



BOTSWANA
EXAMINATIONS
COUNCIL



The 13th Southern Africa Association for Educational Assessment CONFERENCE

QUALITY ASSESSMENT IN AN ERA OF EDUCATIONAL REFORMS

GABORONE INTERNATIONAL CONVENTION CENTRE (GICC)
Gaborone, Botswana

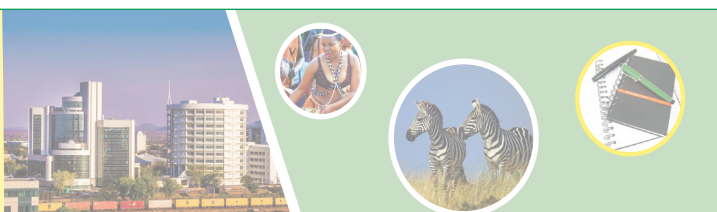
19th - 22nd May 2019



QUALITY ASSESSMENT IN AN ERA OF EDUCATIONAL REFORMS

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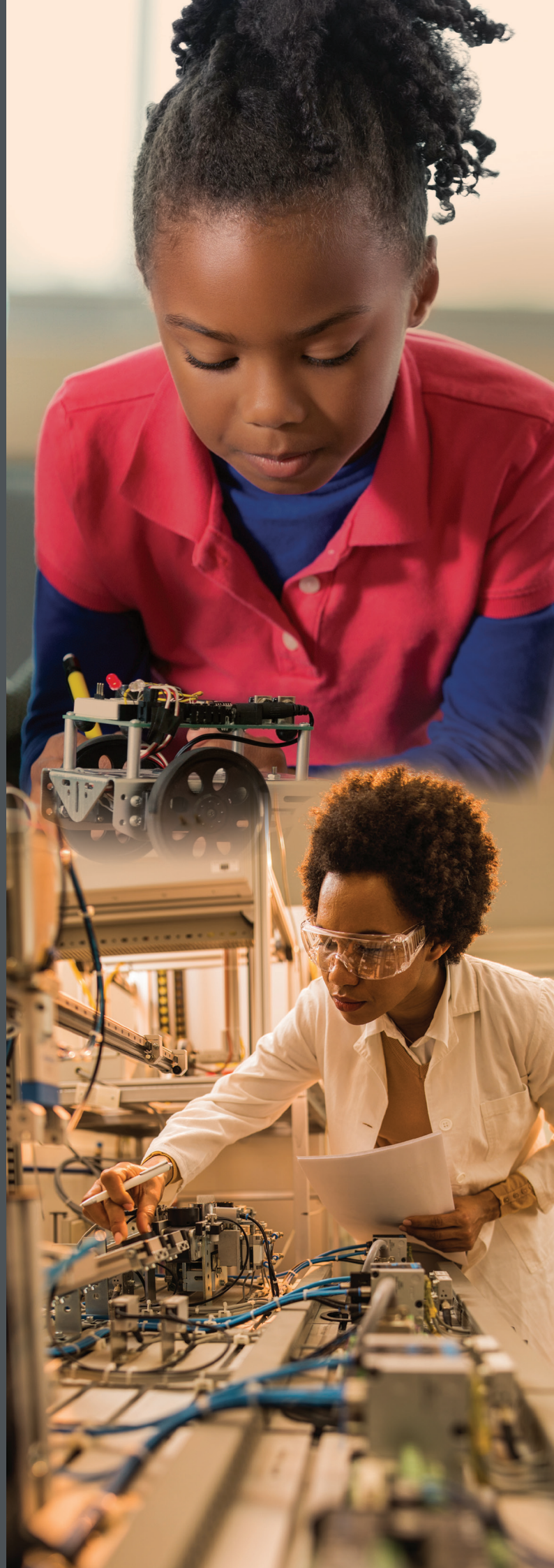


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Foreword by SAAEA Chairperson



A little over a year ago, Umalusi Council assumed the presidency of the Southern Africa Association of Educational Assessment (SAAEA) after the conclusion of the 12th SAAEA Conference where approximately 250 delegates representing 22 SADC countries were in attendance. The conference was particularly evaluated as being successful, overall, in terms of appropriateness of material provided, quality of papers, and suitability of the venue as well as the effectiveness of communication by the host.

In accepting the SAAEA baton from Mr Gerald Chiunda of Malawi National Examinations Board, I emphasised Umalusi Council's commitment to taking the mission of SAAEA forward. As the baton moves from South Africa to another country, it is necessary to reflect briefly on the milestones achieved by SAAEA over the last twelve months:

- Umalusi coordinated and chaired the revision of the SAAEA strategic plan as a guiding document for the work of SAAEA in the next five years;
- The SAAEA Research Forum continued with the finalisation of a study pertaining to the harmonisation of curriculum standards underpinning qualifications in the SADC region;
- Various guideline documents were discussed and finalised during the SAAEA Research Forum held in Lilongwe, Malawi;
- The SAAEA Research Agenda has been conceptualised and aligned with the approved strategic plan to guide the work of the Forum in the coming years; and
- Umalusi, as the host of the 12th SAAEA conference in 2018 supported the Botswana Examinations Council (BEC) in the planning of the 13th Conference.

This clearly shows that we have come a long way. Undoubtedly, there is a great deal more to be done. These achievements would not have been possible without the commitment, dedication and unwavering support of officials from the examination councils in the region.



Foreword by SAAEA Chairperson

Nothing is impossible for a collective of experts and practitioners who are determined to find answers to pressing educational challenges.

Given the ever-changing educational landscape, the theme of this 13th SAAEA Conference - Quality Assessment in an Era of Educational Reforms - is timely. The theme is topical and provides a great opportunity for SADC member states to continue thinking about innovative and valid ways of strengthening the quality of assessment systems. The theme propels us in the right direction. I have taken note that attending this conference is a good mix of delegates and speakers who come from countries with divergent histories, resources, sizes, and populations. This gives us an invaluable opportunity to, within the context of unequal and diverse societies, continue to discuss and have debates about issues such as treating differently abled learners equitably with regard to assessing their learning achievements, turning assessment data into information to inform decision making and keeping pace with changes in respect of information communication technologies.

The biggest challenge for us in the SADC region is the lack of resources to improve quality of learning. This conference provides an invaluable opportunity for us all to share our professional experiences and to explore new ways of enhancing the quality of assessment instruments especially in high-stakes contexts.

I wish to conclude by congratulating the Botswana Examinations Council (BEC) for successfully organising this conference. Acceptance of high quality abstracts and the speakers that the BEC has lined up is an indication that continuous improvement of assessment standards is an issue that occupies the attention and energy of various institutions across the region. Similarly, I am grateful to everyone who has contributed in varied ways to the success of this 13th SAAEA Conference.

I sincerely believe that experiences gained from this conference will be shared with the next host with a view to maintaining high standards of SAAEA conferences in the future.



Dr Mafu Rakometsi

Chief Executive Officer, Umalusi Council
SAAEA Chairperson



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Welcome Message by The Host



It almost seems like yesterday when we met at the Capital Hotel, Menlyn Maine in Pretoria for the 12th SAAEA Conference where a decision for the Botswana Examinations Council to host the 13th SAAEA Conference was made. I attended with a good number of my colleagues so that they would learn from the Local Organising Committee at UMALUSI what is involved in hosting a conference of the magnitude of the SAAEA conference. All of those who attended were later to form the core of the BEC Local Organising Committee. We were all very excited about hosting the conference, largely because we were unaware of the amount of time and energy needed for the preparations for the conference. We thought we had all the time on earth, but we were wrong.

Having to develop a conference theme and get it approved by SAAEA Research Forum, fundraise for the conference, advertise the conference through several media including a conference website that we had to develop, while ensuring that the business continuity of the BEC as an examinations authority was not impacted on, proved to be a huge challenge. But, twelve months later I am extremely delighted to say we overcame and here we are at this magnificent facility in Gaborone at the 13th Conference of SAAEA. I am extremely delighted and proud to welcome each and every one of you to Gaborone, Botswana for the 13th SAAEA Conference.

We are where we are today because of the hard work of the Local Organising Committee ably led by Dr. Moreetsi Thobega, our Director of Research and Policy Development; the support and encouragement of our parent Ministry of Basic Education and the leadership of SAAEA. Once again welcome to Gaborone, Botswana. Enjoy your stay with us; the tranquility and peace of the city of Gaborone; the true Botswana hospitality and the diversity of our culinary delights.

Prof. Brian Mokopakgosi
Executive Secretary
Botswana Examinations Council



About SAAEA



The Southern Africa Association for Educational Assessment (SAAEA) was established primarily to provide a platform for test developers and administrators, curriculum specialists and researchers to exchange ideas and good practices of conducting educational assessment within the Southern Africa Development Community (SADC) sub-region. SAAEA is a network of examination bodies in Southern Africa. Member countries are Botswana, Lesotho, South Africa, Swaziland, Namibia, Zimbabwe, Zambia, Malawi and Tanzania. The objectives of the association are to:

- encourage and facilitate dialogue and debate among member states and institutions concerning educational assessment issues.
- promote cooperation among educational assessment agencies within the SADC sub-region.
- provide a forum where test developers, curriculum specialists and researchers can exchange ideas and good practices on matters related to educational assessment.

Vision

An association of excellence in educational assessment

Mission

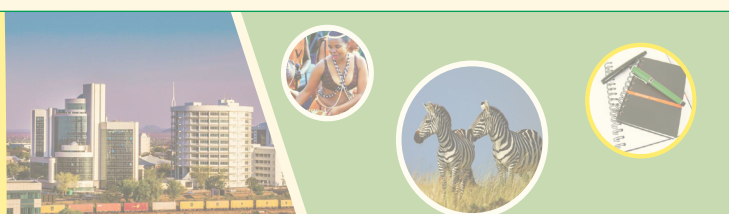
An association that harmonises and improves educational assessment in the SADC region

Values

- Team work
Promoting harmony and partnerships towards a common goal
- Integrity
Delivery of assessment that is beyond reproach
- Confidentiality
Privacy of information and knowledge
- Adaptive
Accept change willingly and voluntarily
- Sharing
Communicating best practice and innovation within member states and key stakeholders

SAAEA Executive Committee

1. Botswana (Botswana Examinations Council) - Professor Brian Mokopakgosi
2. eSwatini (Examinations Council of Swaziland) - Dr Edmund Mazibuko
3. Lesotho (Examinations Council of Lesotho) - Dr Litshabako Ntoi
4. Malawi (Malawi National Examinations Board) - Dr Gerald Chiunda
5. Namibia - Ms Clementine Tsumis-Garises
6. South Africa (Umalusi Council for Quality Assurance in General and Further Education and Training) – Dr Mafu Rakometsi
7. South Africa (Independent Examinations Board) – Ms Anne Oberholzer
8. Tanzania (National Examinations Council of Tanzania) - Dr Charles Msonde
9. Zambia (Examination Council of Zambia) - Dr Michael M Chilala
10. Zimbabwe (Zimbabwe School Examinations Council) – Dr Lazarus Nembaware



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About The Conference

The Executive Committee of the Southern African Association for Educational Assessment (SAAEA) approved Botswana Examinations Council's bid to host the 13th SAAEA Conference in May 2019. SAAEA is a network of examination bodies in Southern Africa. Member countries are Botswana, Lesotho, South Africa, eSwatini, Namibia, Zimbabwe, Zambia, Malawi and Tanzania. The SAAEA was established primarily to provide a platform for exchange of ideas on assessment, curriculum and research in education within the SADC region. Its general goals are to:

1. Provide a forum for the exchange of best practices in assessment, curriculum and research in education;
2. Promote co-operation among educational assessment agencies within the SADC region; and
3. Encourage and facilitate dialogue and debate among member states and institutions concerning educational assessment issues.

In order to facilitate for the exchange of innovative ideas, sharing of knowledge and the intended co-operation, the Association holds annual research conferences. Countries whose examination bodies are members of the SAAEA host the conference on rotational basis. Consequently, the Botswana Examinations Council hosts the 13th SAAEA Conference in Gaborone, Botswana from 19th to 22nd May 2019 under the theme, Quality Assessment in an Era of Educational Reforms.

The Subthemes include:

1. Using learner performance for accountability purposes: Implications for teaching, learning and awarding decisions
2. Multiple pathways systems and assessment of learners
3. Assessment in an ever-changing Information and Communications Technology environment
4. Achieving equity and inclusivity in assessment for differentiated learner groups and environments
5. Policy Issues: Access to assessment data and information
6. Using Examination Feedback to Support Engaging Learning Environments

There will also be a round table discussion topic on '*Cost Effective Assessments*'



The Local Organising Committee (LOC)

In accordance with SAAEA conference hosting guidelines a Local Organising Committee was formed to spearhead the conference preparations.

The LOC planned out the conference activities according to two major work streams; the Research Work Stream and the Event Management Work Stream. The Research Work Stream was responsible for all technical matters relating to research conference such as formulation of themes, call for abstracts, review of abstracts, call for papers and their review, selection of papers, conference programme, keynote speakers, plenary papers, conference communique, and publication of conference proceedings.

The Event Management Work Stream was responsible for all logistical matters of the conference including protocol, conference venue, transport, excursions, and conference dinners. It was also responsible for all event publicity matters including, fundraising, event publicity and conference promotional materials like t-shirts, bags, fliers, branding and design of conference programme and other publishable materials.

The LOC is as follows:

NAME	DESIGNATION	CONFERENCE WORK STREAM
Dr. Moreetsi Thobega	Director, Research and Policy Development	LOC Chairperson
Chawangwa Mudongo	Manager, Research and Measurement	Research
Fingile Makgalemele	Manager, Corporate Communications	Event Management
Kagiso P. Maule-Sethora	Senior Research Officer	Research
Dr. Oemetse S. Mogapi	Senior Research Officer	Research
Annah Lewanika	Ag. Manager, PSLE/JCE	Research
Gloria More	Senior Product Development Officer	Research
Sedumedi Pule	Applications Coordinator	Event Management
Bunny Gaone Hirschfeldt	Senior Programme Officer	Event Management
Maureen Kemoabe	Personal Assistant, RPD	Conference Administrator
Otsile R. Tapson	Ag. Senior Corporate Communications Officer	Event Management
Karabo Morule-Segobye	Corporate Communications Officer	Event Management
Onalenna Lekoto	Security Specialist	Event Management



Main Keynote Speaker - Prof. Peter Rule



Peter Rule is an Associate Professor in the Centre for Higher and Adult Education at Stellenbosch University. He has thirty years' experience of working in adult and higher education in South Africa. He has published in the areas of adult education, dialogue and learning, reading education, disability and HIV/AIDS in education, and led a multi-case study on the efficacy of adult learning centres in South Africa.

Prof. Rule's, *Dialogue and Boundary Learning*, published by Sense Publishers, came out in 2015. He has also published many school textbooks for the subject, English as an Additional Language. He is Deputy Chairperson of the Assessment Standards Committee of Umalusi, South Africa's Council for Quality Assurance in General and Further Education and Training. He has a particular interest in assessment as a means of enhancing the quality of teaching and learning.



Second Keynote Speaker - Dr. C. Cele



Dr. Cyprian Cele was trained in psychometrics at the University of Pittsburgh, with emphasis in educational research methodology. His doctorate dissertation was on Standard Setting, comparing raw mark grading with grading based on Item Response Theory. Dr Cele is a trained teacher with extensive teaching and assessment experience. He started work in 1968 as a teacher of Biology during which period he was involved in an initiative to teach Science through learner investigation. The project proved very successful, with learners actually building up their own Science knowledge and skills. From secondary school teaching experience, Dr Cele was transferred to a teacher training college as a tutor. The work on assessment continued with the East African Examinations Council, involving item writing, marking as well as training item writers. The Council soon hired him on a full time basis as an assistant secretary in charge of Biological syllabuses. Dr Cele rose from being an assistant secretary to deputy secretary in the Council. When the East African Examinations Council dissolved, he was employed by Uganda National Examinations Board as a Deputy Secretary and later promoted to Senior Deputy Secretary. In both institutions, the main work was achievement testing, involving syllabus development, test development and administration and the dissemination of results to stakeholders. He also carried out research into the effectiveness and suitability of the assessments.

The final formal employment of Dr Cele was with the Ministry of Education of Botswana. He was hired as a Measurement Specialist to train officers and improve on the assessment system of the country, particularly grading. He led the development of the Act for the formation of Botswana Examinations Council and worked with other people until the Council was up and running. Thereafter he was appointed Director of the Research and Policy Development, still involving training of staff and improvement of assessment. Botswana participated in Trends in International Mathematics and Science Studies in 2003 and 2007, with Dr Cele coordinating these two cycles.





