

**2006 IAEA ANNUAL CONFERENCE**  
**SINGAPORE EXAMINATIONS AND ASSESSMENT BOARD**

**21 – 26 MAY 2006**

***Can Statistical and Qualitative Modes of Moderation Co-exist in a Model for  
the Quality Assurance of School-based Assessment – A South African  
Perspective***

**MAY 2006**

## **Can Statistical and Qualitative Modes of Moderation Co-exist in a Model for the Quality Assurance of School-based Assessment – A South African Perspective**

*School-based assessment constitutes part of the assessment that leads to the issue of the exit certificate, after 12 years of schooling in South Africa. The high stakes nature of this certificate warrants a high level of reliability and validity of the assessment. There has been much debate about the reliability of the school-based assessment component, given the challenges associated with the implementation of school-based assessment in any large system. Currently, the system is mainly dependent on a model of statistical moderation that brings the school-based marks within an acceptable deviation of the examination mark.*

*This paper explores the challenges relating to the quality assurance of school-based assessment in South Africa and presents a model for the quality assurance of school-based assessment that is built on three fundamental pillars, i.e. (a) setting of clearly defined standards; (b) providing appropriate support and guidance; and (c) monitoring and evaluation of the assessment process and the outcome. The setting of standards incorporates input, process and output standards and the support and guidance relates to professional and administrative support required for implementation. In the evaluation of the final outcome, this model argues for the integration of statistical and qualitative data that will ensure that every mark is a reliable indicator of the performance of the learner. This model could be progressively implemented as the new curriculum is phased in, commencing in 2006, and, if successfully implemented, will go a long way in improving public confidence in the reliability of school-based assessment.*

### **1. Introduction**

The international trend in school assessment is towards a combination of both external assessment and internal assessment. Internal or school based assessment is seen as a tool for better learning and an integral part of the teaching and learning process, where equal importance is attached to diagnostic and formative; as well as to summative assessments. However, with the introduction of internal assessment or school-based assessment as part of the final certification process, the reliability of this assessment component, is always in question. The usefulness of this form of assessment is always considered against the background of its lower reliability. Therefore a model that seeks to address the quality and standard of this assessment needs to be vigorously pursued. Statistical approaches to quality assurance are restrictive, but are adopted by most assessment bodies because they are easy to implement. Therefore, this paper provides an alternative that seeks to integrate both statistical and qualitative modes of quality assurance.

### **2. What is School-Based Assessment?**

Izard (2001) and Raivoce and Pongi (2001) indicate that school-based assessment is often put in place to collect evidence on what students have achieved, especially in important learning outcomes that do not easily lend themselves to pen and paper tests. Daugherty (1994) further explains that this type of assessment is used because of the gains in validity, which arise from student tasks that can be assessed in a wider range of contexts and more frequently than is possible within the time-limited constraints of a controlled written examination.

School-based assessment (SBA) can be more broadly defined as assessment that is conducted by the teacher in the classroom. School-based assessment is sometimes

referred to as internal assessment, coursework or continuous assessment (CASS) and includes, *inter alia*, the following types of assessment:

- (a) Assessment tasks are designed, administered and judged by the teacher
- (b) Assessment tasks are centrally designed, but administered and judged by the teacher

SBA is conducted as the learning process takes place and is used to influence or inform the learning process. It comprises a variety of assessment methods that may be formal and informal. The following assessment methods and instruments have been identified as components of SBA, i.e. assignments, oral tests, case studies, practical exercises, projects, portfolios, personal interviews, questionnaires, role-play activities and simulations. SBA refers to any of these forms of assessment conducted internally which are collated for summative judgement purposes in order to feed into the exit point assessment.

Lusby (2004) has explained that for many, internal assessment has been solely an assessment of those skills that the external examination does not cover, but it is now being accepted more widely that internal assessment for qualifications can include an even wider range of learning outcomes, even those traditionally assessed by an external examination. Internal assessment, therefore, allows for assessment to take place at the time of learning and to be integrated with learning. If learning outcomes are only assessed in an external examination at the end of the academic year, then memorisation also becomes one of the outcomes that are being tested.

### **3. Why School-Based Assessment**

The arguments in support of school-based assessment are varied, but one of the reasons is that SBA extends the scope of the assessment to include not only formal written work but also oral and practical work and in some cases, personal attributes. This type of assessment also provides for assessment that will be more diagnostic and detailed, increasingly cumulative and integrated with the learning process and culminating in a terminal evaluation.

In the days when examinations dominated the assessment arena, examination systems placed a lot of importance on the issues of reliability and comparability of results. Broadfoot (1995) explains that in a high stakes environment where test results determined life chances, there was an emphasis on reliability so that the assessment was seen to operate fairly and consistently. Reliability was then of more importance and validity – whether the test does measure what it is intended to measure – was often of subordinate importance.

However, the situation has started to change over the last two decades (Grima, 2003), mainly because as Gipps (1999) explains:

“...the focus has shifted towards a broader assessment of learning, enhancement of learning for the individual, engagement with the student during assessment, and involvement of teachers in the assessment process.”

