek (1998: 144) assessment is a planned process of gathering and synthesizing information relevant to the purpose of discovering and documenting learners' strengths and weaknesses, planning and enhancing instruction, or evaluating and making decisions about learners. Assessment in one form or another, has always

been an integral part of any resourced educational system, indeed, of any self-conscious teaching/learning scenario in which both learners and facilitators ask “how are we doing?”. There are many forms of assessment and what is chosen and implemented fundamentally affects the learning experiences of the pupils. The choice will be determined by the particular purpose for which it is intended to fulfil. In order to get the following clarity, questions can be asked:

- Who is being assessed?
- What is being assessed?
- Who is carrying out the assessment?
- How is the assessment carried out?
- What is the purpose of the assessment?

### ***Assessment for teaching***

Assessment for teaching is termed ‘formative’. It involves collecting sufficiently detailed information about the learners which helps the facilitator to plan and teach effectively in order to maximise the learner’s future learning (Murphy et al 1989:278).

### ***Assessment for selection***

While assessment for teaching is termed ‘formative’, assessment for selection and evaluation is summative’. Within the school, learners may be selected for a teaching group according to particular aspects of this school performance. Some local education authorities assess learners before transfer in order to make allocations to secondary schools (Murphy et al 1989:284).

### ***Assessment for evaluation***

It is important to be clear about what is to be evaluated and whether the assessments, which are used, have the required reliability. For example, if it is the intention to represent what has been achieved and decide whether a particular child, class, or

school is making satisfactory progress it is important to assess the progress and not simply the present attainment (Murphy et al 1989:286).

### ***Assessment for curriculum control***

Since learners, facilitators, school and the local education authorities will be judged by learners' performances in assessment tasks, facilitators will prepare their pupils well, in order to achieve a satisfactory performance. Therefore, imposed assessments will have a controlling effect on the curriculum, whatever the reason for determining what assessments are carried out and why. Consequently, now that assessment are to be imposed by stature, politicians have considerable powers of curriculum control. The important issue here relates to 'whose interests are served' and are the needs of both the individual and the whole community adequately safeguarded (Murphy et al 1989:287).

Assessment is the process used to decide if learners are competent or not and the learner must show that he or she knows, understands and can do whatever is required to demonstrate competence. In this context of the NQF, these requirements are called specific outcomes. Specific outcomes are spelt out clearly in nationally agreed standards, or unit standards. When one assesses, one looks at a learner's progress in terms of these national standards (Pahad 1997:5). Assessment, according to the policy, involves three main steps:

First, the learner must complete the set assessment tasks (written, oral, practical tasks, and more extended tasks).

Secondly, evidence of the learner's performance must be collected and evaluated against the agreed standards by an assessor (facilitator, self, tutor, peer, supervisor).

Finally, the outcome of this evaluation must be recorded. The learner then gets a credit for the level of competence shown (Pahad 1997:5).

The whole new education system in South Africa is based on outcomes. Facilitators and learners will have learning programmes with clearly stated outcomes. These outcomes tell what one has to understand and what one has to be able to do to achieve in a particular level of qualification. One can use these stated outcomes to monitor one's progress and the learners' progress.

Because of the new education policy in South Africa, assessment should also be outcomes based. One assesses at regular intervals, for a clear reason; the reason being one is to find out what learners understand and can do. This helps both facilitators and learners to decide on the next step along the learning pathway. Assessment is one of the keys to making lifelong learning a reality (Pahad 1997:6).

### ***Authentic assessment***

According to Chen and Martin (2000: 32) authentic assessment involves gathering information concerning a child's performance while the child is engaged in genuine or realistic learning opportunities. Hannon (2000: 24) on the other hand, states that authentic assessment allows educators to use all senses to develop a deeper understanding of each child. Authentic assessment is actually designed to provide the learner with a genuine rather than a contrived learning experience that provides both the educator and learner with opportunities to learn what the learner can do (Unwin and Caraher, 2000: 72). Thus, authentic assessment require learners to think critically while applying skills to solve real-world problems. According to Dutt-Doner and Maddox (1998: 135) authentic assessment includes a collective use of open-ended questions, performance-based tasks, simulations, portfolios, and real-world problems

### **3.3.1 Continuous assessment**

With continuous assessment, educators are supposed to assess learners on an ongoing basis. This means that educators should assess everything that learners do either inside or outside the classroom for example, on excursions.

The facilitator needs to assess how each learner approaches an activity (attitudes), how the learner does the activity (skills) and what knowledge (concepts) the learner is developing and still needs to develop.

Learners should be assessed in different ways - by the facilitator, by other facilitators who work with the class, and even through peer and self-assessment. Even young learners can be critical of their own work and many may say, "I made a mistake. Can I have another piece of paper?" Other learners may complain, "He won't help us to tidy up, Ma'am." All these guide the facilitator in her assessment.

Learners should be assessed in a wide variety of circumstances when they arrive at school and when they leave, in the classroom, playing sport, eating lunch, in the playground and toilet, working alone and in groups. All these situations help the facilitator to write a comprehensive profile of each child. This is called continuous assessment (Tiley & Goldstein 1997:9).

According to Benjamin and Lomofsky (2000) and White (2000) there are five forms of assessment, namely:

#### 3.3.1.1 *Diagnostic assessment*

Is an assessment which is specifically focussed on finding out the nature and cause of a learning difficulty, and providing appropriate remedial help and guidance (White 2000:123).

#### 3.3.1.2 *Baseline assessment*

Is an assessment the facilitator uses at the beginning of a new set of learning activities, in order to find out what the learners already know and can demonstrate in order to decide what level of demands to build into the learning experience plan (White. 2000:123).

#### 3.3.1.3 *Formative assessment is*

- informal;
- on-going continuous evaluation;
- monitoring of performance and progress of the learners; and

- congruent with outcome-based education (Benjamin and Lomofsky 2000:4).

#### 3.3.1.4 *Summative Assessment*

- is formal;
- takes place at the end of term or year; and
- standardised test or an examination (Benjamin and Lomofsky. 2000:4).

#### 3.3.1.5 *Systemic evaluation*

Systemic evaluation is used to evaluate the appropriateness of the education system. Systemic evaluation is presented piloted at the exits levels (White 2000:123).

### **3.3.2 Self-assessment**

By self-assessment is meant learners assess their own work. Self-assessment encourages learners to work for themselves (Department of Education 1998:10). Self-assessment can start with Grade 1 learners. According to the Department of Education in South Africa a form to be used to assess learners may include the following:

The learner's name: A child may be asked to put a circle around the things he did for the activity for an example: Communicate, observe, describe, write and he/she may also circle the words like listen, think, understand, express feelings. Furthermore a child may be asked to circle words like draw, learn, calculate and share ideas. Summarily the child can tell you the activity he enjoyed most.

The following may be used in criteria for assessment:

Name: Programme organizer:	Date: Grade:
Activity/Project/Outing:	
Did I enjoy it? (Why Did I know what to do? Did I help a friend? Did I complete the task?	
Parent/Guardian's remark ..... Facilitator .....	

Suggestions: This may be done during an activity or an outing or when it was completed. It may also be done after the completion of a project. It may be done orally or in writing (Department of Education 1998:10-17).

### 3.3.3 Peer group assessment

*What is peer group assessment?*

A peer is usually someone who is either the same age as the learner or in the same grade at school. All learners in the same class at school are peers (Department of Education, 1998:19). Peer group assessment is done when learners assess each other's work. Facilitators can teach their learners how to do this. Peer group assessment is especially useful for group and pair activities. Peer group assessment encourages the learners to help one another. There are many ways to help learners assess each other's work. One particular useful way is by giving the learners a checklist to complete. This is an easy method to start peer group assessment because the learners merely have to tick *Yes* or *No* on the checklist.

Questions like the following may be included in the checklist.
My friend answered all the questions
My friend followed the instructions
My friend listened carefully
My friend enjoyed this activity
My friend told me that this exercise helped to .....
.....
.....

These kinds of questions may vary from lesson to lesson, depending on what the facilitator wants learners to learn (Department of Education 1998:19). Many activities in the classroom may be carried out by groups of learners. For that reason it is important to assess how learners work together. Assessment of this kind is aimed at finding out how learners co-operate with one another in their groups.

In this kind of assessment, the content of the actual activity is not the focus of the assessment. Facilitators observe learners to see if each group member is given the opportunity to contribute to the discussion and how learners sort out problems.

Using pictures is a helpful way to get learners to think about how they work together. After working together as a group, the facilitator gives the learners a picture to look at. These pictures illustrate how learners sometimes feel after working together. Groups of learners will discuss what each member circled in the questionnaire. The discussion helps the group to focus on areas which need their attention the next time they work together (Department of Education 1998:20).

After the class has completed a group activity, facilitators ask the learners to 'report back' to the rest of the class. At this stage facilitators assess the content of the activity.

Once again this form of assessment depends on the expected outcome of the activity. Both facilitators and learners may do this form of assessment for groups (Department of

( Education 1998:23).