Professor John Volmink was born and raised in Cape Town, South Africa. He started his academic career at the University of Western Cape, South Africa where he studied Mathematics and Physics and later completed the PhD in Mathematics Education at Cornell University, Ithaca NY in 1988. He returned to Southern Africa in 1990 after almost a decade in the USA.

He started his career as a high school teacher and later held various University teaching positions including the University of Western Cape, University of Cape Town and Cornell University. After a brief stay at the University of Botswana in Gaborone he returned to South Africa in 1991 and immediately got involved in development initiatives as the Director of the Centre for Advancement of Science and Mathematics Education in Durban.

Prof later served as Campus Vice-Principal at the then University of Natal, Durban and later Pro-Vice Chancellor for Partnerships at the University of KwaZulu-Natal until 2004.

He has also been centrally involved in curriculum reform in post-apartheid South Africa and has been asked by all four Ministers of Education to play a leading role in the transformation of education in the new South Africa. He served for four years (2006-2010) as the Chairperson of Umalusi Council, and is now serving a third term as Chairperson of the Council. In 2016 he served as the Interim Vice-Chancellor of the Durban University of Technology and also Acting Vice-Chancellor at CPUT in 2017. After 25 years away from Cape Town he returned to and refurbished the house in Cape Town where he grew up.

John and his late wife Angela, who was also a teacher, worked together in community based educational projects in the Athlone area with a focus on young people and these days is involved in a project in Portugal on Ubuntu.





Dr Michael M. Chilala has had a successful career spanning over 24 years, serving the education system in Zambia from classroom to policy levels. His focus has been in the areas of curriculum, assessment and educational research. His experience and expertise relates to teaching, learning, leadership and coordination of capacity building activities for educators, educational researchers and learner assessors.

He currently leads the Examinations Council of Zambia, a monopoly organisation in the conduct of school examinations in Zambia. Since 2012 when he was appointed Chief Executive Officer, the Examinations Council of Zambia has experienced tremendous transformation in terms of open and transparent relationship with the public, automation of processes and systems, enhanced effectiveness and efficiency in the conduct of examinations, decentralisation of services by establishing Service Centres and introduction of new services.

He holds a Bachelor of Arts degree with Education (Psychology and Geography major), a Master of Education (Psychology) degree and a Doctor of Education (Measurement and Evaluation). He also holds a Diploma in Clinical Child Neuropsychology and a Graduate Diploma in Leadership in ICT and Knowledge Societies. He is a Member of the Southern Africa Association for Educational Assessment (SAAEA) and Chairperson of the SAAEA Research Forum. He is currently the Executive Secretary of the Association for Education Assessment in Africa (AEAA). He served as AEAA President and Vice President from 2014 to 2015. Dr Chilala is a Member of the Zambia Society for Public Administration.

Dr Chilala was granted the Personality of Year Award in 2014 by the Zambia Society for Public Administration, in recognition of the outstanding accomplishments and contribution to the advancement of Public Service Excellence in Zambia.





Dr. Olefile Bethuel Molwane is a Deputy Dean and a Senior Lecturer at the University of Botswana in the Faculty of Engineering and Technology, Department of Industrial Design and Technology. Dr Molwane has been the Head of Department of Industrial Design and Technology at the University of Botswana for six (6) years from January 2008 to December 2013. He was Head of Department at Molepolole College of Education before joining the University of Botswana.

He started his teaching career as a Secondary School Teacher in Technical Education with particular inclination to technical subjects. He has also been involved in the transformation of Technical, Vocational Education and Training (TVET) in Botswana and has been influential in Education and Training Sector Strategic Plan (ETSSP) Policy document in regard to TVET. He is well vested in Botswana Education system as well as other countries.

Dr Molwane holds a Doctoral Degree in Assessment in the field of Design Education (PhD) from the University of London. Dr Molwane has a wealth of experience in Curriculum Development and Quality Assurance. He is a researcher as well as experienced in consultancies. He also serves in the Institutional Review Committees of the University of Botswana with the Bio-Medical Ethics Committee as a vice-chairman. He is also involved in Quality Assurance at his place of work.

His research interest is in the areas of design cognition and student learning behaviours and patterns over and above curriculum innovations, and development, assessment in Design and Technology and Quality Assurance



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This whitepaper explores how curricula, assessment and qualifications are being reviewed and adapted by countries around the world, to reflect the skills demanded in the 21st century. The role that technology does and will continue to play in this transformation is also explored.

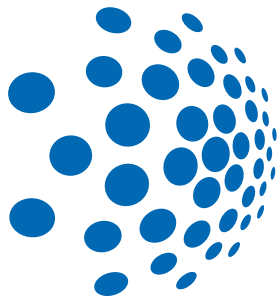
Meet the RM Results team at SAAEA



Sam Jones
Solutions Architect



Pat Coates
Business Development
Consultant



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Gary Brighton and Sid Spalding
AT THE 13TH SAAEA CONFERENCE
19th - 22nd May 2019



Southern Africa Association
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Conference Programme

PROGRAMME of the 13th Southern Africa Association of Educational Assessment Conference

THEME: Quality Assessment in an Era of Educational Reforms

19 - 22 May 2019

GICC, Gaborone, Botswana

19th May 2019

Time	Event
1400 – 1900hrs	Arrival and Registration of Delegates
1900 – 2200hrs	Arrival of Guests and Cocktail Party



Conference Programme

Day I

20 May 2019

07:00 – 08:15	REGISTRATION		
0830 – 1030: Opening Ceremony			
Session Chair	Golekanye Setume		
Rapporteurs:	Job Boikanyo, Tshoganetso Raditloko		
0745 - 0815	Arrival of Delegates		
0815 - 0820	Botswana National Anthem		
0820 - 0825	Prayer		
0825 - 0830	Welcome Remarks by Chairperson of BEC, Dr Joseph Tsonope		
0830 - 0840	Overview of the SAAEA by the SAAEA Chairperson, Dr Mafu Rakometsi		
0840 - 0850	Overview and Objectives of the 13th SAAEA Conference by BEC Executive Secretary, Professor Brian Mokopakgosi		
0850 - 0855	Entertainment		
0855 - 0950	Keynote Address by Professor Peter Rule of Stellenbosch University		
0950 - 0955	Introduction of Guest of Honour by the Permanent Secretary to the Ministry of Basic Education		
0955 - 1030	Official Opening Address by Honourable Minister of Basic Education, Mr Bagalatia Arone		
10:30 – 11:00: MID-MORNING TEA/COFFEE			
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Mr Tshepiso Masukusuku	Dr Michael Gaotlhobogwe	Dr Timothy Chiwiye
Rapporteurs:	Sethunya Ruda, Onthusitse Mhlanga	Annah Lewanika, Lechani Rammoni	Gloria More, Lorato Sakarea
1100 – 1130	<p>Topic: Educating for Examinations?: Democratic Education as an Alternative Strategic Reform in Botswana's Education System <i>By Prof. Agreement Lathi Jotia, Ishmael Mongae and Joyce Baison</i></p>	<p>Topic: Assessment of Year One Students in a College of Education (Primary) <i>By B.G. Nchabe and G.G. Moampe</i></p>	<p>Topic: Enhancing Academic Excellence in Science Through the Use of Collaborative Learning Method in Gamodubu Primary School <i>By Kaone Bakokonyane, Tiro Mokgoare, Osupile Galefele and Opelang Mokgoko</i></p>



1130 – 1200	<p>Topic: Educator Accountability for Learner Performance; Is it a fair practice in the Teaching and Learning of French in Botswana?</p> <p>By Ms Tshepo Sharon and Leepile Baipusi</p>	<p>Topic: Using Learner Performance for Accountability: Implications on Teaching, Learning and Decision Making</p> <p>By Benjamin Moanamisi Mogotsi</p>	<p>Topic: An Evaluation of Angoff against other Grading Methods</p> <p>By Kagiso P Maule-Sethora</p>
1200 – 1230	<p>Topic: The Perceived Impact of Psychosocial Support Services Provided to Orphans and Vulnerable Children (OVC) on Academic Performance in Molepolole North Secondary Schools</p> <p>By One Bettie Rantshabeng</p>	<p>Topic: The Illegitimacy of Normal Curve Criteria in Evaluating a Small Class</p> <p>By Rev. Menard Musendekwa</p>	<p>Topic: Assessment Reform for the Case of Learning Focused Accountability</p> <p>By Joyce Modie</p>
12:30 – 13:30: LUNCH			
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Dr Trust M. Masole	Dr Clement Dlamini	Mr Shadrack Nkoya
Rapporteurs:	Ronald Lekoape, Salome Chituka	Virginia O. Namane, Faridah Motlhanka	Boipuso Mosalagotla, Mosetsana Gaorutwe
1330 – 1400	<p>Topic: Accountability Demands and the Impossibility of Alternative Visions of Education in Botswana</p> <p>By Richard Tabulawa Kefilwe Batsalelwang</p>	<p>Topic: A Critical Re-evaluation of Moderation Processes in the Era of Accountability for Learner Achievement</p> <p>By Mr Mapaleng Lekgeu</p>	<p>Topic: Striking a Balance Between Accountability and Practical Skills Development in Design and Technology in Senior Secondary Schools</p> <p>By Mr Sekorobele Mabitso</p>
1400 – 1430	<p>Topic: Performance of Learners in Primary School Leaving Certificate Examinations in Malawi</p> <p>By Christopher C. Neba, Ismail U.J. Faki and Gift Tembo</p>	<p>Topic: STEAM: A Solution for Reintegration of Cognitive Development of School Drop Outs in Serowe Sub Region, Botswana</p> <p>By Ms Boniswa Bayani</p>	<p>Topic: Career Academies: An Adaptable Pathways Model for Botswana's Education Reform</p> <p>By Tiro A. Mokgoare, Dipogiso Chelane and Grace O. Matshambani</p>



1430 – 1500	<p>Topic: Adoption of Portfolio Development, Invoking School-Based Continuous Assessment <i>By Mr T.L.Tebogo, B. Danso and I. Njobvu</i></p>	<p>Topic: Lecturers and Learners' Perceptions on the Sustainability of Botswana Technical Education Programme (BTEP) Learners' Assessment methods at Maun Technical College (MTC) <i>By Enock, Nkobi (Mr.)</i></p>	<p>Topic: Music Education Practical Assessment: The Need for Multiple Pathway System in Assessment <i>By Taswika P Kanasi</i></p>
1500 – 1530	<p>Topic: The Effect Of Performance Targets On Reception Class Teachers' Pedagogical Approaches – Evidence From Practice. <i>By Dr Michael Gaotlhobogwe</i></p>	<p>Topic: Assessment Modes in Teacher Education: Practices in the Visual Arts <i>By Attwell Mamvuto Magdeline Mannathoko</i></p>	<p>Topic: Improving Academic Performance of Students who Walk Long Distances to School in Gamodubu Primary School <i>By Kaone Bakokonyane, Opelang Mogokgo and Galefele Osupile</i></p>
15:30 – 16:00: AFTERNOON TEA/COFFEE			
Session Chair	Dr Edmond Mazibuko		
Rapporteurs:	Boikanyo Job, Lechani Rammoni		
1600 – 1700	Panel Discussion: Cost Effective Assessment		
	<p>Professor John Volmink Dr Michael Chilala, Examinations Council of Zambia Dr Olefile Bethuel Molwane, University of Botswana Dr Daniel Tau, Botswana Open University (BOU)</p>		
1700 -1710	Closing Remarks Dorcas Morake		
18:00 – 22:00 Cultural Dinner			
Rapporteur and Programme Coordination: Dr Mogapi, Ms Maule-Sethora, Ms Annah Lewanika			



Conference Programme

Day 2

21 May 2019

07:00 – 08:00	REGISTRATION		
Session Chair	Professor Richard Tabulawa		
Rapporteurs:	Tshepiso Masukusuku, Lorato Sakarea		
0815 – 0915	Keynote Address 2 - Dr Cyprian Cele		
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Dr Sir Wonder Masebola	Ms Agnes Mohale	Tiro A. Mokgoare
Rapporteurs:	Mosetsana Gaorutwe, Tebogo Dioka	Thato Gaboitsiwe, Faridah Motlhanka	Bame Mogaladi, Gloria More
0915 – 0945	Topic: Challenges Facing the Implementation of Formative Assessment in Lesotho Secondary Schools: The Case of Grade 8 Arts and Entrepreneurship <i>By Mr Tumelo Motai</i>	Topic: Digital Item Banking: a Comparison of Manual and Electronic Question Paper Development <i>By Mationesa Mapungwana</i>	Topic: Ensuring Efficiency and Security in the Transmission of Candidates Scores in Public Examinations <i>By Christine Simfukwe and Shadreck Nkoya</i>
0945 -1015	Topic: Using The RUMM2030 Outputs as Feedback On Learner Performance in Communication in English for Adult Learners <i>By Ms Paulina Masemola Ms Nthabeleng Lepota</i>	Topic: Estimation of Teacher Added Value into Learners' Reading Achievements Scores Controlling for Observable Teachers, Learners and School Background Factors <i>By Dr Oemetse Mogapi and Kagiso P. Maule-Sethora</i>	Topic: Implications of Externally Driven Accountability on Learner Performance in Botswana Schools – A Critique <i>By Shandulo Maphorisa</i>
10:15 – 10:45: MID-MORNING TEA/COFFEE			
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Ms Susan Makgothi	Mr Emmanuel Sibanda	Ms Mary-Louise Madalane
Rapporteurs:	Dumisani Mhlanga, Helga Samu	Mmoloki Gabalebatse, Onthusitse Mhlanga	Kgalemang Ntsabane, Faridah Motlhanka



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CONFERENCE

1045 – 1115	<p>Topic: Understanding Teachers' Use of Computer-based Simulations in Teaching Electrolysis <i>By Nkhululeko Nxumalo</i></p>	<p>Topic: The Feasibility of Applying Statistical Moderation in Practical Components Using External Examination as the Anchor <i>By Dr Trust Mbako Masole</i></p>	<p>Topic: Dynamics in Effective Assessment of Refugees and Immigrants in Zambia <i>By Msoni. C. Ruth and Moonga Hakalyamba</i></p>
1115 – 1145	<p>Topic: The Effectiveness of Alternative Assessment Strategies for Use with Deaf and Hard of Hearing Learners in Agriculture at Junior Secondary School in Botswana <i>By Mpuang, K. D. Thebe Selema</i></p>	<p>Topic: Assessment Practices for Students with Intellectual Disabilities in Botswana Primary Schools: Reflections of Six Government Primary Schools in the Southern Region <i>By Mangope Boitumelo Kuyini Ahmed Bawa</i></p>	<p>Topic: Towards a Nuanced Understanding of Effective Conduct of Examinations: The Case Of South African Sign Language Home Language <i>By Dr. Stephan Paraffin Mchunu and Mary-Louise Madalane</i></p>
1145 – 1215	<p>Topic: Inclusivity in Tertiary Education Assessment: Breaking the Nexus <i>By Patience Mabika</i></p>	<p>Topic: Exploring The Use of Assessment Feedback to Support Primary School Teachers in Public Primary Schools in South Africa <i>By Dr Gugulethu Nkambule</i></p>	<p>Topic: Successes and Challenges in Assessment Accommodations for High Stakes Examinations: The Malawi National Examinations Board (MANEB) Experience <i>By Amicable Chikakate Banda</i></p>
1215 – 1300: LUNCH			
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Ms Mationesa Mpungwana	Mr Agreement Jotia	Mr Ismail Faki
Rapporteurs:	Dumisani Mhlanga, Sethunya Ruda	Lorato Sakarea, Thabo Lebogang	Helga Samu, Onthusitse Mhlanga
1300 – 1330	<p>Topic: Implementing Performance Based and Authentic Based Assessment on Real Performances in Physical Education Sport and Mass Displays Practical Components: A New Experience for Zimbabwe School Examinations Council <i>By Manokore Kudakwashe</i></p>	<p>Topic: An Investigation of the Use Of Assessment "For" Learning and its Purpose for Accountability: A Case of Six Secondary Schools in Kweneng District in Botswana <i>By Tiro A. Mokgoare</i></p>	<p>Topic: Variations between School Based and National Assessment for Setswana Language at Junior Secondary School Level <i>By Maipelo Masego Motshabi</i></p>