According to Grima (2003), the rise of school-based assessment is a result of this change.

There are a number of advantages when classroom-based assessment is included in external examinations. Taylor (2003) summarises these advantages into four useful categories viz:

- (a) Evidence that teachers are preparing students to meet mandated curriculum and performance standards (opportunity to learn);
- (b) Broader evidence about student achievement than what can be obtained from examinations administered in a brief period;
- (c) Opportunities to assess knowledge and skills that are difficult to assess via standardised large-scale tests/examinations; and
- (d) Opportunity to include work that more closely represents the real contexts in which knowledge and skills are applied.

#### **4. Challenges Associated with the Implementation of CASS**

There are several problems that are associated with the implementation of classroom-based assessment and the following are some of the main problems:

- (a) The level of teacher preparation for school-based assessment is not adequate in most cases. According to Schafer and Lissitz (1987) and Stiggins and Bridgeford (1986), few teacher preparation programmes provide adequate training for the wide array of assessment strategies used by teachers. According to Taylor (2003), teachers must be taught how to select, modify and develop assessment tasks, as well as how to consistently evaluate the work of learners and how to develop scoring instruments, before school-based assessment can be implemented. She argues that a significant professional development effort is required, even for teachers who have received adequate training in assessment methods.
- (b) There is always a variation in the scoring of assessment tasks among teachers, particularly when the assessment tasks are not the same and when each individual teacher develops the assessment rubric or the marking guideline. This is supported by Taylor (2003), who concluded, based on recent research, that a critical problem when including classroom-based assessment in large-scale test programmes, is the degree to which raters agree with one another when evaluating student work.
- (c) The implementation of CASS leads to an increase in both teacher and learner workload, i.e. extensive record keeping and monitoring of individual learners are required.
- (e) Variance in the final assessment can result from learners having been assisted by their teachers, peers or parents, or the differences in the difficulty of classroom-based tasks and the degree to which the classroom-based task represents the domain of reference.
- (f) Different schools may adopt different approaches to continuous assessment and this may impact on comparisons across learners.

It is these challenges that make the quality assurance of school-based assessment a critical issue. As Maxwell (2003) explicates, it is necessary to develop consistency in teacher judgement of student achievement and to ensure public confidence.

#### **5. The Current Status of CASS in the South African Context**

Quality education is a national priority in South Africa. Emerging from an apartheid education, the new government has embarked on the overhauling of the entire

curriculum. The National Curriculum Statements (NCS) for the General Education and Training band (Grades R–9) is currently being implemented across all grades in this band, while the National Curriculum Statements for the Further Education and Training band (Grades 10-12) are being phased in at Grade 10 level in 2006.

As from 2008 a new certificate, the National Senior Certificate (NSC), will be awarded for the achievement of the exit-level learning outcomes stipulated in the National Curriculum Statements (Grades 10-12). For Grades 10, 11 and 12, learners will be assessed internally according to the requirements as specified in the Subject Assessment Guidelines. The internal assessment mark allocated to assessment tasks completed during the school year will be 25% and the end- of-the-year assessment mark, 75% of the total mark.

School-based assessment or internal assessment is also a part of the current curriculum and at Grades 10-12 level it is a component of the final assessment that leads to the issue of the current certificate, the Senior Certificate (SC). The final written examination constitutes 75% and the internal assessment constitutes 25% of the final mark.

The South African education system is a national system, with the national Department of Education responsible for policy development and ensuring policy compliance. The nine provincial education departments are responsible for the implementation of policy. Each of the nine provincial education departments, as part of their education provision function, is responsible for the implementation of examinations and school-based assessment in the schools under their jurisdiction. In order to ensure quality in the assessment leading to the exit certification, Umalusi, the Quality Assurance Council for General and Further Education and Training, has been established to take final responsibility for the standard and quality of assessment leading to the issue of the exit certificates.

Despite the challenges confronting the implementation of SBA in South Africa, which are similar to those experienced in other parts of the world, the compulsory inclusion of SBA as part of the final assessment leading to the Senior Certificate, was made mandatory by the then Minister of Education, in 2001. This was a bold step given the disparities in the system and the capacity of teachers to implement this new approach. The overriding motivation for the inclusion of SBA was the need to use continuous assessment to promote the culture of teaching and learning in schools. There was concern about the reliability of the marks awarded to learners at schools and given the size of the system it was not possible to establish effective internal moderation systems at provincial level. Therefore, Umalusi adopted a model of statistical moderation where the SBA marks are adjusted within a certain range of the adjusted examination marks. Reflecting on the last five years of SBA implementation at Grade 12 level, it can be concluded that the decision made in 2001, has moved the system forward.

In order to ensure that every mark submitted by a school is a reliable and valid indication of the performance of the learner, Umalusi carries out a statistical moderation of the SBA marks. Statistical moderation of SBA is undertaken per institution, per subject. The mean and standard deviation of the examination mark (written paper) is used in this process. The “mean” being the average score of the institution in that subject and the “standard deviation” is an indication of the spread of the scores in that subject at the particular institution.