### **3.3.4 Portfolio assessment**

A portfolio is a systematic and organised collection of evidence used by the educator and learner to monitor growth of the learner's knowledge, skills, and attitudes (Carlson 1998: 82). Portfolios may include attitudes surveys, checklists, interest inventories, questionnaires, writing samples, samples of materials read throughout the year, self-assessments, educator observations, results of standardised tests and informal measures, photographs of projects, video tapes, cassette tapes of learners' oral readings or presentations, drawings and computer diskettes (Daniels 1999: 172; Carlson 1998: 83; Darling-Hammond and Snyder 2000: 536). According to Lockledge (1997: 67) and Comberman, Hatcher and Ikan (1998: 133) portfolios are important because they enable learners to select items they have completed, write a rationale for inclusion of each piece, and gain feedback about the materials, which are judged according pre-set standards.

Milson and Brantley (1999: 374) regard portfolio assessment as an effective means for social studies educators to evaluate their learners' progress. Facilitators may use portfolio as a way of recording assessment. This is different from a mark book or record book. A portfolio is a file that contains the work (tests, work sheets, book report, projects, presentations of group work, etc.) the learner has done over a period of time. The file includes the learner's best work as well as initial plans, drafts, self-assessment and feedback from peers, facilitators and parents. These portfolios are shown to parents to give them an idea of how their children are working and progressing (Department of Education 1998:20).

Portfolio assessment improves learning: learners are as concerned with how they learn as they are with what they learn. They consider ideas and concepts, plan, compare, collect illustrations and organize. Deciding what they will include helps develop thinking skills that reflect learning and decision-making.

Facilitators who use portfolio assessment often find that they become facilitators who direct learners toward information and resources. Portfolios tell a great deal about learner's skills and progress and provide opportunities for positive comments. To help learners and parents understand portfolio evaluation, criteria have to be defined.

Carefully defined criteria help learners and parents understand the purpose of the portfolios.

There are advantages of portfolio assessment for learners and facilitators, this can be seen if:

- . Learners take charge of their learning.
- . Learners are part of the assessment process.
- . Learners develop skills that are necessary for lifelong learning.
- . There is less emphasis on marking tests.
- . Information is meaningful and substantial.
- . Portfolios assess thinking skills and undertaking
- . If parents can see the relevant work of the learners.
- . Parents are more involved in learners' learning (Department of Education. 1998:30).

No assessment strategy will solve evaluation problems. For those willing to try new approaches, portfolio assessment can guide learners to the knowledge and skills that 'educators' value rather than the learning isolated facts and details.

Portfolio assessment can be combined with self-assessment, peer group assessment and parent assessment. The value of portfolio assessment is that principals, facilitators and parents can visit the class and examine the portfolios (Department of Education 1998:30).

Portfolios are a useful way of gathering evidence about a learner's growth and

development. It is just a name sometimes given to a collection of examples of work, together with reflections or thoughts by the learner about his or her own learning development. Portfolios will vary from learner to learner. The content of the portfolios will depend on the age and level of competence of the learner, as well as different school, district and provincial assessment policies (Department of Education 1998:30).

Ideally, the learner should be able to see what is in the portfolio on a regular basis. In fact, the learner should choose or help to choose what goes into it, and note the reasons for the choice. Learners will need to develop (or may be given) checklists or sets of criteria to help them evaluate their work. These self-assessment checklists will give the learner insight into his/her own development and provide evidence of their own growth.

Facilitators and other educators may help learners to choose sensibly what to place in their portfolios, but the final decision should be the learner's. He/She should be allowed to change his/her mind and swap items if they wish. To begin with, learners may say 'I chose this because I like it' or . . . Because it is good". Later they will learn to identify why they liked it and how it was better than earlier efforts.

Portfolios may be files, folders or boxes. These containers must be durable, that is, they must be strong enough to last for a long time. They must be able to keep the contents clean and neat. While a portfolio is being built up, it can be looked after by the facilitator or the learner. The school or the Provincial education Department may prescribe (either broadly or precisely) what kinds of work must go into the portfolio, how many times a year this must happen, and who chooses the work to be included. It is important to keep evidence from different times of each year. This will enable learners, parents and facilitators to trace progress made during the year. Any appropriate evidence may be included. Some examples are an answer given to a question in class; a note of a skill demonstrated in practice; a sample of a piece of written work; a graph, map drawing, diagram, or poster; a description of something a learner has made or an account of the role played in group work; an evaluation of a performance he or she has

given in sport, dance or drama (or perhaps, where such resources exist, photographs, audio or video tapes).

At first, most evidence showing that outcomes have been achieved will consist of written evidence, because this is what facilitators are used to evaluating. Gradually, however, educators will develop the habit of including a greater variety of evidence (Pahad 1997:15).

### **PORTFOLIO COVER SHEET**

Learners may be given a cover sheet to attach to work they select for their portfolio. This will help them to think about their learning progress and develop their self-assessment skills. A sample is shown below.

**PORTFOLIO COVER SHEET**

STUDENT NAME ..... DATE: .....

GRADE: .....

I have chosen to place this item in my portfolio because .....

.....  
.....

From this assignment I learned .....

.....  
.....

The most difficult part of the assignment was .....

.....  
.....

*When I look at this assignment*

I like .....

.....  
I would improve .....

In my evaluation of this assignment, I am awarding myself .....

.....  
Because .....

Signature .....

Facilitator's comment .....

.....  
Signature .....

### 3.4 ASSESSMENT STRATEGIES

We use the word 'assessment' to describe certain activities facilitators organize in the classroom. Activities used by a facilitator for assessment will now be discussed. This will include oral presentation, practical activities, tests and examinations.

Outcomes-based assessment includes activities like:

- . Feedback with regard to the personal work of the learners
- . Guidance and observation of group work
- . Self-assessment and
- . Assessment by parents (Department of Education 1998:4-5).

Some facilitators used to assess learners only to find out what they knew at the end of a learning unit. Now facilitators have to give learners continuous feedback during the learning process. Facilitators do this to help learners learn and improve their competencies. Learners learn in a variety of ways, and therefore assessment should be structured in many different ways. The type of assessment depends on the outcome the lesson has. In other words, outcomes-based assessment is part of learning and should match its purpose.

Outcomes-based assessment means that facilitators have to assess the work and the progress of the learners all the time. This does not mean that facilitators have to give test after test, but rather that they should give feedback and/or marks for many different kinds of activities.

Here are some examples of activities that may be assessed:

- . comprehension exercises
- . problem solving
- . discussion of open ended questions

- . participation during groupwork
- . presentation of groupwork
- . presentation of a completed project
- . dialogues during role playing
- . demonstration of certain competencies
- . participation in experiments and
- . participation in manual activities (Department of Education 1998:4-5).

### **3.4.1 Oral presentation**

*Description:* learners present work that they have researched orally to the facilitator/class.

*Advantages:* It allows learners to tell us what they know. It assesses both the work completed and the ability to communicate what has been learnt. (Department of Education 1998:6).

### **3.4.2 Practical activities**

*Description:* these could be scientific experiments, building models, drawing a map of the community etc.

*Advantages:* It demonstrates clearly how well learners understand certain specific concepts and how they translate these into practical implementation.

### **3.4.3 Tests and examinations**

These involve descriptions, analysis, explanations and summaries.

*Advantages:* It can be used to assess a learner's understanding of an issue. This method may show how learners use facts and how they structure these coherently into arguments. In addition, it may demonstrate learner's thinking, writing and communication skills.

### 3.5 CONTINUOUS ASSESSMENT

Does it mean having a test every day? Unfortunately, in some schools continuous assessment is often interpreted to mean written tests, and exams are given more often. These tests usually have a strict time limit. Learners have to work alone, in silence, and they are not allowed use reference books.

If learners are assessed in an ongoing way, it means that the entire range of school- and homework can be acknowledged. All the work the learners do will then be given the status and value reserved in the past for examinations and written tests. This system of assessment is usually referred to in South Africa as *continuous assessment* or CASS. In this context, examinations become just one of many tools for assessment (Department of Education 1998:6).

Examinations still play an important role. They encourage learners to revise and to learn how to work to a deadline. They give learners the experience of working under pressure. Examinations or tests help to confirm the facilitator's evaluation. They also ensure consistency between facilitators, schools, districts and provinces in the interpretation of national standards. Examinations also enable education departments to diagnose problem areas and ensure quality.

What does continuous assessment do for the learner? We know that in future a learner will leave school with a record showing the level of achievement reached in relation to specific outcomes. This record should give a more accurate picture or profile of the learner's educational level than a single examination result. It should be possible to use this record to gain a formal qualification where appropriate. Employers and further education institutions should gradually learn to accept this record. In time, this record should be respected as much as examination results were respected in the past.

Adult examinations leading to qualifications under the NQF include internal and external assessments. Internal assessments include aspects like projects and orals,

and the external assessment could be an examination. Internal assessment requirements for adults are often done through portfolio assessment. A learner's portfolio is material that relates to the particular learning pathway the learner is undertaking. The portfolio will include all the relevant assignments, projects, marks from examinations and tests, and other evidence of work done and assessed (Department of Education 1998:6).