1330 – 1400	<p>Topic: Different Assessment Tools for the University of Botswana Mathematics and Science Education Teaching Practice Students: 2005 - 2014</p> <p><i>By Kgomotso G. Garegae Shanah M. Suping</i></p>	<p>Topic: The progression trajectory of Geography from Foundation Phase to Intermediate Phase in South Africa</p> <p><i>By Ms Agnes Mohale</i></p>	<p>Topic: Diagnostic Assessment: A framework for Accessing Valuable Information Used for Classroom Instruction</p> <p><i>By B. E. Otlhomile T.S Mokgwathi</i></p>
1400 – 1430	<p>Topic: The Discrepancy of Raw SBA Scores and Raw Examination Scores: The Case of an NQF Level I Adult Qualification in South Africa</p> <p><i>By Dr Nkoloyakhe Mpanza</i></p>	<p>Topic: Quality of Practical Skills Assessment for the Physically Challenged Students at National Certificate (NC) in Electrical Power Engineering in Zimbabwean Polytechnic Education</p> <p><i>By Patience Mabika and Sibongile Malunga</i></p>	<p>Topic: Using Feedback from Examinations to Enhance Learner Performance in Examinations</p> <p><i>By Ms Kagiso P. Maule-Sethora</i></p>
1430 – 1500	<p>Topic An Investigation on the Degree of Preschool Teachers' Knowledge on Progress Monitoring Assessment</p> <p><i>By One B. Rantshabeng, Ivy K. Mogapi and Fridah Ramarinyaneng</i></p>	<p>Topic An Evaluation of Early Grade Reading Assessment in Namibia</p> <p><i>By Eino Haifidi</i></p>	<p>Topic: Evaluation and Assessment of Learning in the Mathematics and Science Classrooms in Botswana</p> <p><i>By Dr M. J. Motswiri; K.G. Garegae</i></p>
15:00 – 15:30: AFTERNOON TEA/COFFEE			
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Dr Gerald Chiunda	Dr Clement Dlamini	Dr Litshabako Ntoi
Rapporteurs:	Ronald Lekoape, Tshepiso Masukusuku	Salome Chituka, Tshoganetso Raditloko	Tebogo Dioka, Kgalemang Ntsabane
1530 – 1600	<p>Topic: Quality Assessment in an Era of Educational Reforms</p> <p><i>By Lerometswe Molefi</i></p>	<p>Topic: Using Examination Feedback to Improve Learning Environments In Musical Arts Education: The Zambian Experience</p> <p><i>By Boscow Mubita</i></p>	<p>Topic: A Direct Correlation Between Assessment Literacy, Item Planning And Grades: A Case Study Of Moruakgomo Junior Secondary School</p> <p><i>By Motseroganyi Wago Kamankala</i></p>



1600 -1630	Southern and Eastern Africa Consortium for Monitoring Educational Quality
1630 - 1700	Enhancing Quality of Assessment through Implementation of a Quality Management System Based on ISO 9001: Case Study of BEC <i>By Mr. Mothusi Nicholas Ntau</i>
1700 – 1720	Cambridge International
1720 – 1730	Closing Remarks Dr G.N Tsheko
1800 – 2200 Gala Dinner	
Rapporteur and Programme Coordination: Dr Mogapi, Ms Maule-Sethora, Ms Annah Lewanika	



Conference Programme

Day 3

22 May 2019

0730 – 0800	REGISTRATION		
Session Chair	Dr Mafu Rakometsi		
Rapporteurs:	Mosetsana Gaorutwe, Timothy Chiwiye		
0800 – 0830	Quality Education: Can Value Addition Methodologies (VAM) Come To The Rescue? By Peter D’Arcy		
0830 - 0900	Missing scores Boipuso Mosalagotla, Paulina Masemola		
	Parallel Session 1	Parallel Session 2	Parallel Session 3
Session Chair	Prof O.N. Pansiri	Ratio Balositse	Sheila Barungwi
Rapporteurs:	Warona Rambwawasvika, Timothy Chiwiye	Bame Mogaladi, Archie Galeboe	Job Boikanyo, Michael Gaotlhobogwe
0900 – 0930	Topic: An analysis of ZIMSEC's policy on access to assessment data information <i>By Talent Kupfumira</i>	Topic: Teacher Education Continuous Assessment (CA) Moderation findings: An explanation for the presence of inept teachers in Zambia's Education system? <i>By Smart Sakala</i>	Topic: The comparisons of Analytical Hierarchy Process and subject Pairs analysis methods in ranking subject difficulty <i>By Ms Paulina Masemola Ms Nthabeleng Lepota</i>
0930 – 1000	Topic: Re-conceptualising the Implementation of the New Curriculum: An Overview of Differentiated Assessment Practices in Namibian Schools <i>By Hilya N.N. Mbandeka</i>	Topic: Assessment of Teaching Practice for Diploma in Primary Education programme through a portfolio <i>By B. G Nchabe, B. B. Rapoo and B. N. Setabo</i>	Topic: Impact of Examinations Timetabling on Performance (case of BGCSE) <i>By Boipuso Mosalagotla and Thabo Lebogang</i>
10:00 – 10:30: MID-MORNING TEA/COFFEE			



**QUALITY ASSESSMENT
IN AN ERA OF
EDUCATIONAL REFORMS**

The 13th Southern Africa
Association for
Educational Assessment
CONFERENCE

Session Chair: Golekanye Setume

Rapporteurs: Lechani Rammoni, Sethunya Ruda

Closing Ceremony

1030	Arrival of Permanent Secretary
1030 -1100	IAEA - Framework for Recognition Jan Wiegers
1100 – 1120	Presentation by AEAA Conference hosts
1120 – 1125	Entertainment
1125 – 1135	Handing Over Ceremony <ul style="list-style-type: none">o Statement by Outgoing Chairpersono Acceptance Speech by Incoming Chairperson
1135 - 1140	Vote of thanks and presentation of gifts
1140 – 1150	<i>Communique</i> by SAAEA Office
11:50 - 1200	Closing Speech by Permanent Secretary, Ministry of Basic Education
1200 – 1220	Departure for Excursion
1230 – 1330	LUNCH at different excursion places
1330 – 1600: Excursion & Departure	

Rapporteur and Programme Coordination: Dr Mogapi, Ms Maule-Sethora, Ms Annah Lewanika



Sub-theme I:
**Using Learner Performance for Accountability
Purposes: Implications for Teaching, Learning and
Awarding Decisions**



**QUALITY ASSESSMENT
IN AN ERA OF
EDUCATIONAL REFORMS**

The 13th Southern Africa
Association for
Educational Assessment
CONFERENCE

EDUCATING FOR EXAMINATIONS? DEMOCRATIC EDUCATION AS AN ALTERNATIVE STRATEGIC REFORM IN BOTSWANA'S EDUCATION SYSTEM

SUB-THEME:

Using Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Ishmael Mongae*

Joyce Baisou

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Abstract

Scholarship is awash with contestations pertaining to the purpose of education and how the process of educating citizens should be configured. Within the critical theory scholarship of Paulo Freire, a case is made that the process of educating an individual should be transformative and intellectually empowering. However, Freire further argues that any education system which is fundamentally rooted on educating learners for examination is basically bookish and oppressive. On the basis of the above, this paper examines the relationship between the process of education and examinations and ventures unto the critical democratic theory of education as an alternative reform strategy in the “process of doing education” from a critical analytic paradigm. The paper rigorously explores the relationship between education and assessment and makes a deliberate distinction between assessment and examination. A case is made further in this paper that the verity of Botswana’s education system yields that we do not educate but rather drill students for examinations. The paper charges that there is need to innovatively look at forms of assessment which are equitable and multiculturally sensitive to the diversity of the learners in terms of their abilities as well as their ethno- demographics. Some results pertaining to standardized testing by the Canadian Teacher’s Federation and Kruse indicate that generally standardized testing is biased and has some flaws and ignores equity issues in education. Finally, a case is made that it is high time that Botswana’s education system embraces the democratization of education as an alternative reform strategy which will create a platform for fair, just, inclusive and equitable forms of assessment.



ASSESSMENT OF YEAR ONE STUDENTS IN A COLLEGE EDUCATION (PRIMARY)

SUB-THEME:

Using Learner Performance for Accountability Purposes; Implications for Teaching and Awarding Decisions

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Abstract

Colleges of Education (primary) admit students who aspire to be teachers in a primary school. Prior to the admission, the students indicate their focus area by selecting two major subjects to pursue. However, some of the student trainees in year one fail to complete the programme due to the foundation modules. The main objective of this study was to seek from both students and lecturers on how best foundation modules could be assessed without compromising quality. It is upon this view that the authors advocates for an alternative and better means of assessing students in this foundation modules. Year one results give opportunity to student teachers to progress to year two. The results from randomly sampled thirty-five (35) former year one students and fifteen (15) lecturers recommends that there should be no examinations for foundation modules. The recommendation further emphasizes that the foundation modules results should be based on course work only and that be a determining factor of progression to year two.



ENHANCING ACADEMIC EXCELLENCE IN SCIENCE THROUGH THE USE OF COLLABORATIVE LEARNING METHOD IN GAMODUBU PRIMARY SCHOOL

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

Investigations has shown that a substantial number of students were not doing well in the Science subject in Standard 6A in 2018, because they had little or no interest in the subject. Therefore collaborative learning method was used to enhance the academic performance. The study used Design Based Intervention Research framework design which entailed the daily cycle used in classroom and was to be readjusted after a month. Academic performance for end of term 2 was 31.2 % in Science test and after collaborative learning method was used it improved to 68.8% as shown by the August topic tests and 61.3% as shown by end of term 3. The findings showed that Collaborative Learning improves results, as shown by August test scores and end of term 3 Examination. Collaborative learning method has proved to motivate learning as shown by questionnaires results which indicated that out 32 students, 31 students had interest in the subjects. The method improves academic performance and motivates learning. It has also indicated that it develops social and emotional aspects. The current interaction was based on the findings of Phase I and the Collaborative Learning Method in Science project. The study recommends that the method be used to support instructional improvement of science at school to regional level.



EDUCATOR ACCOUNTABILITY FOR LEARNER PERFORMANCE; IS IT A FAIR PRACTISE IN THE TEACHING AND LEARNING OF FRENCH IN BOTSWANA?

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The first results for the Botswana French Junior Certificate Examination were released in 2001. In the subsequent years, the results of this examination have shown a steadily declining learner performance. It is common practice in Botswana's schools to have Educators account to the school administrators for their results after they are released each year, therefore most educators of French account for declining learner performances. The purpose of this positional paper is to interrogate the fairness of the practise of making educators of French account for learner performances in relation to the assessment standards of the Botswana Examinations Council and the Common European Framework of Reference for Languages (CEFR). The research was done by reviewing literature and content analysis and it became evident that in the interest of according accountability to relevant persons, it is advisable for the examining body to conform to current international standards including the CEFR. This study therefore intends to inform and to shed light on how Botswana assessment structure should be aligned to today's trends in order to have educators who are held accountable for positive results.



USING LEARNER PERFORMANCE FOR ACCOUNTABILITY: IMPLICATIONS ON TEACHING, LEARNING AND DECISION MAKING

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

Major global reforms in public education have hitherto kept student achievement a priority, placing increasing pressure on schools to improve performance. Principals as agents of change play a pivotal role in school performance through the development of a clear vision, implementation of teaching strategies, stimulating meaningful dialogue, and improved instruction. Data-driven decision making is the roadmap to educational reform. The purpose of this study was to examine Principals' perceptions towards the use of assessment data, the value they placed on data, ways they used data to improve performance, and the challenges they encountered in effectively using data to improve academic achievement. Grounded on the institutional change theory, the Q-methodology was used to investigate Principals' perspectives towards data and participant responses were analysed using factor analysis. From the analysis of the survey data from ten (10) Principals, findings indicated that all Principals under study valued assessment data and felt prepared to use the data to improve school performance. However, majority relied on their knowledge to use data to improve learner performance as they lacked support from education authorities. Generally, data driven decision making is still lacking among school leadership. Therefore, recommendations included an introduction of an effective data system that informs a culture of building data driven schools.



ASSESSMENT OF TEACHING PRACTICE FOR DIPLOMA IN PRIMARY EDUCATION PROGRAMME THROUGH A PORTFOLIO

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The focus on 'quality assessment in an era of educational reforms' has a direct impact on how the Diploma in Primary Education (DPE) programme prepares and assesses teacher trainees in this ever changing world. The impetus for this focus began with a general call for out-come based and competency based assessment in all learning institutions by the Botswana Qualification Authority, BQA. Henceforth teacher education programme should change from a model of paper; observation and pen assessment to the one in which the teacher trainee is responsible for demonstrating his or her own knowledge, ability and skills in an actual teaching environment and by compiling a portfolio. A portfolio would provide an effective monitoring, documenting and assessing teacher trainees for an award of Diploma in Primary Education especially for the practical aspect of the programme. Existing portfolio assessment procedures, instruments and manual were adapted and adopted. Authors do recommend that a portfolio be used to assess Teaching Practice for the DPE Programme as initiated by social cognitive theory which coordinates well with the National Curriculum Qualification Framework (NCQF) for Accreditation of a Diploma programme.



THE PERCEIVED IMPACT OF PSYCHOSOCIAL SUPPORT SERVICES PROVIDED TO ORPHANS AND VULNERABLE CHILDREN (OVC) ON ACADEMIC PERFORMANCE IN MOLEPOLOLE NORTH SECONDARY SCHOOLS

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The study investigated the impact of psychosocial support provided to OVC students on academic performance in four Molepolole North secondary schools. Generally the academic performance in these schools is not satisfactory. The schools admit students from various economic backgrounds which include the OVCs. Some learners are from the outskirts of Molepolole and walk a distance of about 10 km to reach their schools. The majority of parents and guardians in this location are unemployed and are engaged in various poverty eradication programs. Most disadvantaged students in these schools are registered with the Social and Community Development Office. The researcher used mixed methods approach. The study employed purposive sampling and the population target comprised of 40 OVC students, five teachers, five parents and four social workers. 10 students and 1 parent were randomly selected from each school. One guidance teacher and one social worker in each school were purposively selected in each school. Data was collected using questionnaires, interviews and document analysis. The validity of the questionnaires and interview guides was trial-tested in one Junior Secondary school in Kanye. The results of the exercise were used to modify the questionnaire. Descriptive analysis was used to analyse qualitative data while quantitative data was analysed using SPSS. The findings revealed that provision of psychosocial support services impacts positively on students' academic performance. The results also showed that schools with various psychosocial support interventions do better academically compared to those who do not. Therefore the study recommends that there is need effective provision of psychosocial support services in schools. Schools need to develop effective intervention strategies to support their students. Parents and guardians for disadvantaged students should be offered education and skills on good parenting.



THE ILLEGITIMACY OF NORMAL CURVE CRITERIA IN EVALUATING A SMALL CLASS

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The “Normal Curve” criterion has been well established in academic evaluations. This research argues over the legitimacy of this criterion when evaluating a class of a small group of about ten students. Even when there is no strict standard of selection of students, there are possibilities of very high passing grades or very low passing grades without meeting the normal curve expectations. Each time when submitting results for graduate students, critics of the submitted results before the Examination Board always query that results do not meet the normal curve criteria. While the criteria might have been arrived at basing on large numbers, this paper claims the illegitimacy of normal curve. Lecturer student ratio may cause the variance in this regard. Certain numbers may result in somewhat bunching of marks as student performance may generally be closer to each other. This research proposes that the smaller the number of students the higher the potential for high grades. An analysis of random sampling of results in a university may help us arrive at a conclusion that normal curve criterion is illegitimate for small classes.



ASSESSMENT REFORM FOR THE CASE OF LEARNING FOCUSED ACCOUNTABILITY

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

According to Barber (2004), with implementation of test driven reforms, the implementation of accountability system has been one of powerful trend in Education Policy. In Botswana, the implementation of Performance Management System (PMS), calls for greater accountability for test results by schools, this has led to an approach where learners test results are used for teachers' accountability. National standardised test are widely disseminated in a manner that display more comparison across regions, schools and teachers with believe to promote competition. One may assume that the underlying message conveyed to the parents is that they should be relatively be satisfied with schools / teachers/regions that improve and begin to question the quality of instruction in those that have poor performance. On the other side, various researchers argue that positive and negative impact of standardised test results accountability on schools and teachers are to be considered. There are several studies that have documented the underlying purpose of accountability that is based on standardised test results, and researchers findings indicate accountability policies and procedures that are not effective, so instead of promoting school effectiveness it degrade rather than spurs improvement in teacher classroom practices. The objective of this research paper is to examine the documented impact and consequences of standardised test results accountability approach on schools and teachers. Also examine the benefits and drawbacks of utilising test result based accountability at school level. Anecdotal and secondary information used by exploring literature on the 'teaching to test', performance based accountability, accountability models, policies and assessment practices, schools external accountability. Considering the argument of various researchers concerning consequences, impact, benefits and drawbacks of accountability based test results, the findings on the paper taking in considerations the prevailing approach used in Botswana are as follows: teachers and administration in schools will tend to focus less on subjects that are not tested, and teachers often employ 'teaching to test' techniques in preparations of national standardised tests and achievement gap will not necessary close as a result of test based accountability. In promoting school effectiveness, test results accountability remains formidable task, so the impact are to be kept in mind at all times. If not accompanied by policy and procedure, the consequences can impair the good intension to narrow gap between low and high achieving schools. Gradual changes to current practices of test result accountability to limit the unintended drawbacks and subscription to a professional model of accountability to modify existing practices are recommended.