### **3.6 ASSESSMENT CRITERIA**

In schools an even greater number of assessment method may be used. This is so because the learner and facilitator are with each other all the time. Many skills and concepts can be assessed by simple oral questioning or by direct observation. That is, the facilitator can ask questions and record the accuracy of the learner's replies, or the facilitator can watch the learner to see how he or she deals with a problem or task, the facilitator can use a check-list or observation sheet to ensure that the assessment is focussed and consistent and that different learners are each observed in the same way over time (Pahad, 1997:10-11). If you have to assess learners, the facilitator needs to have criteria which may include the following:

- relevant single sentences, linked sentences or paragraphs related to a given topic, task, question or picture;
- correctly formatted writing in response to a task;
- familiarity with writing conventions specific to different text types;
- language functions (tenses, sentence structure, punctuation and spelling) are used so that meaning is clear on first reading;
- texts are structured and organised so that ideas are clearly conveyed;
- meaningful linked sentences, giving opinions in answer to questions;
- meaningful linked sentences, about own experiences;
- evidence of planning and drafting;
- revision and corrections of written work.

The following may be a way of assessing learners

CRITERIA	GOOD	AVERAGE	NEEDS HELP
Participation of team members	All team members participated	Some team members participated	One person dominated
How team members get along	All members got long well	Some team members got along well	Fighting/bullying/bad behaviour
Listening when others are talking in a group	All members were attentive and were making relevant inputs.	Some members were co-operative and worked towards team goals.	Group not cooperative and not working towards group goals.
Presentation Relevance of input	4 or more sentence related to topic	2-3 sentences relevant to topic	Presentation mostly not related to topic.
Working together	Work well together Share responsibility and turns	All take responsibility for the activity. The group needs to work on taking turns.	No one takes responsibility for the activity.
Drawing conclusions for their activity	Arrives correct conclusion and can accurately answer related questions	Arrive at correct conclusion but cannot answer related questions	Needs to observe results more carefully so that correct conclusions can be drawn.
Recording information	Can work together without help to accurately record information	Needs help to record information, but then do it accurately.	Even with help filling in information, mistakes are still made
Working neatly	Works neatly and leaves the area tidy.	The group's work is untidy, but does not break equipment.	The group works untidily and is careless with equipment.

(Department of Education 1997:26-27).

### 3.6.1 Assessment criteria for projects

The following is another checklist one might use. One might like to start with just two or three criteria, and gradually add more as one and one's learners get used to project work.

### **Assessment criteria for projects**

The assessment criteria are related to the performance Outcomes given for the reading and Writing elements. A project will be assessed on how well it meets these criteria and will be awarded a grade of merit, Credit or thresholds accordingly.

- . content is relevant to the topic and purpose of the project;
- . contents are clearly and appropriately sequenced and organised (eg table of contents, headings, and sub-headings, introductions and conclusions, numberings, columns and labels);
- . language (grammar, punctuation, spelling and vocabulary) expresses the ideas reasonably clearly;
- . the projects shows evidence of gathering information for outside sources or from own experience;
- . the text types used suit the purpose of the project;
- . the project brings in relevant support material (diagrams, drawings, pictures, different text types such as letters);
- . the final products shows evidence of development from earlier drafts;
- . the project meets the length criteria (minimum 1000 words, maximum 2000 words, or between five and ten pages);
- . the project is clearly and attractively presented.

Department of Education 1997:26-27

## **3.7 ASSESSMENT AND EVALUATION**

Assessment and evaluation involve more than marks and an exercise book.

- . A profile of each individual learner must be obtained through continuous evaluation. Such a profile pinpoints problem areas. The profile forms the basis

for differentiation.

- . In the Junior Primary phase no tests are given. The facilitator writes comments on the child's progress in various areas and assesses this progress according to a 5-point scale. In the Senior Primary and Junior Secondary phase, marks and symbols are given for tests, projects and oral work (Demamiel 1993:20-25).

### **Interpersonal skills**

- . The educator should get to know your pupils as individuals and always treat them with respect.
- . He\she should be approachable so that learners will not hesitate to discuss their problems with him\her. Listen to what they have to say. Try to understand the feelings that underline what the child is saying.
- . He\she should develop attitudes of co-operation, sharing, understanding, respect and impartiality when work in with others.
- . He\she should plan his/her work in such a way that facilitators and pupils have respect for him\her.(Demamiel 1993:20-25).

There has to be continuous planned and non-punitive evaluation of the process and product of the teaching activity. And that there has been built into our culture what seems to be an idea that, when the term evaluation is used, it has to have a punitive nature. References have been made to the fact that evaluation may be done mutually and that evaluation provides a data base for joint planning of new and continuing activities. Continuous and planned evaluation is essential. The once-a-year snapshot view of what has been accomplished in the classroom was proved to be wholly inadequate to a satisfactory judgement of whether the facilitator has taught well and have learned adequately (Burke 1987:130).

### **3.8 CONCLUSION**

In many ways it is artificial to separate assessment from intervention. Assessment is a dynamic process intimately linked to programmes of change, stimulating them and monitoring their effects. It is not an end in itself and the outcome for those assessed should be positive and constructive. But by separating out a discussion on assessment it becomes possible to pinpoint the many different purposes of assessment, and the levels at which such assessment might take place, from the individual client to the broad social environment. The procedures discussed in this chapter are only illustrative and none of them is perfect for the chosen purposes. It is important to be clear about their limitations and to recognise the flexibility and ingenuity that may be required adequately to assess a given problem (Ngcobo 1989:20).

## CHAPTER FOUR

### RESEARCH DESIGN

#### 4.1 INTRODUCTION

The basic aim of this research is to determine how educators assess learners for progression in the foundation phase. All the previous chapters probed this problem through the study of literature. In this chapter the problem is subjected to an empirical investigation. The researcher gives the detailed description of the empirical investigation of this dissertation. In chapter one it was stated that:

- H<sub>01</sub> There is no significant difference between teachers' from diverse school types perceived average knowledge towards the new assessment criteria.
- H<sub>02</sub> There is no significant difference between teachers' from diverse school types average attitude towards the new assessment criteria.
- H<sub>03</sub> There is no significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria.
- H<sub>04</sub> There is no significant difference between teachers' from diverse genders average attitudes towards the new assessment criteria.
- H<sub>05</sub> There is no significant difference between teachers' from diverse ages perceived average knowledge towards the new assessment criteria.
- H<sub>06</sub> There is no significant difference between teachers' from diverse age's average attitudes towards the new assessment criteria.
- H<sub>07</sub> There is no significant difference between teachers' from diverse years of teaching experience perceived average knowledge towards the new assessment criteria.

- H<sub>08</sub> There is no significant difference between teachers' from diverse years of teaching experience average attitudes towards the new assessment criteria.
- H<sub>09</sub> There is no significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria.
- H<sub>10</sub> There is no significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria.
- H<sub>11</sub> There is no significant difference between teachers' from diverse qualifications perceived average knowledge towards the new assessment criteria.
- H<sub>12</sub> There is no significant difference between teachers' from diverse qualifications average attitudes towards the new assessment criteria.

These hypotheses will be tested by means of statistical analysis of the data collected from the educators.

As a point of departure the researcher will give a description of the research sample. This will be followed by an in-depth discussion of Ex Post Facto research, which is the method of investigation used in this study.

Thereafter a description of the procedure followed in the collection of data for the empirical investigation will be discussed including a pilot study. Once data have been gathered, it will be subjected to a statistical analysis and calculations so that these hypotheses can be tested. The discussion of data collection will be followed by data analysis and interpretation.

## **4.2 AIM OF RESEARCH**

The aim of the research is to try and find out how educators assess variables but aims at describing the procedures used by educators for learners' progression.

### **4.3 THE DESCRIPTION OF THE RESEARCH SAMPLE**

A sample is a group, which is selected from a population and is thus smaller than learners in the foundation phase. The researcher does not intend manipulating the population, while representing the remainder of the population as possible. The sample is selected to give the researcher a manageable group for the purpose of the research. If the sample is representative of the population, results or conclusions from research with the sample will also pertain to the population. What is implied here is that unless a smaller group which is selected from the population is representative of the population, it can not be regarded as its sample (Masitsa 1995: 278).

According to De Vos (1998: 191) a sample is thus, the element of the population considered for actual inclusion in the study. It can also be viewed as a subset of measurements drawn from a population in which we are interested. We study the sample in an effort to understand the population from which it was drawn. As such, we are interested in describing the sample not primarily as an end in itself, but rather as a means for helping us to explain some facet of the population. A sample is a small portion of the total set of objects, events or persons, which together comprise the subject of the study (De Vos 1998: 191).