ACCOUNTABILITY DEMANDS AND THE IMPOSSIBILITY OF ALTERNATIVE VISIONS OF EDUCATION IN BOTSWANA

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The Revised National Policy on Education (RNPE) (1994) and subsequent education policy documents, in particular, the Education and Training Sector Strategic Plan (ETSSP), propose a vision of education that, if effected, would constitute a paradigm shift in education provision in Botswana. In these documents we see a new philosophy of education, the constructivist philosophy, being put forward, albeit implicitly; we also see a re-purposing of education. These constitute alternative visions of education. What are the chances of these 'new' visions of education succeeding? It is this question that this presentation addresses. We advance two propositions; the first is that because learner assessment is 'high stakes', it can only lead to what Gunzenhauser (2003) terms a 'default philosophy of education'. This 'philosophy' favours the status quo. It is kept intact by (a) the public's demand for comparative analyses of performance of students (schools) presented in the form of 'League Tables' and (b) by the media. The second proposition is that the proposed constructivist philosophy is to be delivered through a curriculum whose design is informed by a philosophy of education, behaviourism, which is antithetical to the former. This conflation of diametrically opposed philosophies can only be expected to lead to confusion and cognitive dissonance amongst teachers, in the process paralyzing efforts to implement the new vision of education. In order to cope, the teachers default to the familiar, again paralyzing efforts to produce a new learner, one imbued with 21st century skills. The latter implies a failure to re-purpose education. We conclude with a proposal for a more realistic vision of education.



A CRITICAL RE-EVALUATION OF MODERATION PROCESSES IN THE ERA OF ACCOUNTABILITY FOR LEARNER ACHIEVEMENT

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

Of all the assessment quality control processes in place at schools such as meetings, checklists, peer reviews, documentations and audits, internal moderation of assessment tasks and learner books/scripts seems to be a neglected area of accountability by teachers. With this in mind, a critical appraisal of moderation processes in schools is imperative to make teachers account for learner achievement. This study is therefore designed primarily to interrogate appraisal mechanisms for accountable moderation processes in Grade 9 and 12 for Umalusi evaluated subjects such as Maths, Accounting, English, Geography and Physical Science as taking place in the independent schooling sector in Gauteng Province. To achieve the stated intent, qualitative research approach will be used involving document analysis of documents archived at Umalusi relating to at least 50 schools that were visited in 2018 and sampled purposively. Preliminary findings indicate that the management of the moderation process at school level is not being conducted with thoroughness as evidenced by the poor quality and standard of the tasks set by educators coupled with the unreliability of marking instruments and the discrepancy in the allocation of marks.



STRIKING A BALANCE BETWEEN ACCOUNTABILITY AND PRACTICAL SKILLS DEVELOPMENT IN DESIGN AND TECHNOLOGY IN SENIOR SECONDARY SCHOOLS

SUB-THEME:

Using the Learner Performance for Accountability Purposes: Implications for Teaching, Learning and Awarding Decisions

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Abstract

The Ministry of Education and Training in Lesotho offers Design and Technology as the part of the curriculum at senior secondary level. The purpose of the subject is to develop appropriate technical skills to enable the production of tangible solutions to design problems using a range of materials and appropriate technical and manipulative skills. However, it has been observed that students from many schools have a very low mastery of these practical skills. The decline in the mastery of practical skills over the years has become a concern to the Examinations Council of Lesotho. It is possible that some schools do not have materials which they can use when necessary to develop the required skills. The purpose of the study was to explore strategies that teachers in Lesotho use to help learners to develop practical skills while remaining accountable to the educational stakeholders. The study used qualitative approach and purposive sampling was used to focus on the Schools which consistently perform well. Three schools which were conveniently placed were chosen and participants were engaged through interviews and their responses were qualitatively analysed. Findings suggest that more trainings are needed to empower teachers to effectively utilize limited resources to develop required manipulative skills.



IMPROVING ACADEMIC PERFORMANCE OF STUDENTS WHO WALK LONG DISTANCES TO SCHOOL IN GAMODUBU PRIMARY SCHOOL

SUB-THEME:

Using Learner Performance for Accountability Purposes, Implications for Teaching, Learning and Awarding Decisions

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Abstract

There were 356 students in Gamodubu Primary School in 2017 and 104 students walked about two to ten kilometres to and from school. The students who walked long distances stayed in cattle posts and lands surrounding the village, where there were no facilities like water and electricity. Most of their parents did not have permanent jobs but rather worked on poverty eradication programmes like “lpelegeng”. Investigations by one of the authors have shown that walking long distance by students in Gamodubu Primary School has a negative impact on academic performance. Therefore, an action research was carried out to find if the use of solar lamps for studying and second meal can improve academic performance of students who walk long distances to school. The study used Design Based Intervention Research framework and qualitative approach through interviews, observation and document analysis. The DBIR framework used the monthly cycle to check the students’ progress. Results from term one where there were no solar lamps and second meal and from second term where there were solar lamps and second meal were compared and were as follows; first term ABC pass was 40.3% and second term ABC pass was 35.7%. The results showed that academic performance of these students did not improve but rather dropped, only participation and attendance rate improved. The study concluded that, the use of solar lamps and second meal does not improve results but rather improves attendance and participation. Henceforth the study advocated for provision of donkey carts and sponsored walk to raise money to buy alarm clocks. The study recommended that another action research after the provision of donkey carts and provision of alarm clocks from the money which will be collected from sponsored walk be conducted.



IMPLICATIONS OF EXTERNALLY DRIVEN ACCOUNTABILITY ON LEARNER PERFORMANCE IN BOTSWANA SCHOOLS – A CRITIQUE

SUB-THEME:

Using Learner Performance for Accountability Purposes, Implications for Teaching, Learning and Awarding Decisions

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Abstract

Botswana's education system is increasingly receiving criticism following declining school results. This continued decline in performance is attributed to issues of instructional supervision, resources, pedagogical and assessment approaches. Several approaches are used to make schools account for their performance in Botswana. Conversely, accountability is perceived as a counter-productive mechanism with a profoundly toxic impact on school leaders, teachers and learners. The tendency to overly subscribe to the foregoing notion however fails to objectively factor in the logic that is inherent in the accountability discourse. By using the accountability concept as a framework, this paper argues that making schools to account for their results improves learner performance. I argue elsewhere in this paper that accountability is a mechanism for assuring public confidence that customer requirements have been met. This paper is threefold in approach. First, the paper critically discusses the logic of accountability in shaping instructional supervision. Secondly, the paper provokes a debate on the logic of accountability in addressing pedagogical approaches. Finally, the paper shows the link between accountability and assessment, in particular formative assessment. In the main, the paper concludes that holding schools accountable for their results shapes instructional supervision, curriculum delivery and assessment. Selected cases of schools where accounting for results has been done across levels in Botswana are used to reaffirm the position of this paper.



PERFORMANCE OF LEARNERS IN PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATIONS IN MALAWI

SUB-THEME:

Using Learner Performance for Accountability Purposes; Implications for Teaching, Learning and Awarding Decisions

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Abstract

Primary School Leaving Certificate of Education (PSLCE) examinations in Malawi are administered by Malawi National Examinations Board (MANEB) to learners at their completion of the primary school cycle. MANEB uses a number of tools in coming up with examination papers and some of them are; syllabuses, tables of test specification and reference materials. These tools are used to ensure that the examination papers conform to the assessment standards and content standards stipulated in the curriculum. MANEB conducted a study to reflect on the performance of these tools and determine the competencies that candidates display at each grade level. In the study, mixed research approach was adopted in which qualitative and quantitative data was collected through document analysis and focus group discussions. The qualitative data was collected through the analysis of syllabus, tables of test specifications and learners' scripts in English, Mathematics and, Arts and Life Skills. On the other hand, the quantitative data was collected through the analysis of the statistical outputs of the 2018 PSLCE examination results. The study cross-examined the competencies displayed by candidates at PSLCE against their performance. The study concluded that the tools that MANEB used in its assessment were of good quality and they met the expected standards. However, there was a mismatch between the competencies displayed by candidates and those stipulated in the curriculum. The study recommended for improvements on the highlighted shortfalls and continued adherence to the set standards for quality assessment.



QUALITY EDUCATION: CAN VALUE ADDITION METHODOLOGIES (VAM) COME TO THE RESCUE

SUB-THEME:

Using Learner Performance for Accountability Purposes; Implications for Teaching, Learning and Awarding Decisions

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Abstract

To what extent are we able to differentiate between those teachers who put their hearts and souls into their student's education, and those that are in 'for the ride'? In Botswana there is controversy about declining standards in Secondary Education. Value-Addition models are used to study school, subject and teacher variation in effectiveness, with regards productivity. This quantitative methodology is based on student academic results in national examinations. This researcher uses data from one Senior Secondary School in Botswana, 3600 student grades and 30 teachers in three different academic disciplines. Simple regression methodology is used to compare the value added to their student's performance between Junior and Senior examinations. The study has identified that it is possible to differentiate between the productivity of different teachers within a subject. However there is still need to identify whether contributing factors such as parental background, OVP status, might strengthen the correlations being sought, or unnecessarily confuse them. In conclusion the researcher acknowledges a broader investigation will enhance the Botswana MOESD decision to implement VAM as one of the number of means by which teachers, as well as schools can be compared in terms of their contribution to the improvement of quality education.



**QUALITY ASSESSMENT
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Sub-theme2:
**Multiple Pathway Systems and Assessment
of Learners**



STEAM: A SOLUTION FOR REINTEGRATION OF COGNITIVE DEVELOPMENT OF SCHOOL DROP OUTS IN SEROWE SUB-REGION, BOTSWANA

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

Botswana's Primary School Leaving Examination (PSLE) and Junior Certificate Examination results have shown a steady decline in pass rates over the past five years, especially in rural areas. Factors such as stagnation in learner academic performance, loss of focus, and general lack of motivation in learning continue to contribute to rise alarming in rates in students dropping out of schools. It is evident that new strategies and methods should continue to be explored and adopted to improve current practices and reach out to those still missing in our education system. World Declaration on Education for All observed that a significant number of children and youth continued to be outside the education system. Georgette Yakman describes STEAM as an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning. The thematic instruction seeks to put the teaching of cognitive skills such as reading and writing in the context of a real world subject that is both specific enough to be practical and broad enough to allow creative exploration. This researcher proposes STEAM and thematic instruction programs for school drop-outs as a pathway for reintegration and inclusion in the Serowe sub-region catchment area of Moiyabana, The research will use face to face interviews with individuals and discussion with small groups as a methodology since these drop-outs are known. The objective of this research is to analyse the source of these negative factors that cause dropping out, and to understand how they could be mitigated and remedied. The research outcomes will help devise interventions that will support learners' retention in the school learning processes. It is the assumption of this research that social environment and rural poverty account for many drop-outs finding it challenging to reintegrate in the school community that is, returning to learning/teaching life in the school social space. The research will contribute to the body of information on the causes of school drop-outs in Botswana.



CAREER ACADEMIES: AN ADAPTABLE PATHWAYS MODEL FOR BOTSWANA'S EDUCATION REFORM

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

The Government of Botswana through the Education Transformation Strategic Sector Plan (ETSSP) recognises pathways as a corresponding sub-sector program for Life Long Learning. Studies in the developed world show that academic pathways have positive bearing in the development of a wide range of students including the traditionally underserved. The objective of this paper is to advocate for Career Academies as a pathway model to improve senior secondary school students' outcomes, career, college preparation and readiness for a knowledge based economy. Over 40 years Career Academies have been used in the United States to address academic rigor and relevance. This is a position paper based on literature review. A collection of lessons learned from the world has been analysed. Common themes and experiences have been identified. Various search engines and keywords have been used to locate appropriate literature. The findings illustrate that pathways are best known for a continuous role in increasing access to higher education. In conclusion, if properly implemented, career academies can address issues of career and college preparation to meet diverse needs of the youth in Botswana. In numerous grounds, Career Academies are purported to be a key education reform and workforce development strategies.



ADOPTION OF PORTFOLIO DEVELOPMENT, INVOKING SCHOOL-BASED CONTINUOUS ASSESSMENT

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

Botswana schools are more characterised by academic diversity than never before. The education system can no longer ignore this variance among learners as doing so would significantly reduce growth of learner talents, abilities and interests. Multiple Pathways calls for competency assessment through skills demonstration. Memorization or application of simple procedures can no longer prepare students for the uncertain, complex future. This paper therefore sought to investigate the adoption of portfolio development at school level, interfacing between continuous assessment and the external summative examination. This would expose students to learning in a variety of ways and develop 21st century skills. This is a desktop research paper. The authors reviewed sixty studies and publications in Europe, states in America and most importantly Africa such as Tanzania, Zambia, South Africa, Botswana and Zimbabwe. Most studies reveal that project-based assessment (Portfolio development) offered students an opportunity to learn twenty-first century skills and competencies. And that schools remain the best environments where portfolios can be monitored and assessed throughout the process. Nevertheless, the studies also caution the readiness of teachers in implementation of school-based continuous assessment. In addition, studies depict infrastructure backlogs and absence of common national standards for assessments as challenges. Having compared and contrasted the various publications and studies, the authors are in agreement in their proposition that Botswana adopts portfolio development as school-based continuous assessment in order to meet the demands of multiple pathways system.



LECTURERS AND LEARNERS' PERCEPTIONS ON THE SUSTAINABILITY OF BOTSWANA TECHNICAL EDUCATION PROGRAMME (BTEP) LEARNERS' ASSESSMENT METHODS AT MAUN TECHNICAL COLLEGE (MTC)

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

Assessment as the most integral component of education processes has led to Botswana National Vocational Qualifications Framework and Quality Assurance and Assessment unit working together in BTEP assessment processes since BTEP inception in 2001 after realising the mismatch between the curriculum and industrial demands. Despite all these efforts there is a concern that BTEP assessment methods in MTC increase learners' dependence, and graduation and transition rates are very low. Based on social constructivist theory, the study objective was to establish lecturers and learners' perceptions on the sustainability of BTEP assessment methods in the college. A purposeful sample was performed to select all BTEP classes in the college in which 75% of lecturers and learners were randomly sampled to participate on a mostly close ended questionnaire survey. The affordability of materials and equipment used was perceived by both lecturers and learners significantly affect assessments' economic effectiveness. The applicability of assessment to real life situations, similarity of assessment materials with those used in the industry, and maximisation of stakeholders' involvement were perceived significant factors of the assessment environmentally sustainability. Finally, socially fairness of the assessment was perceived to be affected by its ability to test what learners understood not what they memorised. Based on the findings necessary resources, more research, and practical and industrial attachments are important for BTEP assessments' sustainability. Furthermore, it is important to involve stakeholders in learners' assessment.



MUSIC EDUCATION PRACTICAL ASSESSMENT: THE NEED FOR MULTIPLE PATHWAY SYSTEM IN ASSESSMENT

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

Music as one of the curriculum subjects, studied by students as an area of specialisation at first year level to third in Diploma in Primary Education. Practical assessment of voice, keyboard, recorder and sight reading are put in place. This is the assessment which is prescribed in the syllabus thus not considering students' interests and capabilities of any other musical instrument or art form. Though students have different learning styles and talents in different areas, the training they receive does not consider the talents and capabilities as well as prior learning. It is against this backdrop that the study was carried out to ascertain what skill students possess as far as music is concerned. Furthermore, suggestions of how assessment should be done to cater for individual capabilities were also explored. The study is a qualitative research where data collection methods of questionnaire, observation and interviews were used. Serowe College Education lecturers and music specialists were the participants of the study. A total of five lecturers were interviewed and twenty students responded to the questionnaires, and observations were made during students' performances. Document analysis was also used to ascertain what the syllabus suggests on assessment. Descriptive result analysis was done. The results show that majority of students possess a variety of skills such as poetry, drama and dance. Participants suggested that assessment should not be confined to the three instruments only but also to other instruments and activities. In conclusion, it is imperative to consider pathways in assessment so as to help learners to develop their talents and skills and cater for all learners.