The researcher will administer a questionnaire to gain information or collect data about a particular group of educators. In this study, educators of the foundation phase are the target group. The research sample will consist of a random sample of educators from the Rustenburg Area. The educators will be drawn from nine different schools. Schools will

be selected from rural, sub-urban and urban areas. All the educators will be from the foundation phase, which will include Grade R, Grade 1, Grade 2, Grade 3, and will include both males and females.

The research sample will comprise of qualified, non-qualified and even under-qualified educators in those schools. All the educators either experienced or not experienced will be considered.

*Table 1: Details of schools used in the research sample.*

Number of schools	Number of male educators	Number of female educators	Number of educators	Type of schools
1. School A	2	6	8	Rural
2. School B	2	5	7	Rural
3. School C	2	4	6	Rural
4. School D	2	4	6	Suburban
5. School E	1	7	8	Suburban
6. School F	3	4	7	Suburban
7. School G	1	3	4	Urban
8. School H	1	5	6	Urban
9. School I	2	4	6	Urban
Total no. of schools	Total no. of male educators	Total no. of female educators	Total no. of educators	Rural = 3 Suburban = 3 Urban = 3
9	16	42	58	9

#### **4.4 EX POST FACTO RESEARCH**

Ex post facto means from what is done afterwards (Cohen & Manion, 1989:177). Ex post facto research is related to the experimental research non the less they are not identical. Ex post facto research demonstrates that there exists an independent relationship between the independent and dependent variables. In this research it is important to do ex post

facto research in order to study the causal relationships. In descriptive and correctional designs it is almost always the case that causal relationships are not studied. However there are certain non-experimental designs that are used to investigate causal relationships. These are termed *ex post facto* designs. In this study the purpose of the research is to examine how an identified independent variable affect the dependent variable, but the circumstances of conducting the research do not allow for an experimental design. (Schumacher & McMillan 1993: 284-285).

The purpose of *ex post facto* research is to investigate whether one or more pre-existing conditions have possibly caused subsequent differences in the groups of subjects. In other words, the researcher looks to conditions that have already occurred and then collects data to investigate the relationship of these varying conditions to subsequent behavior. In *ex post facto* research, there is no manipulation of conditions because the presumed cause has already occurred before the study is initiated. (Schumacher & McMillan 1993:285).

#### **4.5 COLLECTION OF DATA**

Educators from different schools in the Rustenburg Area completed questionnaires. A copy of questionnaire is attached to this research, namely, Annexure A. As a point of departure, a letter was written to the sample schools and was delivered by the researcher to schools, to inform them about the nature and value of the research to be undertaken and also to ask the site manager for a permission to administer questionnaires in their learning site. An appointment was made with specific educators.

The questionnaire was distributed to schools on the day on which they were to be completed. All the educators gathered in a staffroom. They took their seats and when they

were all seated, the researcher issued questionnaires out. Questionnaires were put upside down on the tables and the answer sheets were also given out. Educators were requested to place the questionnaire in a proper way and read the instructions and start completing it.

The researcher had to ensure that none of them went out with the questionnaire. When all educators had finished and left, the researcher collected and counted the questionnaires to make sure that she received all of them.

#### **4.5.1 Validity**

A test is valid if it measures what it purports to measure. Validity is the degree to which a test is capable of achieving certain aims (Borg & Gall 1989: 250). Validity is a specific job one wants a test to do, thus a test is valid for a specific purpose. Content validity is the degree to which a test samples the content area which is to be measured (Borg & Gall 1989: 250).

#### **4.5.2 Reliability**

Reliability is the ability of a test to achieve similar results under similar conditions. Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Cates 1985: 124). Reliability deals with matters of accuracy. Reliability refers to the consistency with which an instrument produces equivalent scores. Unreliable test or instrument gives inconsistent results. A perfect reliable device produces the same results every time it is used for measuring the same thing.

### **4.6 THE PILOT STUDY**

According to Matshidiso (1999: 55) it is impossible to predict how questionnaire items will

be interpreted unless the researcher pre-tests the questionnaire to a small sample of respondents before starting the main study. Thus, in order to determine any ambiguity and flaws, the questionnaire was pre-tested using a sample of 10 ( $n = 10$ ) educators. The pre-test results were checked and the suggestions made by respondents were taken into consideration to improve the questionnaire.

On the other hand research shows that:

The pilot study is one way in which the prospective researcher can orientate him to the project he/she has in mind. The pilot study is indeed a prerequisite for the successful execution and completion of a research project. It forms the integral part of the research problem. Its function is the exact formulation of the research problem, and a tentative planning of the modus operandi and range of the investigation (De Vos 1998:178).

The pilot questionnaire was administered to a small number of educators, similar to the target group, in this regard. The pilot study did not reflect any shortcomings. Consequently no changes were made when the questionnaires were administered in the main research study.

## **4.7 CONCLUSION**

A questionnaire was the major instrument used in the collection of data in this study. Furthermore, the methodology of this study has been explained to give an understanding of the procedures that were followed in the collection of data.

## CHAPTER 5

# ANALYSIS OF RESULTS AND DISCUSSION OF RESULTS

## 5.1 INTRODUCTION

In the previous chapter the researcher did a pilot study in which questionnaires were tested. Questionnaires were administered to educators to answer them. In this chapter, the empirical investigation on assessment and automatic progression of learners, in the schools in which this research was conducted, are presented, interpreted and analysed. The research problem as well as the null hypothesis are stated again and a discussion of results will be presented in table form.

## 5.2 PROBLEM STATEMENTS AND HYPOTHESIS

This study will investigate the following two general research problems in the Rustenburg area:

- According to the teachers, how knowledgeable are they of the new assessment criteria?
- What are teachers average attitudes towards the new assessment criteria?

Under these two general problems the following 12 specific research problems and their hypothesis are identified:

### **Research problem 1:**

Is there a significant difference between teachers' from diverse school types perceived average knowledge towards the new assessment criteria?

***Null hypothesis 1:***

There is no significant difference between teachers' from diverse school types perceived average knowledge towards the new assessment criteria.

***Research hypothesis 1***

There is a significant difference between teacher' from diverse school types perceived average knowledge towards the new assessment criteria?

**Research problem 2**

Is there a significant difference between teachers' from diverse school types average attitudes towards the new assessment criteria?

***Null hypothesis 2***

There is no significant difference between teachers' from diverse school types average attitudes towards the new assessment criteria.

***Research hypothesis 2***

There is a significant difference between teachers' from diverse school types average attitudes towards the new assessment criteria.

**Research problem 3**

Is there a significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria?

***Null hypothesis 3***

There is no significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria.

***Research hypothesis 3***

There is a significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria.

**Research problem 4**

Is there a significant difference between teachers' from diverse gender average attitude towards the new assessment criteria?

***Null hypothesis 4***

There is no significant difference between teachers' from diverse gender average attitude towards the new assessment criteria.

***Research hypothesis 4***

There is a significant difference between teachers' from diverse gender average attitude towards the new assessment criteria.

**Research problem 5**

Is there a significant difference between teachers' from diverse ages perceived average

knowledge towards the new assessment criteria?

***Null hypothesis 5***

There is no significant difference between teachers' from diverse ages perceived average knowledge towards the new assessment criteria.

***Research hypothesis 5***

There is a significant difference between teachers' from diverse ages perceived average knowledge towards the new assessment criteria.

**Research problem 6**

Is there a significant difference between teachers' from diverse ages average attitudes towards the new assessment criteria?

***Null hypothesis 6***

There is no significant difference between teachers' from diverse ages average attitudes towards the new assessment criteria.

***Research hypothesis 6***

There is a significant difference between teachers' from diverse ages average attitudes towards the new assessment criteria.

**Research problem 7**

Is there a significant difference between teachers' from diverse years of teaching experience perceived average knowledge towards the new assessment criteria?

***Null hypothesis 7***

There is no significant difference between teachers' from diverse years of teaching experience perceived average knowledge towards the new assessment criteria.

***Research hypothesis 7***

There is a significant difference between teachers' from diverse years of teaching experience perceived average knowledge towards the new assessment criteria.

**Research problem 8**

Is there a significant difference between teachers' from diverse years of teaching experience perceived average attitudes towards the new assessment criteria?

***Null hypothesis 8***

There is no significant difference between teachers' from diverse years of teaching experience perceived average attitudes towards the new assessment criteria.

***Research hypothesis 8***

There is a significant difference between teachers' from diverse years of teaching experience perceived average attitudes towards the new assessment criteria.

**Research problem 9**

Is there a significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria?

***Null hypothesis 9***

There is no significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria.

***Research hypothesis 9***

There is a significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria.

**Research problem 10**

Is there a significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria?

***Null hypothesis 10***

There is no significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria.

***Research hypothesis 10***

There is a significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria.

**Research problem 11**

Is there a significant difference between teachers' from diverse qualifications perceived average knowledge towards the new assessment criteria?

***Null hypothesis 11***

There is no significant difference between teachers' from diverse qualifications perceived average knowledge towards the new assessment criteria.

***Research hypothesis 11***

There is a significant difference between teachers' from diverse qualifications perceived average knowledge towards the new assessment criteria.

**Research problem 12**

Is there a significant difference between teachers' from diverse qualifications average attitudes towards the new assessment criteria?

***Null hypothesis 12***

There is no significant difference between teachers' from diverse qualifications average attitudes towards the new assessment criteria.

***Research hypothesis 12***

There is a significant difference between teachers' from diverse qualifications average attitudes towards the new assessment criteria.

### Statistical techniques used in the analyses:

The following statistical techniques were used to analyze the Null hypothesis:

- For the biographical information: descriptive statistics (frequencies and percentages)
- The statistical techniques used to test the hypothesis:  
Null hypothesis 3 and 4: t-tests (Levene's test)

All other null hypothesis: analysis of variances (F-tests) followed by Bonferroni t-tests if significant differences are found.

## 5.3 RESULTS

The following tables were used to analyze the biographic information of the respondents. The biographic information focused on: diverse school types, diverse gender, diverse age group, diverse teaching experience, diverse number of years in foundation phase and diverse qualifications.

### 5.3.1 Biographic information

*Table 1: Number of respondents in diverse school types*

<b>School types</b>	<b>Frequency</b>	<b>Percentage</b>
Rural schools	21	36.2
Suburban schools	21	36.2
Urban schools	16	27.6
<b>Total</b>	<b>58</b>	<b>100.0</b>

*Table 2: Number of respondents of diverse genders*

<b>Gende</b>	<b>Frequency</b>	<b>Percentage</b>
Male	16	27.6
Female	42	72.4
<b>Total</b>	<b>58</b>	<b>100.0</b>

*Table 3: Number of respondents of diverse age groups*

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
30 years or less	21	36.2
31 to 40 years	29	50.0
41 to 50 years	7	12.1
51 to 60 years	1	1.7
<b>Total</b>	<b>58</b>	<b>100.0</b>

*Table 4: Number of respondents with diverse teaching experience*

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
1 - 5 years	17	29.3
6 - 10 years	20	34.5
11 - 15 years	12	20.7
16 - 20 years	8	13.8
21 and above	1	1.7
<b>Total</b>	<b>58</b>	<b>100.0</b>

*Table 5: Number of respondents of diverse number of years in the foundation phase*

<b>Years in foundation phase</b>	<b>Frequency</b>	<b>Percentage</b>
1 year or less	9	15.5
2 - 3 years	8	13.8
4 years	23	39.7
5 years	5	8.6
6 years and more	12	20.7
Total	57	98.3
Missing systems *	1	1.7
<b>Total</b>	<b>58</b>	<b>100.0</b>

*Table 6: Number of respondents with diverse qualifications*

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Matric or less	2	3.4
M + 1	3	5.2
M + 2	5	8.6
M + 3	41	70.7
M + 4	6	10.3
Total	57	98.3
Missing system*	1	1.7
<b>Total</b>	<b>58</b>	<b>100.0</b>

### **5.3.2 Testing of hypothesis**

#### **5.3.2.1 Null-hypothesis 1:**

There is no significant difference between teachers' from diverse school types perceived average knowledge towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in tables 7 and 8.

*Table 7: Number of respondents and perceived average knowledge of teachers` from diverse school types towards the new assessment criteria.*

School type	N	Perceived average knowledge
Rural	21	3.6288
Suburban	21	3.8254
Urban	16	3.7414

*Table 8: F-value and significance of difference of perceived average knowledge of teachers` from diverse school types towards the new assessment criteria.*

N	df	F-value	Significance
57	2	2.176	$p > 0.05$

According to Table 8 there is no significant difference between the perceived average knowledge of teachers` from diverse school types towards the new assessment criteria, since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. However, Table 7 indicates that the teachers in the suburban schools had the highest perceived average knowledge of the new assessment criteria and there after teachers in urban schools. Teachers in rural areas feel least sure of their knowledge of the new assessment criteria.

### 5.3.2.2 Null-hypothesis 2:

There is no significant difference between teachers' from diverse school types average attitudes towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 9 and 10.

*Table 9: Number of respondents and average attitudes of teachers' from diverse school types towards the new assessment criteria.*

School type	N	Average Attitude
Rural	21	3.7469
Suburban	21	3.9351
Urban	16	4.0559

However, Table 9 indicates that the teachers in the urban schools had the highest average attitude of the new assessment criteria and thereafter teachers in suburban. Teachers in rural areas feel least sure of their attitude of the new assessment criteria.

*Table 10: F-value and significance of difference of average attitude of teachers' from diverse school types towards the new assessment criteria.*

N	df	F-value	Significance
57	2	2.932	$p > 0.05$

According to Table 10 there is no significant difference between average attitude of teachers from diverse school types towards the new assessment criteria, since  $p > 0,05$ . This means that the null hypothesis may not be rejected.

### 5.3.2.3 Null-hypothesis 3:

There is no significant difference between teachers' from diverse genders perceived average knowledge towards the new assessment criteria.

*Table 11: Perceived average knowledge of the new assessment criteria, t-value and significance of difference of teachers from diverse genders*

Gender	N	Mean	t-value	df	Significance
Male	16	3.7468	.235	56	p > 0.05
Female	42	3.7250			

According to Table 11, there is no significant difference between the perceived average knowledge of the new assessment criteria of male and females teachers, since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. However, Table 11 indicates that

male teachers are more positive towards their own knowledge of the new assessment criteria than female teachers.

### 5.3.2.4 Null-hypothesis 4:

There is no significant difference between teachers' from diverse genders average attitudes towards the new assessment criteria.

*Table 12: Average attitude of the new assessment criteria, t-value and significance of difference of teachers' from diverse genders.*

Gender	N	Mean	t-value	df	Significance
Male	16	3.9757	.870	56	p>0.05
Female	42	3.8716			

According to Table 12, there is no significant difference between the average attitude of the new assessment criteria of male and female teachers, since  $p>0.05$ . This means that the null-hypothesis may not be rejected. However, Table 12 indicates that male teachers are more positive towards their own attitude of the new assessment criteria than female teachers.

### 5.3.2.5 Null-hypothesis 5:

There is no significant difference between teachers' from diverse age's average knowledge towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 13 and 14.

*Table 13: Number of respondents from diverse ages average knowledge towards the new assessment criteria.*

Age group	N	Perceived average knowledge
30 years or less	21	3.6604
31 to 40 years	29	3.7649
41 to 50 years	7	3.8178
51 to 60 years	1	3.6250

*Table 14: F-value and significance of perceived average knowledge of teachers' from*

*diverse ages towards the new assessment criteria.*

N	df	F-value	Significance
57	3	0.677	$p > 0.05$

According to Table 14 there is no significant difference between the perceived average knowledge of teachers' from diverse ages towards the new assessment criteria, since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. However, Table 13 indicates that teachers' between 41 and 50 years had the highest average knowledge of the new assessment criteria and thereafter teachers between 31 and 40 years, then teachers between the age of 30 years or less. Teachers between 51 and 60 years had the least knowledge of the new assessment criteria.

### **5.3.2.6 Null-hypothesis 6:**

There is no significant difference between teachers' from diverse age's average attitudes towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 15 and 16.

*Table 15: Number of respondents and average attitudes of teachers' from diverse age groups towards the new assessment criteria.*

Age group	N	Average attitude
30 years or less	21	3.8512
31 to 40 years	29	3.9327
41 to 50 years	7	3.8938
50 to 60 years	1	4.0370

*Table 16: F-value and significance of difference of average attitude of teachers' from diverse ages towards the new assessment criteria.*

N	df	F-value	Significance
57	3	0.193	$p > 0.05$

According to Table 16 there is no significant difference between average attitude of teachers' with diverse ages since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. Table 15 indicates that the rank order from high to low attitude is teachers' with ages:

- 50 to 60 years
- 31 to 40 years
- 41 to 50 years
- 30 years or less.

### **5.3.2.7 Null-hypothesis 7:**

There is no significant difference between teachers' from diverse years of teaching experience average knowledge towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 17 and 18.

*Table 17: Number of respondents and perceived knowledge of teachers from diverse years of teaching experience towards the new assessment criteria.*

Teaching experience	N	Perceived average knowledge
1-5 years	17	3.6476
6-10 years	20	3.8643
11-15 years	12	3.7480
16-20 years	8	3.5630
21 years and above	17	3.6250

*Table 18: F-value and significance of difference of perceived average knowledge of from diverse teaching experience towards the new assessment criteria.*

N	df	F-value	Significance
57	4	1.949	p . 0.05

According to Table 18 there is no significant difference between the perceived average knowledge of teachers from diverse years of teaching experience towards the new assessment criteria, since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. However, Table 17 indicates that the rank order from most to least experienced is teachers with:

6-10 years

11-15 years

1-5 years

21 and above

16-20 years.

### 5.3.2.8 Null-hypothesis 8:

There is no significant difference between teachers' from diverse years of teaching experience average attitude towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 19 and 20.