THE EFFECT OF PERFORMANCE TARGETS ON RECEPTION CLASS TEACHERS' PEDAGOGICAL APPROACHES – EVIDENCE FROM PRACTICE

SUB-THEME:

Multiple Pathway Systems and Assessment of Learners

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Abstract

Since its introduction in government schools in 2014, the Reception Class Programme (RCP) was never evaluated until this study was commissioned by United Nations International Children's Emergency Fund (UNICEF) on behalf of Ministry of Basic Education (MOBE) in 2018. The study was to provide evidence that would inform quality improvements and the rolling out of the programme to all public schools by 2020. A multi method design was adopted to determine amongst others the effectiveness of the programme. Stratified random sampling was used to select 10% of the 539 primary schools that had implemented the RCP in 2014 in the country. Findings indicated that teachers focused on fulfilling performance indicators and ignored developmental processes that lead to such indicators. As a result, learners could demonstrate achievement of performance indicators but observations indicated that such learners' developmental processes were not fully developed. It is recommended that curriculum developers, assessment specialists and teacher trainers pay attention to teachers' pedagogical approaches with regard to processes leading to acquisition of skills and competencies as opposed to focusing on the fulfilment performance indicators.



ASSESSMENT MODES IN TEACHER EDUCATION: PRACTICES IN THE VISUAL ARTS

SUB-THEME:

Multiple Pathways System and Assessment of Learners

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Abstract

Teacher education is a significant determinant influencing what happens in the school system. Thus, practices of accountability in teacher education are conceived in the broader context of the ultimate beneficiaries who are the school learners. Assessment therefore becomes critical in programming and instruction. This qualitative study used a *verstehen* (interpretive) approach to investigate assessment modes used in art and design in teacher education. This is against a backdrop of on-going curricula reviews in both teacher education and the school sector premised on a dialogical management system in the study sites in Botswana and Zimbabwe. Results from content analyses of Art curricula documents from two colleges in Botswana and three colleges in Zimbabwe respectively and related educational practices indicate use of expansive assessment modes that take into cognisance learners' different learning styles. These include critique of student exhibitions, portfolio assessment, take home practicals and timed papers, operationalised within an internal and external moderation framework in the dialogical association schemes. The study recommends inclusion of candidate interviews and student self-assessment as part of a comprehensive and holistic teacher education Art programme. This will enhance higher order cognitive and metacognitive skills critical in aesthetic judgment and decision making in studio practices.



**QUALITY ASSESSMENT
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AN EVALUATION OF ANGOFF AGAINST OTHER GRADING METHODS

SUB-THEME:

Multiple Pathways Systems and Assessment of Learners

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Abstract

Angoff Method was meant to be used with Multiple Choice Questions (MCQ) tests as well as non-multiple-choice tests. BEC has been using Angoff procedure for setting the standard for grading PSLE for years and therefore had to be evaluated and compared against other standard setting methods, especially languages since they have both multiple choice and structured items, and Agriculture which has shifted from multiple choice to structured items. This research attempted to reveal the advantages and limitations of the Angoff method against other methods and consequently advise BEC on how to proceed with grading at PSLE. Methods employed bordered on the qualitative research paradigm, and they included document collection, analysis and literature reviews. After a review of nine methods, it was found that when dealing with standard setting, the key to defensible standards lies in the choice of credible judges and in the use of a systematic approach to collecting their judgments. Ultimately, all standards are policy decisions. Though literature highlighted that Angoff and Bookmark as the stronger approaches to standard setting, Angoff was seen to have weaknesses against Bookmark especially the fact that Bookmark uses IRT and scores can be translated back to observed scores.



CHALLENGES FACING THE IMPLEMENTATION OF FORMATIVE ASSESSMENT IN LESOTHO SECONDARY SCHOOLS: THE CASE OF GRADE 8 ARTS AND ENTREPRENEURSHIP

SUB-THEME:

Multiple Pathways Systems and Assessment of Learners

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Abstract

Arts and entrepreneurship is a learning area that draws content from Business Education, Information and Communication Technology (ICT), Home Economics, Art, Crafts, Technical subjects, Music, Drama and theatre in the new Lesotho Integrated Curriculum (CAP, 2009). It fosters understanding and application of creative and entrepreneurial concepts, principles, skills, attitudes and values in addressing everyday needs. Entrepreneurship is the act of establishing new organizations or businesses and revitalizing mature ones which is part of the strategy to the solution to problems of unemployment, crime, corruption etc. The integrated curriculum was piloted in ninety-five secondary schools in 2017. The purpose of the study was to determine the impact of formative assessment for Grade 8 Arts and Entrepreneurship in Lesotho Secondary Schools through a qualitative study. Findings indicate that most educators are unable to teach and assess the subject effectively. Most contributing factors are lack of resources and assessment strategies. An interview was administered on a random sample of four schools which piloted the syllabus across the country. Based on findings from this study, it is recommended that the Ministry of Education and Training and Examinations Council of Lesotho help in capacitating teachers professionally to effectively teach and assess the subject.



Sub-theme 3:
**Assessment in an Ever-changing Information and
Communications Technology Environment**



DIGITAL ITEM BANKING: A COMPARISON OF MANUAL AND ELECTRONIC QUESTION PAPER DEVELOPMENT

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

Educational assessors are adopting automated test development tools to increase security and efficiency of their work. The Zimbabwe School Examinations Council has adopted numerous technologies in order to do their work efficiently. These are E-registration, E-marking and item banking. This paper compared the efficiency and safety of manual system versus the electronic system. The prime objective of this experimental research was to compare the effectiveness of the electronic Question paper development method in curbing malpractice in public examinations in Zimbabwe. A triangulation method (quantitative, qualitative and descriptive) was employed in the investigation. Instruments used to collect data were questionnaires and interviews. Subject managers at ZIMSEC, item writers, vetters and proof readers were the main respondents in this survey. Results showed that electronic systems were user friendly and interactive. They have security features that ensure the security of question papers. The tracker within the software ensures that papers are not predictable from one year to another. They show the user when an item was last used. They are also friendly to the environment by allowing a paperless society. Examination boards are encouraged to adopt such technologies to ensure security of examinations. Manual systems are easier to use but require more manpower. They are difficult to track and are susceptible to malpractice.



ENSURING EFFICIENCY AND SECURITY IN THE TRANSMISSION OF CANDIDATES SCORES IN PUBLIC EXAMINATIONS

SUB-THEME:

Assessment in an Ever-changing information and Communication Technology Environment

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Abstract

The Examination Council of Zambia marks the junior secondary and school certificate examination in remote centres dotted across the country. Prior to 2016, the transfer of scores was done manually after being stored on external storage media which included external hard drive and compact discs and were transported by road to the Headquarters. The receipt of marks would take three to seven days depending on the distance, hence causing delays in processing of results, further the cost involved was high and the whole process was prone to a lot of risks. The paper highlights the innovations which were embarked on to electronically transfer candidate scores via Secure File Transfer Protocol (SFTP) and benefits which accrued to the institutions. Using a self-administered questionnaire, the management at the ECZ and the Ministry of Education at all levels cited that there was an increase in efficiency, security and a drastic reduction in costs. SFTP has proved to a secure and reliable method to transfer files in an encrypted format over the internet. In addition, there are no any file size limits, share limits or bandwidth charges, so it provides the ideal solution for the transfer of scores for over a million candidates. SFTP also enhances flexibility and an additional layer of security by enabling complete control and access of file transfers. The paper shares the experience of the implementation of SFTP for the 2017 and 2018 national examinations in Zambia which other sister examination bodies could adopt and improve on.



USING THE RUMM 2030 OUTPUTS AS FEEDBACK ON LEARNER PERFORMANCE IN COMMUNICATION IN ENGLISH FOR ADULT LEARNERS

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

The development of modern test theory and the rapid advances in computer technology over the last decade hold promise in meeting challenges in educational measurement. One important characteristic of the modern test theory is in its ability to go into deeper level to diagnose how items behaved. With the old Traditional Test Theory (TTT) an analysis could only be done based on the true score obtained from the examination, while the newer Item Response Theory (IRT) focuses on the contact between a person ability and an item difficulty. The objective of this paper is to use statistical outputs from the RUMM 2030 software to understand the learner profile better. Figures such as the Item-trait will be presented showing the relative location of the persons and the items. Further output such as an item map will also display the location and label of each item. On the map, easiest to difficult items can be identified. The examination papers set for an adult education in South Africa formed the basis for the investigation. This paper reports on the analysis of the Communication in English examination paper with a total of 37 polytomous items. In total 271 adult candidates sat for the examination. It is important in education and the social sciences to be able to construct and interpret measurements without falling into the many possible misunderstandings when using numbers. For this reason, the recommendations from the investigation not only refer to the quality of items, but also points to insights in terms of the learner profile.



ENHANCING QUALITY OF ASSESSMENT THROUGH IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM BASED ON ISO 9001: CASE STUDY OF BEC

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

The Botswana Examinations Council (BEC) initiated implementation of ISO 9001:2008 in 2009, as one of the keys to achieving its strategic goals. The primary objective of this project was to implement ISO 9001 as a base for BEC's quality management system (QMS). BEC was awarded certification against the ISO 9001:2008 Standard on February 24th, 2017. Due to the complexity and nature of services provided by BEC, a lot of information is captured, processed or generated. This has created a challenge of managing it effectively in such a manner that it can be transmitted timeously and accurately to BEC's varying stakeholders and customers as spread out in vast geographic locations within Botswana. This case study considered the challenges BEC experienced and how it implemented the QMS to address such challenges. BEC has since been able to establish trends and information on the performance and effectiveness of the QMS. Implementation of a quality management system contributes significantly to the quality of assessment body. It creates a platform for an assessment body's management to appreciate the performance of each of the organisation's functions and make informed decisions towards ensuring that strategic objectives are achieved.



UNDERSTANDING TEACHERS' USE OF COMPUTER-BASED SIMULATIONS IN TEACHING ELECTROLYSIS

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

This study explored teachers' views on the use of computer-based simulations (CBS) in teaching and learning electrolysis and also how they integrate CBS into teaching electrolysis. This was a qualitative case study the methodology of which was framed by the Consensus Model of PCK (2015). The model is divided into five sections, namely: teacher professional knowledge bases, the topic specific professional knowledge, teachers' beliefs and orientations (amplifiers and filters), classroom practice, the students' beliefs, prior knowledge, and behaviours (amplifier and filter). For this study, the student outcome in the consensus Model (2015) was omitted because learners were not part of the study. Three teachers from three schools were observed while teaching electrolysis to Form 5 students. A sequence of three lessons was recorded and transcribed. These teachers were further interviewed before and after using CBS to teach electrolysis. Furthermore, two questionnaires were completed before and after the use of CBS by the same teachers. The documents were analysed using the themes that emerged from the data. The findings of this study indicate that the teachers' understanding of the use of CBS influences their classroom practice, which includes whether they allow learners to only observe or manipulate. The findings also show that teachers are aware that CBS enhances learners' understanding of electrolysis, and even that of teachers. However, they were concerned that the shortage of equipment and large class size, as well as the socioeconomic background of learners may affect its effective use. Although these schools have computers, the departments work in isolation, which makes the computers inaccessible for use by the other departments except for the ICT department. It is recommended in this study that teachers be educated more on how CBS enhances learners' understanding of abstract topics so that they can use these appropriately when teaching, allowing learners to manipulate and combine them with other suitable teaching methods. It is also recommended that departments in schools review their policies so that computers are accessible to all of the departments.



THE FEASIBILITY OF APPLYING STATISTICAL MODERATION IN PRACTICAL COMPONENTS USING EXTERNAL EXAMINATION AS THE ANCHOR

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

Botswana education system is undergoing a major transformation by introducing outcome-based education to improve its quality. One feature consistent with this development is the introduction of School Based Assessment (SBA) in all subjects. However, this reform was long articulated in the first commission of education report of 1977 – Education for Kagisano and reiterated in the Revised National Policy on Education (RNPE) of 1994. The development of Outcome-Based Curriculum at Botswana General Certificate of Secondary Education (BGCSE) level is perceived as the vehicle to facilitate SBA in all the subjects. Although practical subjects had SBA as they naturally landed themselves to such, its conduct was not without challenges, resulting in unreliable and invalid assessment outcomes, thus requiring moderation of the scores. Visiting moderation was therefore carried out. With the advent of SBA in all the subjects, the visiting moderation would pose logistical challenges. The Botswana Examinations Council (BEC) has adopted and adapted the Victorian Certificate of Education (VCE) moderation model, which uses the external score to moderate the school-based score, in preparation for this enormous validation task. Data for seven practical subjects obtained from BEC database was used to ascertain the application of the model. The correlations between external scores and SBA was found to be low (.27 for Agriculture) to high (.85 for Fashion and Fabrics), but all significant, at $p < .01$, two-tailed. Further analysis revealed that teacher score and moderator score were significantly related/associated, with $r = .65$ to $.99$, $p < .01$, two-tailed, suggesting that the teacher score was equally as good as the moderator's score, hence the moderator score could be used to predict the teacher score with confidence. The rating between teachers and moderators was also found to be real as evidenced by high concordance level ($ICC = .80$ to $.98$). The model therefore provided some optimism to be used across all levels and subjects in the Botswana context, but with some modifications in the case of practical subjects. With more training and monitoring, SBA scores could be made more reliable, with gradual reduction of moderation activity.



COMPARATIVE ANALYSIS OF MISSING SCORES IMPUTATION TECHNIQUES

SUB-THEME:

Assessment in an Ever-changing Information and Communications Technology Environment

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Abstract

Examination boards commonly face problems of missing marks during examinations. Examinations data miss due to reasons which include hectic logistics and adverse conditions under which the examination was written. In educational assessments, a number of methods have been used to address this problem but their reliability has not been fully explored. This study is a collaboration between BEC and Umalusi to investigate the performance of five techniques used by examination bodies within the SAAEA region (Regression Analysis, Criterion Mean Method, Same Percentile Position, Z-Score Method, Standard Mark Calculation) and another technique used in the UK (Absolute Standard Deviation Method) in order to recommend a more valid, reliable and fairer technique. The study used BGCSE data from BEC and National School Certificate data from Umalusi.



Sub-theme 4:
**Achieving Equity and Inclusivity in
Assessment for Differentiated Learner
Groups and Environments**



QUALITY OF PRACTICAL SKILLS ASSESSMENT FOR THE PHYSICALLY CHALLENGED STUDENTS AT NATIONAL CERTIFICATE (NC) IN ELECTRICAL POWER ENGINEERING IN ZIMBABWEAN POLYTECHNIC EDUCATION

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

The purpose of the study was to identify strategies for assessing the acquisition of practical skills in Electrical Power engineering for the physically challenged students at NC in Zimbabwean Polytechnics. The study was guided by three research questions as well as from Bloom's psychomotor domain. A descriptive survey was used. The sample of the study comprised 10 lecturers, and 3 Heads of Department, and 50 physically challenged students and 50 apprenticeship students making a total of 113. Stratified random sampling technique was used to select the sample. The sample was extracted from a population of 500. Structured student and lecturer questionnaires were used for data collection. The research approach was purely qualitative and case study approach was also used. Descriptive and exploratory research designs were used to gain enough understanding of the subject matter and offer thorough descriptions and explanations at the end. Heads of Department responded to an in-depth interview schedule and patterns of themes that emerged from the HODs interview were used to analyse the data. Thematic data analysis method was used to analyse the data. That is those themes that emerged from interview responses were key in analysing the gathered data. The study found out that item writing, field assignments, case studies, and theoretical assignments, practical and theoretical examinations were appropriate strategies for enhancing practical skills assessment by NC Electrical Power Engineering students. There was no significant difference between the responses of lecturers and students on strategies that enhance practical skills assessment by NC Electrical Power Engineering students. There was also no significant difference between the responses of lecturers and Heads of Department on assessment strategies for students' practical skills acquisition in NC Electrical Power Engineering. It was concluded that lecturers in NC Electrical Power Engineering are not using all the available practical skills assessment strategies fearing for the capability of the physically challenged students. It was recommended that lecturers should adopt all assessment strategies identified in the study for improving acquisition of practical skills by the physically challenged students in Polytechnics and identified strategies for assessing practical skills of NC Electrical Power Engineering students in Zimbabwean polytechnics.



QUALITY ASSESSMENT
IN AN ERA OF
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THE EFFECTIVENESS OF ALTERNATIVE ASSESSMENT STRATEGIES FOR USE WITH DEAF AND HARD OF HEARING LEARNERS IN AGRICULTURE AT JUNIOR SECONDARY SCHOOL IN BOTSWANA

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

The continued lower than average academic performance of Deaf and Hard of Hearing (DHH) learners in Botswana schools has become an issue of concern within the academic spheres. The language of instruction and of assessment in schools in Botswana is English. For these students, English is not their primary language of academic discourse. Many of these students who sign have limited English proficiency. DHH learners tend to perform very well in the practical aspect of the exam but poorly in the theory part of the project-based practical subjects. Our study investigated whether DHH learners performed better in alternate forms of assessments (use of sign language and video recording) compared to the use of standardized tools that are currently used in practical subjects like Agriculture. A mixed method: experimental and descriptive qualitative research design was used to obtain data related to the study. Quantitative data was compared using Chi-square, while the qualitative data was through document analysis, in-depth interviews and focus group discussions from 12 teachers and 24 Deaf students enrolled in two junior secondary schools that were purposively selected. The results revealed that DHH learners preferred to be examined using sign language and video recording as an alternate method of assessment instead of writing or portfolio journaling.



ASSESSMENT PRACTICES FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN BOTSWANA PRIMARY SCHOOLS: REFLECTIONS OF SIX GOVERNMENT PRIMARY SCHOOLS IN THE SOUTHERN REGION

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

In recent years there has been an increasing emphasis on academic achievement as the most important goal of education. As a result, governments in many countries have focused their attention on the improvement of academic standards by various means, including curriculum and assessment approaches. This perspective has diverted attention from the broader goals of education as reflected in various international policies. The major goal of education for learners with diverse needs is to facilitate independence, a sense of well-being and active participation in the communities in which they live. Inappropriate assessment practices contribute to the development of emotional and or behavioural difficulties, which result in poor performance. This paper reports on a study which evaluated the assessment practices of teachers and administrators working with learners with intellectual disabilities in Botswana government primary schools through the Context, Input, Process, and Product evaluation model (CIPP) and the Inclusive Special Education model (ISE). The study employed a qualitative multiple case study research design involving six schools. Twelve special education teachers were purposively selected for the study. Interviews, observations, and document analysis were used to collect data and thematic analysis employed to analyse the data. The findings of the study have revealed that both teachers and administrators have demonstrated limited skills and knowledge on assessment practices pertinent to ISE model.



TOWARDS A NUANCED UNDERSTANDING OF EFFECTIVE CONDUCT OF EXAMINATIONS: THE CASE OF SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

South African Sign Language is one of the visual-spatial native languages used by the Deaf community in South Africa to learn and communicate, express thoughts, feelings and abstract ideas. The Department of Basic Education introduced the South African Sign Language Home Language Curriculum and Assessment Policy Statement at Grade 10 level in 2016. This subject was assessed at the exit point for the first time in 2018. The visual gestural nature of the South African Sign Language, the limited understanding of it in the country and the intense resource demand has huge implications for assessment and quality assurance thereof. A study was conducted to gain insight in the assessment and quality assurance processes of SASL as a Home Language at school, provincial and national levels. This paper reflects on the data collected during the moderation of question papers, monitoring the writing and marking of SASL HL, the findings of the verification of the marking of the subject as well as the evaluation of the implementation of the SASL Home Language examinations in the schools. This paper argues that it is important for the candidates to be given opportunities to learn their Home language and such learning be assessed professionally, irrespective of whether the language is spoken or signed.



INCLUSIVITY IN TERTIARY EDUCATION ASSESSMENT: BREAKING THE NEXUS

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

Many learning supporters of comprehensive inclusion programs feel that people with disabilities are a minority group rather than looking at them as individuals with disabilities and special difficulties. The purpose of this study was to evaluate the effectiveness of educational assessment strategies in a diverse environment in tertiary education. The study used a qualitative approach and a case study design. The target population was the disabled students, trainers and management of one institution. A sample of 25 participants was selected from a population of 200. Purposive and stratified sampling techniques were used. Primary data was collected using interviews and questionnaires and secondary data was collected through content analysis of textbooks, journals and publications. The major finding was that separating students' assessment led to non-education of the physically challenged group. It was noted that the moment we create special classes for them we are creating a psychological learned helplessness in them which lead to their failure to perform. Inferiority complex and divided allegiance haunts the learners. Therefore because of these challenges faced by the physically challenged students, the research concludes that inclusivity is the way out. Inclusivity in assessments is where these physically challenged are assessed in the same environment with those who are not physically challenged. There is need to review the assessment policy, placing alternative and inclusive assessment into mainstream practice in order to ensure that assessment is fit for all students including the physically challenged. Facilities should be made accessible for the physically challenged including libraries, workshops and laboratories. Lastly HRD interventions for the trainers are very crucial and engagement of the physically challenged in the assessment change process is of paramount importance.



QUALITY ASSESSMENT
IN AN ERA OF
EDUCATIONAL REFORMS

The 13th Southern Africa
Association for
Educational Assessment
CONFERENCE

EXPLORING THE USE OF ASSESSMENT FEEDBACK TO SUPPORT PRIMARY SCHOOL TEACHERS IN PUBLIC PRIMARY SCHOOLS IN SOUTH AFRICA

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

This paper explores the use of assessment feedback to support teachers in public primary schools. Poor learner performance of primary school learners in the national, regional and international benchmarking assessments is a matter of concern in South Africa. Literature suggests that poor learner performance could be due to inadequate and limited subject and pedagogical knowledge of teachers to cope with the implementation of curriculum reforms and the interpretation of assessments. Four curriculum reviews were introduced in South Africa between 1997 and 2012, as well as the annual national assessment for public primary schools from 2011 until 2015. Both these reforms prompted a need for more support strategies to be employed to support primary school teachers to improve learner performance. A qualitative approach, located in an interpretative paradigm, was adopted for this study while the requisite data was gathered by means of individual and focus group interviews, as well as documents analyses, observation of meetings and a cluster workshop. The main finding of the study was that language, poor reading as well as lack of critical thinking and problem-solving skills were identified as some of the factors having an influence on learner achievement. It is recommended that assessment feedback to support teachers should focus on enhancing the teacher content knowledge, the choice of teaching strategies, the setting of quality tasks, and improving the feedback practices to enhance teaching and learning.



SUCSESSES AND CHALLENGES IN ASSESSMENT ACCOMMODATIONS FOR HIGH STAKES EXAMINATIONS: THE MALAWI NATIONAL EXAMINATIONS BOARD (MANEB) EXPERIENCE

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

High stakes examinations such as the Malawi School Certificate of Education (MSCE) and the Primary School Leaving Certificate Examination (PSLCE) are a gateway to higher educational and other opportunities for all test takers. Realizing the fact that fairness is one of the hallmarks of assessment, the Malawi National Examinations Board (MANEB) makes efforts to accommodate candidates with special educational needs in assessment so that they are able to demonstrate their due aptitude. While MANEB has makes strides in accommodating candidates with special educational needs through the provision of Braille and large print examination booklets, specialist invigilators and extended paper times, challenges are apparent. Cases abound of eligible special needs candidates that are left out. Performance of candidates with special education needs reveals that most of their preparation is shoddy showing a broken link between classroom assessment practice and what they face in national examinations. Apart from sharing accommodation efforts which MANEB puts in place to assist candidates with special education needs, this paper sets out to discuss some ways of mitigating the challenges which candidates with special education needs face. Obviously, revisiting the procedure of enlisting candidates for testing accommodation is paramount. Besides, MANEB needs to establish a strong coordination with other stakeholders such as the Curriculum centre, parents and schools with special needs learners.



IMPACT OF EXAMINATIONS TIMETABLING ON PERFORMANCE (CASE OF BGCSE)

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

The aim for providing an examination timetable is to enable both the examining body and examinees to have a platform through which each can exercise right and responsibility over the operations of examinations. Time becomes the most important tool and it gives candidates an opportunity to plan and apply themselves fully to optimise chances of being certified. Despite this, chances are that opportunity to plan and preparedness amongst candidates themselves may vary due to diverse time management skills and this may reflect significantly on performance. Taking into consideration the fact that time management skill is not controlled for, it is important to investigate the patterns and extent to which the time of taking examination influences performance. BGCSE data for 5 years (2013 to 2017) was used for analysis. Contingency tables were employed to generate the probability of obtaining a certain grade when taking examinations at certain time (ti). The Chi-square test/Monte carlo test were used interchangeably to test if the probabilities generated were statistically significant or not. None of the components experienced a shift in paper duration from 2013 to 2017 hence the study could not test the influence of paper duration on performance. Trend performance at grades A, B, C for most of the components show mixed patterns except that trajectory for each of these grades resembles that of overall pass (grades C or better) at component level. The results also show that both position of a paper in the examination time space ((□t) and time (ti) of the day the exam was written influences performance.



EFFECTIVENESS OF ACCESS ARRANGEMENTS AND ACCOMMODATIONS FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN NATIONAL EXIT EXAMINATION

SUB-THEME:

Achieving Equity and Inclusivity in Assessment for Differentiated Learner Groups and Environments

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Abstract

Botswana Examination Council (BEC) established a special needs unit to deal with issues of access arrangements and accommodations for candidates with Special Educational Needs (SEN). Despite this effort, it is notable that candidates with SEN continue to perform badly in all exit examination administered by BEC. These include Primary School Leaving Examination (PSLE), Junior Certificate (JC) and Botswana General Certificate of Secondary Education (BGCSE). The aim of this present study is therefore to explore the causes of high failure of students with special educational needs regardless of the access arrangements and accommodations provided by BEC. Semi-structured interviews were used to gather data from school intervention team leaders in some selected primary, junior secondary and senior secondary schools. These were chosen purposefully as they are in a position to provide relevant information regarding the current operation of access arrangements provided in schools. The data for this qualitative study was analyzed thematically. Findings of this study revealed that teaching and learning do not include the necessary curriculum differentiation and accommodation to prepare these students for exit examination. The findings also suggested that there are insufficient resources to aid the accommodations of learners with special educational needs in schools. Moreover, it was found that some candidates receive access arrangements and accommodation only during BEC final examinations. This leads to insecurity, fear, and restlessness during examinations. Participants also felt that people who are engaged in assisting with access arrangements and accommodations such as scribes, invigilators, modifiers and markers are not properly trained. The study concludes that lack of these accommodations in schools impact the performance of students with SEN in their exit examinations. The study therefore recommends that students with special educational needs be prepared for the final examination. This can be done through early identification, curriculum differentiation and provision of accommodations and access arrangements throughout the learner's schooling. The BEC markers should be considerate of the candidate's special needs when marking scripts. Finally, provision of relevant resources by the ministry should be availed.



Sub-theme5:
**Using Examination Feedback to Support
Engaging Learning Environments**



IMPLEMENTING PERFORMANCE BASED AND AUTHENTIC BASED ASSESSMENT ON REAL PERFORMANCES IN PHYSICAL EDUCATION SPORT AND MASS DISPLAYS PRACTICAL COMPONENTS: A NEW EXPERIENCE FOR ZIMBABWE SCHOOL EXAMINATIONS COUNCIL

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

The updated curriculum was introduced in Zimbabwe's Primary and Secondary schools following the country's adoption of the New Curriculum Framework 2015-2022. Physical Education Sport and Mass Displays (PESMD) was introduced as an examinable learning area in 2017 and the first public examinations for O-level were in November 2018. In preparation for the first assessment, ZIMSEC recruited examiners, coordinated and standardized the assessment of PESMD practical component and eventually assessed the candidates. In this component, candidates are required to perform specific skills that are to be assessed, ZIMSEC adopted Performance Based Assessment (PBA) and Authentic Based assessment (ABA) Methods. This study sought out to evaluate the appropriateness of these assessment methods on real performances by candidates. 120 examiner trainees were selected from the ten provinces in the country as the assessment followed the Provincial Based Assessment Model (PBAM). 22 examiners attended the National Coordination and Standardisation exercises and 6 PESMD examiners were observed assessing 254 candidates. A mixed approach was used in this study. Document analysis was done on the Mark Deviation and Assessment of Markers forms. Participant observations were also used to generate data. It is possible to independently assess real performances and still agree on the scores. PBA and ABA methods can be adopted, however external factors should be considered when assessing. Candidates should be assessed in contexts that they are familiar with.



**QUALITY ASSESSMENT
IN AN ERA OF
EDUCATIONAL REFORMS**

The 13th Southern Africa
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AN INVESTIGATION OF THE USE OF ASSESSMENT “FOR” LEARNING AND ITS PURPOSE FOR ACCOUNTABILITY: A CASE OF SIX SECONDARY SCHOOLS IN KWENENG DISTRICT IN BOTSWANA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

It is widely stated that the quality of assessment has a lot of implications for students' learning and achievement. Furthermore, a good education reform can never be divorced from its good assessment system. By extension, learner's performance ought to be used for accountability purposes in all areas of teaching, learning and awarding decisions. The purpose of this study was to investigate the use of assessment “for” and “of” learning in six secondary schools in the Kweneng region. The main objective was to find the extent to which assessment is used to empower learners. A survey was conducted using semi-structured questionnaires and a total of 45 senior teachers were interviewed. The data was analyzed using SPSS version 17.0. The results show that 62.2% of the teachers believe that assessment in schools is “of” NOT “for” learning; 77.8% posit that they do not know how to assess for deep learning and lastly; 73.3% agreed and concluded that their assessment in schools does not empower learners. In totality, assessment in Kweneng schools does not support and account for deep learning. Robust re-tooling of in-service teachers and effective pre-service curriculum are recommended.



VARIATIONS BETWEEN SCHOOL BASED AND NATIONAL ASSESSMENT FOR SETSWANA LANGUAGE AT JUNIOR SECONDARY SCHOOL LEVEL

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

Assessment forms an integral part in both learner and teacher achievement. Setswana, as a subject, has not been doing well since the inception of the new syllabus in 2012. This has to some extent hindered some learners from attaining a merit. The aim of the study was to collect views on whether there is a match or a mismatch between the school-based assessment (SBA) and the national assessment (NA) in Setswana language. As such the study was guided by the research question; 'What are the effects of the variations between SBA and NA in the performance of Setswana at Junior Certificate (JC) level?' The paper also addressed issues of clarity in assessment procedures, processes, criteria, reliability, accountability, and trajectories in SBA. The study employed a mixed method approach using both interviews and questionnaires. Purpose sampling was used since the right audience for the study requested the use of Setswana teachers. Deputy school heads (by virtue of their office as heads of academics). Learners at senior secondary schools were used since they are the rightful source having passed the JC stage, they were picked at random. The study revealed that there are some irregularities and inconsistencies in school-based assessment. Lack of test blue prints, less or no supervision has been hinted as some contributing factors. It is therefore imperative for schools to arrange in-service training on item writing as well as ensure maximum supervision as the study has revealed.



DIFFERENT ASSESSMENT TOOLS FOR THE UNIVERSITY OF BOTSWANA MATHEMATICS AND SCIENCE EDUCATION TEACHING PRACTICE STUDENTS: 2005 - 2014

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

Part of the assessment regime of a teacher training course focusses on assessing the quality of student teachers on their teaching practice (TP) internship. This is in addition to the more traditional subject matter knowledge and dispositions levels. The development of relevant content as well as processes and practices needed for excellent practice are not a given and do not just follow naturally. In order to produce quality teachers, training institutions have to come up with, in addition to rigorous training in content and methods courses, proper assessment procedures for the student teachers on the field. They should conduct observations focusing on the quality of instruction in terms of content, processes and practices. The objective of this study was to explore any shift of focus in assessing TP given that over the specified period, portfolio mark replaced the Lesson Observation Report Form (LORF) mark in determining student's performance during TP. The question guiding the study was: Has there been any shift of focus in assessing TP since the introduction of portfolios? In yes, how has the shift impacted on quality of trainees? The population of the study was the students in the Faculty of Education with those that participated in TP during the period forming the purposeful sample. Data was collected through document analysis of portfolios and assessment sheets. Preliminary results show an apparent lack of clarity on the assessment regime using portfolios with some misconstruing it to mean it is not necessary to do classroom observations anymore. The situation may have been exacerbated by the mal-alignment of UB winter session and Botswana school calendar which made it possible for some students, though few, to finish seven (7) weeks in schools without having taught and consequently observed in class. In contrast, prior to 2010, TP assessment included among other things, mandatory classroom observation which attracted 40% of the overall mark.