*Table 19: Number of respondents and perceived average attitude towards the new assessment criteria of teachers' from diverse years of teaching experience*

Teaching experience	N	Mean
1-5 years	17	3.8237
6-10 years	20	4.0403
11-15 years	12	4.0373
16-20 years	8	3.4904
21 years and above	1	4.0370
<b>Total</b>	<b>58</b>	<b>3.9003</b>

*Table 20: F-value and significance of difference of average attitude towards the new assessment criteria of teachers' from diverse years of teaching experience.*

N	df	F-value	Significance
57	4	3.759	$p > 0.01$

According to Table 20 there is a significant difference between average attitude of teachers' with diverse years of teaching experience since  $p < 0.01$ . This means that the null-hypothesis may be rejected. Table 19 indicates that the rank order from most too least knowledgeable is teachers with:

- 6-10 years of teaching experience;
- 11-15 years;
- 21 years and above;
- 1-5 years;
- 16-20 years.

Unfortunately Bonferroni post hoc tests could not be performed to determine exactly where the significant differences are, because one group had fewer than two cases.

### 5.3.2.9 Null-hypothesis 9:

There is no significant difference between teachers' from diverse number of years in the foundation phase perceived average knowledge towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Tables 21 and 22.

*Table 21: Number of respondents and perceived average knowledge of teachers' from diverse number of years in the foundation phase towards the new assessment criteria.*

Years in foundation phase	N	Perceived average knowledge
1 year or less	9	3.6807
2-3 years	8	3.7993
4 years	23	3.7087
5years	5	3.6809
6 years or more	12	3.7977

*Table 22: F-value and significance of difference of perceived average knowledge of teachers' from diverse number of years in the foundation phase towards the new assessment criteria.*

N	df	F-value	Significance
56	4	0.329	$p > 0.05$

According to Table 22 there is no significant difference between the perceived average knowledge of teachers from diverse number of years in the foundation phase towards the new assessment criteria, since  $p > 0.05$ . This means that the null-hypothesis may not be rejected. However, Table 21 indicates that the rank order from most to least knowledgeable is teachers with:

- 2-3 years
- 6 years and more
- 4 years
- 5 years
- 1 year or less.

#### **5.3.2.10 Null-hypothesis 10:**

There is no significant difference between teachers' from diverse number of years in the foundation phase average attitudes towards the new assessment criteria.

To test this hypothesis analysis of variance was calculated. The results appear in Table 23 and 24.

*Table 23: number of respondents and average attitude of teachers from diverse number of years in foundation phase towards the new assessment criteria.*

Years in foundation phase	N	Average attitude
1 year or less	9	9
2-3 years	8	8
4 years	23	23
5 years	5	5
6 years and more	12	12

*Table 24: F-value and significance of difference of average attitude of teachers from number of years in the foundation phase towards the new assessment criteria.*

N	df	F-value	Significance
56	4	0.737	$p > 0.05$

According to Table 24 there is no significant difference between average attitude of teachers with diverse number of years in the foundation phase since  $p > 0.05$ . This null-hypothesis may not be rejected. Table 23 indicates that the rank order from high to low attitude is teachers with:

- 1 year or less
- 2-3 years
- 4 years
- 5 years

6 years and more.

### 5.3.2.11 Null hypothesis 11:

*Table 27: Significance of differences of perceived average knowledge of assessment criteria between teachers with diverse qualifications*

Means that differ significantly	Significance
Matric or less and M+1	$p < 0.05$
M+1 and M+2	$p < 0.01$
M+1 and M+3	$p < 0.01$
M+2 and M+4	$p < 0.05$
M+3 and M+4	$p < 0.01$

According to Tables 25 and 27:

- The perceived average knowledge of teachers who have matric or less are significantly higher (on the 5%-level of significance) than those teachers who have M+1;
- The perceived average knowledge of teachers who have M+2 ; are significantly higher (on the 1%-level of significance) than those teachers who have M+1 ;
- The perceived average knowledge of teachers who have M+3 are significantly higher (on the 1%-level of significance) than those teachers who have M+1 ;
- The perceived average knowledge of teachers who have M+2 are significantly higher (on the 5%-level of significance) than those teachers who have M+4 ;
- The perceived average knowledge of teachers who have M+3 are significantly higher (on the 1%-level of significance) than those teachers who have M+4.

### 5.3.2.12 Null-hypothesis 12

*Table 30: significance of differences of perceived average attitude of assessment criteria between teachers with diverse qualifications*

Means that differ significantly	Significance
M+1and M+2	p<0.01
M+1and M+3	p<0.01
M+2 and M+4	p<0.01
M+3 and M+4	p<0.01

According to Tables 28; 29 and 30:

- The average attitude of teachers who have M+2 is significantly higher (on the 1%-level of significance) than those average attitude of teachers with M+1
- The average attitude of teachers who have M+2 is significantly higher (on the 1 %-level of significance) than the average attitude of teachers with M+1
- The average attitude of teachers who have M+2 is significantly higher (on the 1 %-level of significance) than the average attitude of teachers with M+4
- The average attitude of teachers who have M+3 is significantly higher (on the 1% -level of significance) than the average attitude of teachers with M+4

## 5.4 CONCLUSION

According to the researcher's perception of data analysis, teachers from suburban areas are more knowledgeable than urban area while teachers from rural areas are least knowledgeable about the new assessment criteria. The teachers in the urban areas show positive attitudes towards the new assessment criteria followed by the teachers from

suburban areas, while teachers in the rural areas show a very low attitude towards the new assessment criteria. According to the researcher this might be caused by lack of resources in rural areas. The researcher also realized that male teachers have a high positive attitude towards the new assessment criteria while female teachers have a low positive attitude. This high positive attitude in male teachers might be caused by the fact that they occupy most of the top positions, as they are principals and head of departments. Their high positions give them access to gather more information, especially in principal's workshops and seminars.

Teachers between 51 and 60 years are less knowledgeable in regards to the new assessment criteria compared to teachers of other age groups. The reasons might be, they are old, cannot learn new knowledge easily, and they have less interest in reading and cannot adapt to new changes easily. Some of them are not even aware of the new assessment criteria. What is interesting about them is that they have a very high attitude towards the new assessment criteria. This might be caused by their teaching experience. Teachers with 6-10 years teaching experience have high knowledge towards the new assessment criteria. The reason being that they have 5 years teaching experience which means that they have gathered knowledge about the new assessment criteria. Apart from this, they are willing to learn more, active, flexible and can easily adapt to changes. Qualified teachers have more knowledge towards the new assessment criteria than under qualified and or unqualified teachers.

## CHAPTER SIX

# **FINDINGS, CONCLUSION, LIMITATIONS, RECOMMENDATIONS, IMPLICATIONS, SUGGESTIONS, FOR FUTURE RESEARCH AND CONCLUDING REMARKS**

### **6.1 INTRODUCTION**

The most important aim of this research is to establish how teachers assess learners for progression using the new assessment criteria. Qualified, under-qualified and or unqualified teachers also come under the spotlight. The above problem has been investigated in-depth in the previous chapters. The purpose of this chapter is to give a synopsis of the research undertaken. For this reason it is important to recapitulate on the statement of the problem, demarcation of the field of study and the aims and method of this investigation.

The main findings from both the literature survey and the empirical research undertaken will be discussed. The conclusions drawn and the limitations of the investigation will then follow this. Thereafter, the recommendations arising from the findings, the implications of the recommendations and the suggestions for future research will be presented. Few observations made by the researcher will conclude this study.

#### **6.1.1 Statement of the Problem**

In chapter one, the problem that the researcher is confronted with in this study, has

already been mentioned and explained. In short, it comprises how teachers assess learners for progression using the new assessment criteria. Research problems and hypothesis focused on; knowledge and attitude with the moderator variables' namely; school type, gender, age, teaching experience, years in foundation phase and qualifications.

### **6.1.2 Demarcation of the field of study**

This research was undertaken on schoolteachers in the Rustenburg area. It was confined to foundation phase teachers only (reception class to grade 3). Nine primary schools were used in this investigation; there were three rural primary schools, three suburban schools and three urban schools. The total number of educators was 58 (fifty-eight) including both males and females. The research focused on knowledge and attitude of teachers from diverse age groups, number of years in the foundation phase, teaching experience, qualifications and school types. Teachers were randomly selected of which unqualified, qualified and or under-qualified teachers were included. The sample teachers are the most representatives of all teachers in South Africa.

### **6.1.3 Aims of the Investigation**

This research study has investigated how teachers assess learners in the foundation phase using the new assessment criteria. It established the following:

1. Whether there is a significant difference between teachers' from diverse school types average knowledge and attitudes towards the new assessment criteria.
2. Whether there is a significant difference between teacher's from diverse genders average knowledge and attitude towards the new assessment criteria.

3. Whether there is a significant difference between teacher's from diverse ages average knowledge and attitude towards the new assessment criteria.
4. Whether there is a significant difference between teacher's from diverse years of teaching experience average knowledge and attitude towards the new assessment criteria.
5. Whether there is a significant difference between teacher's from diverse number of years in the foundation phase average knowledge and attitude towards the new assessment criteria.
6. Whether there is a significant difference between teacher's from diverse qualifications towards the new assessment criteria.