THE PROGRESSION TRAJECTORY OF GEOGRAPHY FROM FOUNDATION PHASE TO INTERMEDIATE PHASE IN SOUTH AFRICA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

South Africa has had a history of consecutive curriculum reform since the advent of democracy in 1994, the most recent of which was the 2011 amendment of the national curriculum which is now known as the Curriculum and Assessment Policy Statement. This reworking of the national curriculum came about as a result of the findings of a Ministerial Task Team appointed in 2009. The report thereof identified that some of the difficulties in learning at least appeared to reside at the points of transition between one phase to the next. As a result, the Task Team recommended that, in the subsequent reconstruction of the curriculum, specialists should ensure the continuity and coherence of the learning across all the phases. Umalusi engaged in a longitudinal study to examine trajectory of curriculum from Grades R to 12. The purpose of this paper is to provide insights on the comparison of the Exit Level Outcomes (ELOs) identified for the Foundation Phase (FP) with the Entry Level Requirements (ELRs) determined for the Intermediated Phase (IP), specifically looking at Geography. The document analysis revealed the following: Certain skills and concepts that are developed in the IP are first introduced in the FP; there is vast discrepancy in expectations from FP to IP with regard to assessment tasks. The study recommends that Grade 4, which is the entry to IP needs to be understood as a transition year into the learning of systematic concepts, the development of language, and information-processing skills.



EXPLORING THE USE OF ASSESSMENT FEEDBACK TO SUPPORT PRIMARY SCHOOL TEACHERS IN PUBLIC PRIMARY SCHOOLS IN SOUTH AFRICA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

This paper explores the use of assessment feedback to support teachers in public primary schools. Poor learner performance of primary school learners in the national, regional and international benchmarking assessments is a matter of concern in South Africa. Literature suggests that poor learner performance could be due to inadequate and limited subject and pedagogical knowledge of teachers to cope with the implementation of curriculum reforms and the interpretation of assessments. Four curriculum reviews were introduced in South Africa between 1997 and 2012, as well as the annual national assessment for public primary schools from 2011 until 2015. Both these reforms prompted a need for more support strategies to be employed to support primary school teachers to in order to improve learner performance. A qualitative approach, located in an interpretative paradigm, was adopted for this study while the requisite data was gathered by means of individual and focus group interviews, as well as documents analyses, observation of meetings and a cluster workshop. The main finding of the study was that language, poor reading as well as lack of critical thinking and problem solving skills were identified as some of the factors having an influence on learner achievement. It is recommended that assessment feedback to support teachers should focus on enhancing the teacher content knowledge, the choice of teaching strategies, the setting of quality tasks, and improving the feedback practices to enhance teaching and learning.



EVALUATION AND ASSESSMENT OF LEARNING IN THE MATHEMATICS AND SCIENCE CLASSROOMS IN BOTSWANA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

Classroom assessment is an integral part of teaching and learning. It is the teacher's duty to teach and assess how much learners have grasped the concepts. It is for this reason that the Sustainable Development Goal number 4 (SDG4) calls for a holistic approach to the teachers' instructional practices. Target 4.1 which states, "by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes," thus rendering effective classroom learning a *qua sine non* of quality and inclusive education. Our objective is to find out if teachers set quality items and also use feedback from such tests to improve teaching. Thus the questions the paper addresses are: (1) How much knowledge of item writing do teachers possess? (2) Are teachers using feedback from monthly tests to improve their teaching? If yes, in what ways are they using them? This information will be collected through interviews and document analysis of relevant teaching materials. Preliminary results indicate that most teachers have limited knowledge on item writing and that they barely use feedback from classroom based assessment including monthly tests. In-service programmes need to be intensified.



THE DISCREPANCY OF RAW SBA SCORES AND RAW EXAMINATION SCORES: THE CASE OF AN NQF LEVEL I ADULT QUALIFICATION IN SOUTH AFRICA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

The quality assurance of assessment in the NQF Level I adult qualification in South Africa includes, among others, judgement of the standard of the site-based assessment (SBA) and examinations. The purpose of this quantitative study was to establish the relationship between raw SBA scores and raw examination scores of candidates in the NQF Level I Adult qualification. The study, further established whether such relationship is similar in public and private assessment bodies. Seven learning areas commonly assessed by private and public assessment bodies were purposefully selected from 26 learning areas. Data was collected by extracting raw SBA scores and raw examination scores of candidates for the seven sampled learning areas from data sets submitted by assessment bodies to Umalusi. Two-sample t-tests were conducted per learning area to test the formulated hypotheses. The findings indicated that there is no relationship between the raw SBA and examination scores in all seven learning areas raising issues of reliability and credibility of SBA. This is evident in both in the private and public adult sectors. The study proposed recommendations in this regard.



ESTIMATION OF TEACHER ADDED VALUE INTO LEARNERS' READING ACHIEVEMENTS SCORES CONTROLLING FOR OBSERVABLE TEACHERS, LEARNERS AND SCHOOL BACKGROUND FACTORS

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

Teacher quality characteristics are used to measure the importance of the teacher to learners' academic performance. Studies on this topic have focused on teachers' educational background, years of teaching experience and salaries. While it is clear that certain teachers are more effective than others at increasing student achievement, there is considerably less consensus on whether specific, observable teacher characteristics such as education or experience produce higher achievement. The current study estimated the value added of the teachers on learner's performance scores for reading after controlling for several characteristics of learners, teachers and schools. It also determined factors contributing larger proportion of variability in learners' performance. In the study the value added by the teacher is termed teacher effect and is measured as a random component representing the differences between the learners' actual score and the predicted score. This difference is assumed to be attributable to teacher after controlling for background variables. The study used the data obtained from PIRLS study of 2011. There were 4197 learners matched to 141 teachers. The data sets also contained the background information of teachers, learners and schools. The study used the contemporaneous specification of the value added model (VAM). The results of VAM suggested that the effect of the teacher on students' scores was attributable to between school and within school effect. Further analysis suggested that teacher qualities that influence the students' achievement included level of education, specialization, ability to interact with other teachers and the pedagogical factors.



USING FEEDBACK FROM EXAMINATIONS TO ENHANCE LEARNER PERFORMANCE IN EXAMINATIONS

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

In the absence of adequate feedback, good performance goes unrecognized and challenges learners encounter with examinations items remain unknown. The gap that exist in teaching approaches also remain unknown. Feedback is information on learner performance through the description of performance on assessments given back to the teachers, examiners, learners and other stakeholders. The complexity of educational assessment in the 21st century suggests the need for complete understanding of the processes of using feedback as a basis for informing decision-making as well as better implementation of education in all phases. In integrating the concept of feedback in education, the Botswana Examinations Council (BEC) embarked on further analyses of examinations results for all levels of examination, though the current paper focused on PSLE. The analysis was mainly descriptive and it reflected a general pronouncement of candidates struggling to meet the demands of the examination papers due to high order thinking skills questions, especially in Agriculture. Observations from marking as well as performance on items and interactive discussions with stakeholders were also used to gather more information and to explain patterns and trends. Periodical professional training of teachers on assessment issues especially, item writing was recommended.



DIAGNOSTIC ASSESSMENT: A FRAMEWORK FOR ACCESSING VALUABLE INFORMATION USED FOR CLASSROOM INSTRUCTION

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

This paper discusses the effectiveness of using Diagnostic Assessment as a framework for accessing valuable information about student's prior knowledge and misconceptions before beginning a learning activity. Current trends in assessment discriminate among learners by putting them on a continuous uni-dimensional scale. However, assessment should not only be used to audit student performance; but it should also be used for measuring prior knowledge. The study is based on Kelly's Personal Construct Theory. Kelly states that the individual is an active "scientist who constantly analyzes the surrounding reality, observes and looks for patterns, formulates hypotheses about the causes of events, builds theories, and makes conclusions based on gained experience." Participants in the study were Forty Form 2 academically-challenged students enrolled for the Reading and Writing Lab project at a Junior School. The data for the research was collected and analysed qualitatively. The results of the study revealed that Diagnostic Assessment is an effective assessment technique that can be used to diagnose strengths and weaknesses in students. In addition, teachers should use Diagnostic Assessment techniques in re-engagement programmes where there is need to re-design classroom instruction.



AN INVESTIGATION ON THE DEGREE OF PRESCHOOL TEACHERS' KNOWLEDGE ON PROGRESS MONITORING ASSESSMENT

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

There is no research done in Botswana which focused on the preschool teachers' knowledge on progress monitoring assessment to date. The aim of this study therefore was to pursue an investigation into the degree of preschool teachers' knowledge on progress monitoring assessment among pre-schoolers in public pre-schools. It is timely that Botswana research should inform its education policies about the extent of preschool teachers' understanding on early childhood assessment. From literature it became clear that progress monitoring assessments are brief measures that allow a snapshot of children's skills within a specific area. The study further discussed the extent to which preschool teachers use progress monitoring assessment to inform their instructional decisions. Nine primary schools teachers and three heads of department (infant) in the Boribamo East cluster were purposefully selected. A qualitative approach was used in this study. Within this study, case studies of participants used from each school were developed through interviews and observation schedules. The interview methodology focused on explanatory semi-structured, open ended questions in relation to preschool teachers' knowledge on progress monitoring assessment. Teachers were observed on how they carry out assessment in their respective classes. The findings indicated that almost all participants had little or no knowledge on progress monitoring assessment in early childhood education. The study further revealed that preschool teachers and their supervisors lacked adequate training and experience on progress monitoring assessment. In-service training in the form of seminars and workshops for preschool teachers and School Management Teams on progress monitoring assessment issues for pre-schoolers was recommended. Moreover, there is need for institutions offering early childhood education to promote early childhood education assessment in their courses to equip teachers. The study recommended a common tool for progress monitoring assessment in public preschools.



AN EVALUATION OF EARLY GRADE READING ASSESSMENT IN NAMIBIA

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

Early Grade Reading Assessment (EGRA) is a one-on-one reading assessment. The EGRA concept was developed in the United States in 2006 in response to widespread reading problems in developing countries. EGRA is now being used in over 50 countries and more than 80 languages worldwide. Its main purpose is to diagnose strengths and weaknesses in early reading to inform the intervention strategy. EGRA was introduced in Namibia in 2012 where it was first piloted in three languages (Khoekhoegowab, Oshindonga and English as a Second Language), and in three different regions (Hardap, Kavango and Oshikoto). The Namibian EGRA tool consists of five subtasks, i.e. phonemic awareness (for sound discrimination - auditory), phonics (linking sounds to letters/symbols to form a letter sound - phonemes), non-word reading (to develop fluency), passage reading (to develop vocabulary) and questions for comprehension purposes to promote reading with understanding. All the subtasks consist of timed sub-tasks (1 minute) covering the essential components of reading, except the comprehension subtask. The above subtasks are designed to measure the foundation literacy skills from simple to complex and each subtask has a specific purpose in relation to the other. EGRA provides teachers, Phase Heads (PH), Head of Departments (HoDs), Principals and Advisory Teachers (ATs) with a means of measuring progress and provide immediate feedback to the teacher with regard to reading challenges of individual learners. This paper presents the EGRA inception in Namibia and the progress achieved so far in the implementation process. The success and challenges with regard to EGRA implementation are also outlined in the paper.



RECONCEPTUALISING THE IMPLEMENTATION OF THE NEW CURRICULUM: AN OVERVIEW OF DIFFERENTIATED ASSESSMENT PRACTICES IN NAMIBIAN SCHOOLS

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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**National Examinations and Assessment
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Abstract

The Namibian National Promotion Policy Guide for the junior and secondary phases has defined differentiated assessment as an assessment approach offered to learners who experience difficulties in learning in various academic subject areas. It deviates from the traditional assessment approach, (MoEAC) (2017:14). The document was designed to apply to the revised curriculum and be implemented according to the implementation of the curriculum schedules. Thus, this paper aims to explore how the current National Assessment Policy and the revised curriculum have bridged the gap towards issues of assessment for learners with special needs as existed in the old curriculum. The compilation of this paper involved interviews with teachers and learners from selected schools countrywide and the analysis of various Namibian educational policies such as Inclusive Education Policy, the National Broad Curriculum, other policies and documents. The paper concluded that although the Ministry of Education Arts and Culture (MoEAC) has implemented the new curriculum with new changes to assist teachers to identify learning problems of individual learners, schools are still not well equipped with relevant facilities for learners with special needs. Differentiated assessment practices at school level forms a backlog in mainstream schools that affects Namibia to attain equity in education. One of the recommendations established was that the National Institute for Educational Development (NIED) should come up with tangible proposals on how to help teachers to draw up Support Programme to assist learners with learning difficulties.



USING EXAMINATION FEEDBACK TO IMPROVE LEARNING ENVIRONMENTS IN MUSICAL ARTS EDUCATION: THE ZAMBIAN EXPERIENCE

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

The Examinations Council of Zambia (ECZ) has, for some time now, been conducting performance reviews on national examinations. This practice serves to give feedback to the stakeholders from a general perspective. Musical Arts Education as an entity in the cohort of the practical subjects has benefited from these performance reviews. This paper, therefore, looks at the feedback in Musical Arts Education for the period of four years: 2014 to 2017. For a method, secondary data analysis was used on the ECZ reports focusing on the Junior Secondary School Leaving and the School Certificate Examinations, comparing performance and analysing the distinctive typecasting that goes with practical subjects. It looks at performances according to gender; compares performance in terms of the theory and practical components of the subject; and considers the salient issues that affect performance in the three papers of the Musical Arts Education examination. The results of the analysed data on Musical Arts Education performance indicate an undulating trajectory over the four years. They also show a consistent reflection of a balance in performance according to gender and the prominence of the practical over the theory assessment component. As a distinctive feedback, recommendations have been given suggesting improvements of some factors that constitute the learning environment for Musical Arts Education.



**QUALITY ASSESSMENT
IN AN ERA OF
EDUCATIONAL REFORMS**

The 13th Southern Africa
Association for
Educational Assessment
CONFERENCE

A DIRECT CORRELATION BETWEEN ASSESSMENT LITERACY, ITEM PLANNING AND GRADES: A CASE STUDY OF MORUAKGOMO JUNIOR SECONDARY SCHOOL

SUB-THEME:

Using Examination Feedback to Support Engaging Learning Environments

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Abstract

The purpose of this paper is to correlate the relationship between assessment literacy, item planning and grades. This paper looks into the scope, items structures and outcomes between external and internal items with assessment literacy, test planning, grades and adherence to syllabus objectives. BEC conducts external and schools prepare their own internal examinations. However, there has been a huge disparity noted between both test scores for both examinations. This paper explores the following aims, (a) Compare the quality of BEC test items with internal examination items. (b) Evaluating the use of guiding documents when preparing examination items. (c) Finding the causes of high frequency of low order thinking skills in preparing items. I will use mixed method research. The instruments used will be analyzing test papers for all examinations, and administer a questionnaire to get the first hand information. From the research it has been concluded that examinations set at institutions are very shallow and less challenging because educators do not adhere to set standards of following assessment objectives. It is also concluded that apart from lack of item writing skills, teachers have a strong feeling that planning, administering, marking and giving feedback on examinations stresses both teachers and the learners.



Sub-theme 6:
**Policy Issues: Access to Assessment
Data Information**



AN ANALYSIS OF ZIMSEC'S POLICY ON ACCESS TO ASSESSMENT DATA INFORMATION

SUB-THEME:

Policy Issues: Access to Assessment Data Information

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Abstract

ZIMSEC just like any other examination board the world over generates a lot of assessment data in various forms and for various purposes. The generated data can be classified into two categories that is qualitative and quantitative. Qualitative being data collected as descriptive information, such as examiner reports, grading reports among others. This data though difficult to generate it is often the most valuable and insightful data generated, often providing potential solutions or modifications in the form of feedback in assessment. Quantitative data on the other hand is data collected and generated as numerical or statistical values. In assessment these take the form of pass rates, grade statistics cards among others. This data use actual numbers (scores, rates, etc.) to express quantities of a variable. The generated assessment data is of interests to different stakeholders as requests to access this data comes from different stakeholders. It is therefore the objective of this paper to interrogate the processes of how the assessment data is accessed at ZIMSEC. The paper also seeks to identify gaps within the processes of accessing data and thereby recommend to ZIMSEC and other examination boards how best the process of accessing data can be improved. To achieve the above the study is going to adopt both a qualitative and quantitative approach whereby primary source documents pertaining to policy issues will be reviewed and analysed so as to establish the background. Qualitative data to be obtained from field interviews, focus group discussions and questionnaires with sampled respondents within ZIMSEC and other stakeholders such as private and public organisations as well will constitute the backbone of the study. It is hoped that the results of this study will add value to policy issues pertaining to accessibility of assessment data information for various examination boards.



TEACHER EDUCATION CONTINUOUS ASSESSMENT (CA) MODERATION FINDINGS: AN EXPLANATION FOR THE PRESENCE OF INEPT TEACHERS IN ZAMBIA'S EDUCATION SYSTEM?