Finally, recommendations are made to all concerned and interested parties for the improvement of the problematical situation, which could lead to better understanding of the new assessment criteria.

#### **6.1.4 The method of research**

The literature study was undertaken to investigate how educators in the foundation phase assess learners for progression using the new assessment criteria. The use of new assessment criteria was investigated by means of literature study. The researcher also investigated the knowledge and attitude of educators in assessing learners.

Having completed the foregoing, the researcher undertook an empirical study. Questionnaires on how educators assess learners were developed and administered to different schools for respondents to answer.

## **6.2 FINDINGS**

### **6.2.1 Findings from empirical investigation**

The findings of this study are based on the empirical research conducted on 58 facilitators from the selected schools, starting from Reception years to Grade III. These findings are based on data analysis from the questionnaires completed by the facilitators, including the results of the interviews that the researcher conducted with parents, facilitators and principals.

- **Knowledge of teachers**

There is no significant difference between the perceived average knowledge of teachers from diverse school types towards the new assessment criteria. However, the teachers in the suburban schools have the highest perceived average knowledge of the new assessment criteria followed by those in the urban schools. Teachers in rural schools are uncertain and they seem to find it difficult to understand the new assessment criteria and how to use them. (see sec. 5.3.2.1).

- **Attitude**

There is no significant difference between the average attitude of teachers from diverse school types towards the new assessment criteria. However, teachers in the urban areas have the highest average attitude of the new assessment criteria followed by those in suburban. Teachers in rural schools are not certain of their attitude of the new assessment criteria. On the average they seem not to have transformed their opinions, ideas and attitudes towards the new assessment criteria.( see sec 5.3.2.2 ).

- **Genders**

There is no significant difference between male and female teachers towards the

perceived average knowledge of the new assessment criteria. However male teachers are more positive towards their own knowledge of the new assessment criteria than female teachers.(see sec 5.3.2.3) and (see sec 5.3.2.4).

#### · **Age**

There is no significant difference between the perceived average knowledge and attitude of teachers from diverse ages towards the new assessment criteria. However different age levels display different attitude (see sec 5.3.2.5) and (see sec 5.3.2.6).

#### · **Teaching experience**

There is no significant difference between the perceived average knowledge and attitude of teachers from diverse years of teaching experience towards the new assessment criteria. However, the rank order from most to least experienced is teachers with 6-10 years; 11-15 years; 1-5 years; 21 and above and 16-20 years.( see sec 5.3.2.7) and (see sec 5.3.2.8).

In the foundation phase the rank order for average knowledge from most to least is indicated as follows: 2-3 years; 6 years and more; 4 years; 5 year and a year or less. The rank order for attitudes from most to least is as follows: a year or less; 2-3 years; 4 years; 6 years and more and 5 years. Consequently, it would seem that those with longer experience in teaching invariably are more knowledgeable enough to implement the new assessment criteria .(see sec 5.3.2.9) and (see sec 5.3.2.10).

## • **Qualifications**

The average attitude of teachers with m+2 is significantly higher than those with m+1. M+3 is higher than m+1. So is m+2 when compared with m+4. M+3 is also higher than m+4 (see sec 5.3.2.12).

The perceived average knowledge of teachers with matric or less is significant higher than those with m+1. On the other hand M+2 is higher than M+1. M+3 is significantly higher than m+1 and M+4. So is m+2 when compared with m+4 (see sec 5.3.2.11).

## **6.2.2 Findings from the literature**

Assessment involves comprehension profile of each learner based on:

### **Physical motor development/large and fine muscles**

It was evident from the literature that teachers should understand the physical motor development of learners because they must assess learners in keeping with their level of physical motor development. Choice of a set of assessment criteria depends to a large extent on this kind of development (see sec 2.2.2)

### **Emotional affective development**

It was also evident from the literature that learners have different expressions and feelings, so teachers must take these into cognizance. Support and acceptance either through a smile or well-timed praise is essential at this stage (see sec 2.3.1) and (2.3.2).

### **Social development**

It was further found that inter-personal relationship with others, friendship and attitude

towards other learners should be looked into when assessing especially in groups.(see sec 2.4.1) and (see sec 2.4.2).

### **Moral ethnic or religious development**

It was evident from the literature that learners should be assessed morally taking into consideration their convictions and beliefs, self-respect and respect for others. (see sec 2.5.1) and (see sec 2.5.2).

### **Cognitive/intellectual development**

Choice of a set of assessment criteria should take in to account the learner's level of cognitive development. For example, reception class learners are not that good at memorizing lists of meaningless and unrelated items.

Among others the new assessment criteria measure the following aspects in the learner:

- knowledge;
- skills;
- memory span; and
- analytical thinking.( see sec 2.6.1) and (see sec 2.6.2).

### **Language development**

It was also found that learners should be assessed when they communicate in the classroom, playgrounds, different activities in the school and during excursion or tours. At all times assessment should take into account the learner's age (see sec 2.7.1) and (see sec 2.7.2).

### **Who assesses**

It was clear from the literature that the Department of Education maintains that all stakeholders should be involved. These include facilitators, tutor(s), mentor(s), learners and parents. It would also seem that learners benefit and respond positively when parents

are involved in their education (see sec 3.1.2).

### **Self and peer assessment**

There seems to be a clear indication from the literature that people learn faster and more effectively when they develop the skills to assess their own progress. Consequently learners should be given ample opportunity to assess one another, and learn from one another. The whole exercise enhances their performance( see sec 3.1.2).

## **6.3 CONCLUSION**

Within the limits of this research some conclusions based on the literature study and the empirical investigation undertaken can be drawn.

Of utmost importance here, is whether educators can use the new assessment criteria in assessing learners for progression purposes in the foundation phase.

The empirical investigation undertaken in this research has proved beyond doubts that there is a significant difference between teachers from diverse years of teaching experience average attitude towards the new assessment criteria. Further, the research has proved that there is a significant difference between teachers from diverse qualifications perceived average knowledge towards the new assessment criteria. Educators in urban and suburban schools have better knowledge on how to assess learners than educators from rural schools. Qualified educators have a better attitude and knowledge on how to assess learners than non-qualified educators.

In all and sundry learners should be continuously and holistically assessed.

## **6.4 LIMITATIONS OF THIS STUDY**

The researcher concedes that there might have been some uncontrolled variables that could have had influence on the accumulated data. These variables include the following: knowledge and attitude. The moderator variables are as follows: school type, gender, age, teaching experience, years of teaching in the foundation and qualifications.

The presence of variables, mentioned above, may influence the educators' assessment.

## **6.5 RECOMMENDATIONS**

Since there is a significant difference between teachers from diverse school types average knowledge, it is essential that educators from rural areas be empowered through being knowledgeable on the nature of the curriculum itself; active participation and involvement in the governance and management of the education system, as well as accessibility to adequate quality resources at their work stations.

Educators should be exposed and have access to well and appropriate resources. They should also be provided with a variety of resources and they should in turn be encouraged to improvise with extra resources where possible. In addition teachers should be trained in order to develop the new assessment skills and master their new role in assessment.

Educators should be made aware of the new assessment criteria. This can be done through work-shopping them.

They should be allowed to take their own decisions, especially regarding the administration of their classes.

They should be given an opportunity to implement their decisions. This is important and necessary, since educators are practically involved in the implementation of the curriculum on the ground.

Since there is a significant difference between teachers from diverse genders and ages average knowledge and attitude, educators can be empowered through educator-to-educator interaction by doing the following at their workplace:

- Working together on joint projects;
- Talking to one another at a level of detail that is rich and meaningful;
- Shared planning or evaluation of topics;
- Observing their colleagues in peer observation arrangements; and
- Training together(department of Education 1999:99).

Educators should be made aware that their attitude might contribute negatively or positively to the learners' development. The aim of assessment, in outcomes-based-education (OBE), is for purposes of support, growth and development of learners.

Educators should be made aware of their roles as assessment is a process of gathering information in a valid and reliable way about the performance (evidence) of the learner, on an ongoing basis (CASS), against clearly defined criteria, using a variety of methods, tools, techniques and contexts.

Educators should be made aware of the principles of assessment, that is:

- Outcomes-based assessment (OBA) is integrated throughout the teaching and learning process;
- OBA assists learners to reach their full potential;
- OBA is participative, democratic and transparent;

- OBA is criterion-referenced;
- OBA places less emphasis on norm-referencing;
- OBA makes use of reflection;
- OBA involves a shift away from testing only; and
- OBA involves learners actively, using relevant knowledge in real-life contexts. The reason being that these principles would enable educators to implement the new Assessment Criteria more effectively.

(Department of Education 1999:99).

Educators should be made aware of their roles as assessors. This includes the following:

- Integrates assessment into the teaching and learning process; and
- Design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies.

Educators should understand how to plan their own school assessment policy, so as to acquire the necessary skills for planning.