SUB-THEME:

Policy Issues: Access to Assessment Data Information

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Abstract

Zambia's Educational policy document, Educating Our Future (1996), underscores the fact that the quality and effectiveness of an education system depends heavily on the quality of its teachers. In essence, teachers are the key persons in determining success in meeting the system's goals and aspirations. Furthermore, it is because the educational and personal wellbeing of learners in schools hinges crucially on their competence among other factors. Realising the crucial role which teachers play in the provision of quality education, the Examinations Council of Zambia (ECZ) conducts moderation of Continuous Assessment in all its affiliate Colleges of Education to enforce standards so that competent teachers are produced from its affiliate Colleges. The 2018 CA moderation demonstrated that of all the educational problems that beset our Country today, none is as persistent and compelling as the one relating to the training of a competent teacher. One common problem was the failure by most colleges to provide evidence that led to the award of their CA scores. In other words, it was very difficult for a good number of lecturers and colleges to authenticate the scores they awarded their student teachers. On this account most of the colleges had their CA mean Scores adjusted downwards by the moderators. This was very common in privately owned colleges. However, even Government colleges had CA mean scores adjusted downwards in a number of courses. Our findings from moderation forms and the quantitative survey administered to moderators seem to be an explanation for the existence of inept teachers in Zambia's education system.



**QUALITY ASSESSMENT
IN AN ERA OF
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THE COMPARISONS OF ANALYTICAL HIERARCHY PROCESS AND SUBJECT PAIRS ANALYSIS METHODS IN RANKING SUBJECT DIFFICULTY

SUB-THEME:

Policy Issues: Access to Assessment Data Information

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Abstract

This paper describes the application of Analytical Hierarchy Process (AHP) and Subject Pairs Analysis (SPA) for evaluating subject difficulty. The study assesses the difficulty of subjects written for the National Senior Certificate (NSC), which is an exit certificate at Grade 12. During the standardisation meetings, qualitative input is provided to the committee to assist in giving additional information about factors that might have influenced learner performance other than the learners' subject knowledge, abilities and aptitude. However, the qualitative input does not provide information about the actual learner performance. Hence, this comparability study was conceptualized to provide quantitative input of the actual performance of learners. The research question that guided this study was: which subjects were consistently difficult relative to the other subjects. The study employed five years of data. The data is made up of learners who sat for Grade 12 National Senior Certificate (NSC) examinations in the 2013-2017 academic year. The data was sourced from the South African Department of Basic Education (DBE) through Umalusi and the R-software was used for the statistical analysis. This study followed an ex-post-facto design. Two techniques, namely AHP and SPA were compared in the analysis of data to identify subjects which were consistently difficult across the years.



FRAMEWORK FOR RECOGNITION – WORK IN PROGRESS BY THE IAEA

SUB-THEME:

Policy Issues: Access to Assessment Data Information

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Abstract

At the CEOs' meeting in the 2016 Cape Town conference of the International Association for Educational Assessment (IAEA), those present proposed that IAEA should publish an international standard to provide a set of benchmarks of good practice for organisations which run examinations and assessments. It could contribute to an increase in the trust and confidence that stakeholders have in significant examinations being offered around the world.

The IAEA Board has appointed a committee immediately after that conference, which is responsible for developing and implementing these arrangements. There are other assessment standards and frameworks that have been published. The standard that IAEA is developing is a very practical framework for operational contexts. That makes it unique. The standard would be applicable to organisations directly involved in a whole examining system – from registration through assessment to certification. It will be published on the IAEA's website so will be accessible for anyone engaged or interested in the business of examinations to read. The standard covers those aspects of an organisation's operation that would be expected to be part of its self-evaluation given the local context. It is intended to encourage self-reflection; to inspire examination organisations to question taken-for-granted practices by challenging their assumptions. Members have been informed about the progress at the 2017 conference (Georgia) and at the 2018 conference (UK). Last January a group of volunteers has been drafting the Framework. The work is still in progress and presented for comments. At the next IAEA conference in Azerbaijan (22-27 September) members are strongly invited to join the discussions.



Excursions - Mmamotshwane Gorge



Source

Department of National Museum Monuments

This is Mmamotshwane Gorge commonly known as Mogonye Gorge, situated 40 kilometres South West of Gaborone near the village of Mogonye which is nestled within the hills. The hills are home of seven gorges which are believed to have divine powers and are revered by the villagers. The area also has a camp site with ablutions.

The landscape has several valleys and springs that are named depending on how the community views their own landscape. These features are an important aspect of the tourism package.

The valleys are mostly seasonal runoffs into Metsimaswaane River, which feeds the Gaborone Dam. The valleys include Kgophu ya Nkwe (Leopard's Spring); Kgophu ya MmaMasiloanoka (Hamerkop's Spring); Kgophu ya Dinonyane (Bird's Spring); Kgophu ya ga Thukwi (Aardwolves Valley); and Kgophu ya Lerukuru (*Spirostachys africana* Valley). Kgophu ya Nkwe derives its name from the fact that the community believes there was a leopard in the valley that killed their livestock, whereas that for MmaMasiloanoka comes from the fact that there is a hamerkop nest at the valley. Kgophu ya dinonyane is a metaphoric name as the community believes the spring is too small and its waters are enough for birds only. Mesimaswaane Spring is named after the Metsimaswaane River and it marks the beginning of the river whereas Kgophu ya lerukuru is named after the *Spirostachys africana* (lerukuru) that is found in that area.

The community use the plant for roofing their traditional houses. In addition, the community accesses other springs such as Kgophu ya Diphiri (Hyenas Valleys), Kgophu ya Ditau (Lions spring), Kgophu e Tshibidu (The Red Spring) and Kgophu ya ga Nnokwe (Nnokwe's Spring).

A travel to Mmamotshwane gorge which is one of the biggest gorges of Mogonye is the best experience. It being the largest of all in that area is 11 kilometers to and from the camp site. Mmamotshwane has a geographical hill surrounded by some natural features which include the water pools and falls. It also has animals such as rock rabbits, baboons, snakes and other crawling inhabitants.



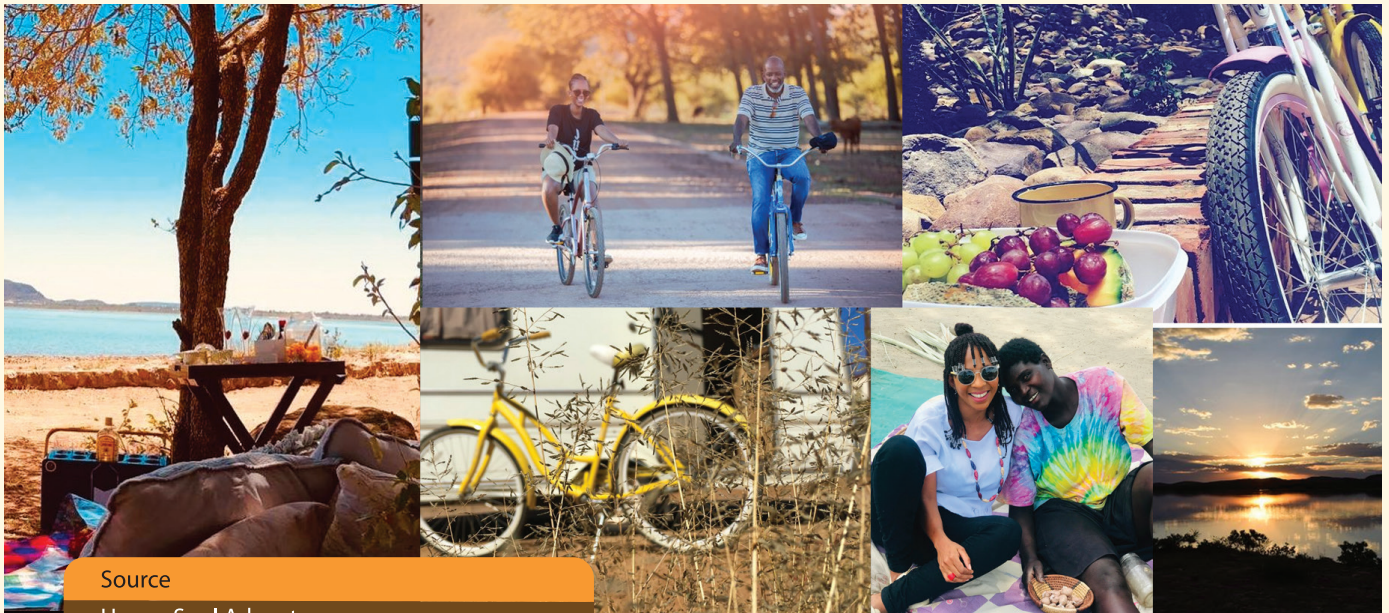
Excursions - Mmamotshwane Gorge



**QUALITY ASSESSMENT
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Excursions - Mogobane Cultural Experiences



Source

Happy Soul Adventures

Happy Soul Adventures (HSA) gives you the opportunity to explore the travel space that truly speaks to your heart. We give our clients a chance to decide where they want to go, what they want to see, where they want to stay, what they want to eat and whom they want to interact with.

Stay with locals in their homesteads, go dancing and singing in local pubs with the locals, go cycling in villages, immerse yourself in their daily way of living and feel like a true local. Visit community projects, learn their crafts and support their local businesses.

At HSA, we support all the local communities that we interact with, by supporting their local businesses.

- Come join us at our watering hole in Mogobane village and meet the owner of Majuta General Dealer. Every time we go there, we spend money in her general dealer as a way of supporting her local business.

She not only makes money from us but she also gets to meet new people everyday from outside her village who may have not necessarily known of her business had she not collaborated with us. Travel connects people together! We want to make a lasting impact where we can and communities grow more when they work together as a collective!

Our experiences are country wide and our aim is to work with as many communities as we can and we are currently working on expanding our collaborations and we hope you will engage us more because when you book with us, know that some local communities get to benefit from the money that you spend with us.

Below are the Activities we offer;

- Cycling (10 people per session)
- Hiking (15 people per session)
- Learn how to braid hair (10 people per session)
- Learn Pottery (20 people per session)
- Learn tapestry (10 people per session)
- Learn cooking (10 people per session)
- Learn beading (10 people per session)
- Learn basket weaving (15 people per session)
- Traditional wear photo shoot at one of the most beautiful locations in the village (10 people per session)
- Story telling (10 people per session)
- Learn a local music instrument (10 people per session)



Excursions - Mokolodi Nature Reserve



Mokolodi is a registered non-profit charity organisation - established in 1994 and is 3700 hectares in size. The land was donated into a Trust for the children of Botswana to provide a natural area that would allow them to learn about nature, conservation and the environment. Situated approximately 15 km south of Gaborone; the capital city of Botswana, the Reserve is home to a variety of mammals, including some rare and endangered species, and a diverse array of reptile, amphibian and bird species. Conservation and Education are both at the core of the Reserve's existence.

Reserve Activities

Scheduled game drives with qualified guides, rhino and giraffe tracking, bush braais, conferencing, accommodation and camping. The Reserve also has our Friends of Mokolodi programme that allows members to access the Reserve in their own vehicles and to enjoy a wide range of benefits, both in the Reserve and with partners in Botswana

Game Drives

Join our professional guides on a relaxing two-hour game drive in one of Mokolodi's open game drive vehicles, and learn more about the indigenous fauna and flora of Botswana.

Rhino Tracking

Track rhino on foot accompanied by one of our guides and a member from our conservation team. Two to six guests will spend approximately 3 – 5 hours exploring the Reserve (depending on conditions and the rhino tracks). Includes a bush picnic. Minimum age 14 years.

Giraffe Tracking

Track giraffe accompanied by one of our guides and a member from our conservation team. Two to ten guests will spend approximately 3 – 5 hours exploring the Reserve – depending on the conditions and tracks. The activity is followed by a bush picnic. Minimum age of 14 years.

Reptile Park/Sanctuary Visit

Enjoy a tour of the Mokolodi Reptile Park and Sanctuary where a variety of reptiles, birds, lizards, and tortoises amongst other animals can be seen. Take time to learn about the habits and behaviour of these animals.

Cycling

Enjoy a cycle ride around the Reserve on one of our three cycle routes that cater for beginners and the more experienced mountain bike riders. The routes take riders through a variety of vegetation types and offers an unparalleled way to view the Reserve's wildlife.



Excursions - Gaborone City Tour



Gaborone is a buzzing and tempting city that is bursting out of a nutshell. The inhabitants themselves feed the inexhaustible source of creative energy, a source that is far from saturated. The capital city was named after Kgosi Gaborone, leader of the Batlokwa people, who migrated from their ancestral homelands in the Magaliesberg Mountains and in 1881 settled in the Tlokweng area. Gaborone literally means 'it does not fit badly' or 'it is not unbecoming.'

The tolerant mind-set of Gaborone derives from the gathering of the many different cultures and the thousands strong individual minds. The beautification of the edginess inspires, provokes opportunities and creates an intersection where two extremes meet each other and therefore become indefinable.

THREE CHIEFS MONUMENT

Crossing the railway tracks over the flyover, and turning into a newly developed Central Business District, the Monument of the Three Chiefs is another impressive historical statue that marks an important turning point in the history of Botswana. In the late 1800s, Botswana territory was under threat from British industrialist Cecil Rhodes, who wished to take over Bechuanaland for his British South Africa Company. Three senior chiefs of the time – Chief Khama III of the Bangwato, Chief Sebele I of the Bakwena, and Chief Bathoen I of the Bangwaketse – travelled to London in 1885 to petition Joseph Chamberlain, Secretary of State for the Colonies, and whilst there, they were presented to Queen Victoria.

Gaining support from the British public, they petitioned the Queen for protection; and this was granted. The Bechuanaland Protectorate was established in the same year, thus circumventing the territory's potentially disastrous incorporation into the British South Africa Company, and forever altering the history of the country. The monument was sculpted and cast by North Korean artisans, using a photograph of the three chiefs. It was unveiled on the occasion of the country's 39th anniversary of independence in 2005.

THE MAIN MALL

The city centre was planned to be functionalist, with major buildings designed and built in the style of Modern architecture. The city is surrounded by smaller buildings. The city's central business district (CBD) is still under construction so when one says downtown, they actually mean the Main Mall and Government Enclave areas where tall buildings are usually found. The Main Mall, a car-free shopping and commercial area, runs in an east-west direction with the Government Enclave and National Assembly on the west end and the Gaborone City Town Council complex on the east. This city centre is a buzzing activity for local products from curios and utilitarian ornaments such as walking sticks, Botswana's famous woven baskets, soapstone sculptures, wooden masks, children's games, animal ornaments, from crocodiles to frogs, made from material ranging from wood to wire and coloured beads to wedding invitation cards, Christian literature and music, mini marimbas and wooden thumb-pianos (*setinkane*)

The City tours include visits to The Three Chiefs Monument, The Main Mall, Botswana Craft and the Parliament.





BOTSWANA
EXAMINATIONS
COUNCIL



WHO WE ARE

WHO WE ARE?

The Botswana Examinations Council (BEC) was established by an Act of Parliament, Act No.11 of 2002, as a body corporate governed by a Council. The council has fourteen members appointed by The Minister of Basic Education, The University of Botswana, private schools, teachers' organisations, the private sector, the public, Human Resource Development Council (HRDC), Botswana Open University (BOU) Botswana Qualification Authority (BQA), Botswana Police Service and the Directorate of Public Service Management (DPSM). BEC was established as a parastatal to execute the examinations of the national curriculum for the Ministry of Basic Education.

OUR FUNCTION AND RESPONSIBILITIES

BEC is mandated 'to conduct school examinations and any other examinations for the Ministry of Basic Education and issues certificates in respect of such examinations.' BEC's key business activity is the development, administration, accreditation and certification of school examinations in the primary and secondary education sub-sectors.

MISSION COMMENTARY:

Credible: Trustworthy and Error free assessments and examinations that conforms to both the local and international standards.

Responsive: Examination and Assessment system that is affiliated to the national curriculum, takes into cognisance candidates with special needs and is not detached from current issues in the environment, also relevant to the local market.

DIRECTORATES

Examinations work has been grouped into two core business areas within the Directorates of Product Development and Standards and that of Examinations Administration and Certification. The other Directorates; Corporate Services, Research and Policy Development, Information and Communications Technology and that of Human Resource provide support services required in ensuring that examinations are conducted efficiently and cost effectively.

In addition to these Directorates, there are stand-alone specialised support Divisions. These Divisions are Office of Strategy Management (OSM), Compliance and Quality Assurance (CQA), Internal Audit (IA), Legal Services Division (LSD)

OUR VISION

Provision of a credible and responsive assessment and examination system.

OUR MISSION

To be a provider of accessible and globally competitive qualifications.

VALUES

- Excellence • Integrity
- Transparency • People Focus

Botswana Examinations Council

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