The school community should be involved in the drawing of the school assessment policy, so that parents could be able to indicate what they expect from the progress report of their children at the end of the year.

## **6.6 SUGGESTIONS FOR FUTURE RESEARCH**

There is an abundant need of empirical research on both human and physical resources and their impact on the development of educators because the literature study in this research revealed that educators are less knowledgeable about the new assessment criteria.

Researchers need to look into the effect of qualified, dedicated educators on learners, in comparison to unqualified, less dedicated educators and their influence on learner ,to ensure effective implementation of the new assessment criteria.

A need exist also to investigate school types and their effect on educators and consequently on the learners to balance the standard of teaching and learning.

## **6.7 CONCLUDING REMARKS**

It was postulated at the beginning of this research that:

The empirical investigation undertaken in this research has proved beyond doubts that there is a significant difference between teachers from diverse years of teaching experience average attitude towards the new assessment criteria. Further, the research has proved that there is a significant difference between teachers from diverse qualifications perceived average knowledge towards the new assessment criteria. Educators in urban and suburban schools have better knowledge on how to assess learners than educators from rural schools. Qualified educators have a better attitude and knowledge on how to assess learners than non-qualified educators.

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11 - 15 years = [3]

16 - 20 years = [4]

21 and above = [5]

4. Number of years in foundation phase:
- |                |       |
|----------------|-------|
| 1 year or less | = [1] |
| 2 - 3 years    | = [2] |
| 4 years        | = [3] |
| 5 years        | = [4] |
| 6 years        | = [5] |
5. Qualifications:
- |                |       |
|----------------|-------|
| Matric or less | = [1] |
| M + 1          | = [2] |
| M + 2          | = [3] |
| M + 3          | = [4] |
| M + 4 or more  | = [5] |

*Directions for the rest of the questionnaire.*

- (a) The rest of the questionnaire contains statements on how you feel about assessing learners, in class and outside the classroom. There are no right or wrong answers. Your opinion is what is wanted.
- (b) Think about how well each statement describes your feelings about assessment and the way you handle it. Indicate your answer by means of a dash in the appropriate number in the square on the answer sheet provided.
- (c) Provide your choice to each statement truthfully.
- (d) Make sure that you indicate your answer in the space next to the same number as that of the question.
- (e) The numbers have the following meaning.

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Uncertain</i>	<i>Agree</i>	<i>Strongly Agree</i>
[1]	[2]	[3]	[4]	[5]

6. I am consistent in assessing learners.
7. My assessment of learners is influenced by my emotions.
8. Assessment is worthless.
9. I enjoy assessing learners.
10. Assessment is meaningless.
11. I am good at assessing learners.
12. I possess the necessary skills to assess learners.
- |                          |                 |                  |              |                       |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <i>Strongly disagree</i> | <i>Disagree</i> | <i>Uncertain</i> | <i>Agree</i> | <i>Strongly agree</i> |
| [1]                      | [2]             | [3]              | [4]          | [5]                   |
13. I am unenthusiastic towards assessment.
14. I assess learners once a week.
15. I assess learners once a month.
16. I assess learners at the end of the quarter.
17. I assess learners at the end of the year only.
18. I invite other stakeholders to assess learners.
19. I give learners a chance to assess their own work.
20. I use an assessment form when assessing learners.
21. I use a reassessment form to assess learners for second or third time.
22. I assess learners to see who achieves well.
23. I use an intervention form to assess learners.
24. I assess learners for their certification.
25. I use a progress report when assessing learners.
26. I can fail a learner in the foundation phase.
27. When I assess learners, my decision is final.
28. I cannot involve my colleagues in assessing my learners.
29. Assessment is a once-off process.
30. Assessment is biased.
31. It is harmful to assess learners.

32. I assess learners to fail them.
33. I assess learners to determine their progress.
34. I assess learners for grading.
35. I assess learners so that they can improve their performance.
36. I assess learners to develop them.
37. I assess for judgemental purposes.
38. I can assess learners in the middle of an activity.
39. It is impossible to assess out door activities.
40. I dislike parents' assessing learners.
41. I am good at assessing learners.
- |                          |                 |                  |              |                       |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <i>Strongly disagree</i> | <i>Disagree</i> | <i>Uncertain</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| [1]                      | [2]             | [3]              | [4]          | [5]                   |
42. I assess indoor activities only.
43. I use a single strategy in assessing learners.
44. I am uninterested in assessing daily.
45. I use tests only when assessing learners.
46. I am bad at assessing learners.
47. I assess learners daily.
48. I am unskilled at assessment.
49. I assess directed activities only.
50. I assess everything.
51. I use baseline assessment only.
52. I use summative assessment only.
53. I avoid using specific instruments to assess learners.
54. I use specific instruments to assess learners.
55. I am unable to assess learners.
56. I use many instruments to assess learners.
57. I assess learners to appraise quality.

58. I use a combination of credits to assess learners for progression.
59. I assess learners for progression to the next grade.
60. I assess learners for automatic progression only.
61. I use different assessment criteria when assessing learners.
62. I use assessment procedures when assessing learners.
63. I use assessment tasks as barriers for learners' progression
64. I assess to diagnose problems.
65. I assess to support.
66. I assess to discourage lifelong learning.
67. I assess learners to help them to make important life and for career choices.
68. I assess oral work by learners.
69. I give learners feedback after assessing them.

<i>Strongly disagree</i>	<i>Disagree</i>	<i>Uncertain</i>	<i>Agree</i>	<i>Strongly agree</i>
[1]	[2]	[3]	[4]	[5]

70. I give learners a chance to assess one another.
71. I assess learners in a fair and supportive way.
72. I play a prominent role in assessing learners.
73. I monitor learners' progress continuously.
74. I do external assessment at the end of grade 3 only.
75. External assessment is unnecessary.
76. It is unnecessary to involve other stakeholders in assessing children.
77. I assess learners to help me teach effectively.
78. I assess progress.
79. I assess present attainment of learners.
80. I assess to see if learners are competent.
81. When I assess learners, I ignore national standards.
82. I assess without evidence of the learners' performance.
83. Recording is unimportant when assessing learners.

84. I use stated outcomes to monitor learners' progress.
85. I assess at irregular intervals.
86. I assess to see what learners can understand and/or do.
87. Assessment helps me to decide on the next step along the learning pathway.
88. I assess learners in different ways.
89. I also assess learners when they are working in groups.
90. I assess learners when they arrive at school.
91. I only assess learners when they leave school.
92. I assess learners when they eat lunch.
93. I assess learners when they are in a play ground.
94. I assess learners for record's sake only.
95. Amongst others, I assess through direct observation.
96. Amongst others, I assess through verbal questioning.
97. If I assess learners, I observe them in a very focused way.

<i>Strongly disagree</i>	<i>Disagree</i>	<i>Uncertain</i>	<i>Agree</i>	<i>Strongly agree</i>
[1]	[2]	[3]	[4]	[5]

98. I use check-lists or observation sheets to ensure that my assessment is consistent.
99. I use certain criteria when assessing learners.
100. Assessment is a waste of time.
101. I use a variety of methods when assessing learners.
102. I assess learners in order to obtain information about learners' competencies.
103. Amongst others I use series of tasks when assessing learners.
104. I use both internal and external assessment.
105. External assessment is unimportant.
106. I assess to appraise the performance of learners.
107. A single source of evidence can be used when assessing learners.
108. Evidence of learners are unimportant when assessing them.

109. I assess learners' knowledge only.
110. I assess learners' attitudes only.
111. I assess learners' skills only.
112. I use many sources of evidence as well as knowledge, skills and attitudes when assessing learners.
113. Amongst others I use series of facts when assessing learners.
114. I use assessment as an integral part of teaching and learning.
115. I give learners a chance to assess their own work.
116. Amongst others I assess projects.
117. I assess learners to determine to what extent learners have achieved stated outcomes.
118. I assess to highlight the positive aspects of learners.
119. I assess learners to see whether they have reached the outcomes set for specific levels.
120. I believe I can improve my assessment skills.

Your cooperation is highly appreciated.

Questionnaires asked were based on the knowledge and attitude of educators.

### Summary of questionnaires

<b>Attitude +</b> 6, 9, 11, 19, 33, 34, 35, 46, 41, 57, 59, 71, 78, 120	<b>Attitude -</b> 7, 8, 10, 13, 27, 30, 31, 32, 37, 40, 44, 46, 100
<b>Knowledge +</b> 12, 14, 15, 16, 18, 20, 21, 22, 23, 24, 25, 38, 47, 50, 54, 56, 58, 59, 61, 62, 64, 65, 67, 68, 70, 72, 73, 77, 80, 84, 86, 87, 88, 89, 99, 101, 102, 103, 104, 106, 115,	<b>Knowledge -</b> 17, 26, 28, 29, 39, 42, 43, 45, 48, 49, 51, 52, 53, 55, 60, 63, 66, 74, 75, 76, 79, 81, 82, 83, 85, 91, 94, 105, 107, 108, 109, 110, 111