After the examination scores have been standardised, the mean of the examination score of a particular subject at a particular centre is compared to the mean of the

SBA score. If the mean of the SBA is within a certain range of the examination mean, then the SBA mean is accepted as is. If the mean of the SBA score is either too low or too high, it is brought to within a certain range of the examination mean. The standard deviation of the examination mark for that centre is also compared to the standard deviation of the SBA. The standard deviation of the SBA is adjusted to the same standard deviation as that of the examination mark.

The adjusted CASS mark of the learner is then added to the adjusted examination mark in the ratio of 25:75, i.e. CASS constitutes 25% of the final mark of the learner.

Each provincial education department is responsible for the internal moderation of CASS. The effectiveness of the provincial moderation systems varies from one province to the other. Moderation is supposed to take place at the three tiers of the provincial education department, i.e. school level by the senior teachers or heads of department, cluster level, where schools get together to support and moderate samples of assessment tasks and at provincial level, where samples of portfolios are collected from schools and moderated at a central venue, or schools are visited for this purpose. In its 2005 report to the Minister of Education, Umalusi, the Quality Assurance Council, indicated that problems regarding the reliability of CASS continue to dog continuous assessment, but Umalusi's statistical moderation of CASS will enhance confidence in the scores that accrue from this process.

It is in this context that a model for the quality assurance of SBA is proposed that shifts the dependence from statistical modes of moderation to a mixed mode of qualitative and statistical mechanisms.

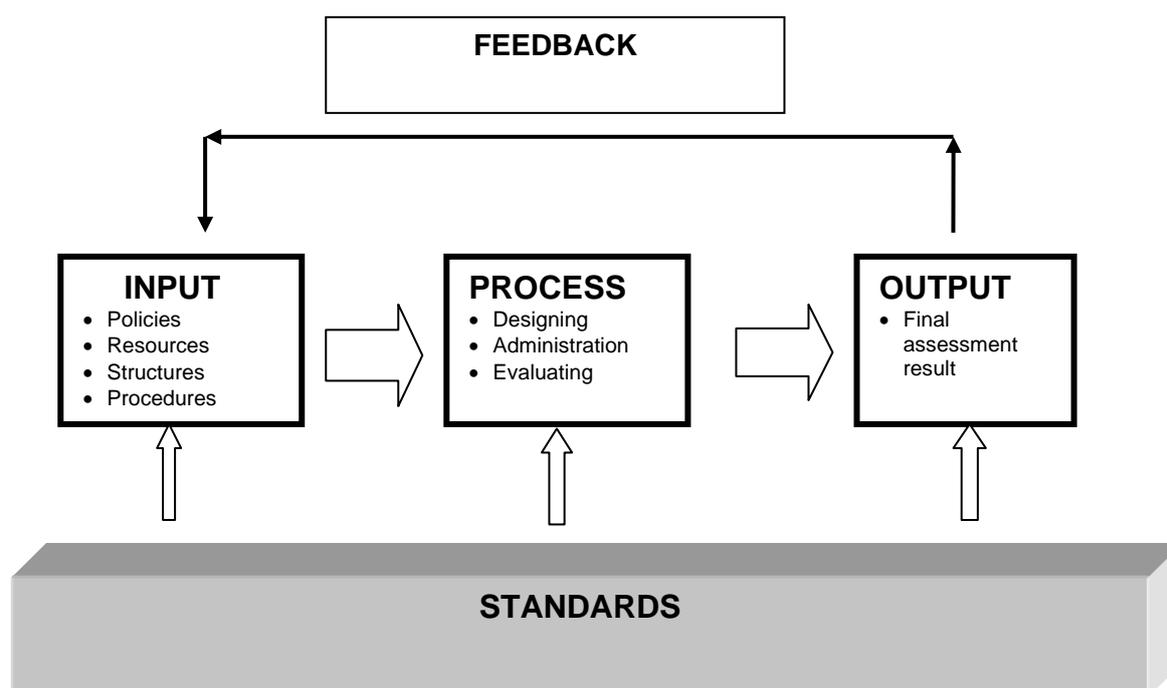
## **6. A Model for Quality Assurance of CASS**

The model for quality assurance proposed for CASS in South Africa is based on the challenges confronting the system and an understanding that quality assurance must include a focus on the quality of each component of the assessment system, and not just the end product. This model takes as its point of departure the establishment of clearly defined standards that are accepted and understood by all participants in the assessment process, followed by appropriate support, training and guidance to the implementers of assessment and the final monitoring and evaluation with a view to providing essential feedback to the system so that the improvement cycle can be initiated. This model also acknowledges the size of the system, the differences in terms of resource provision, the urban/rural divide and the workload of teachers.

### **6.1 Conceptual Framework for Quality Assurance of CASS**

The conceptual framework for the quality assurance of CASS is based on the Input, Process, Output (IPO) Model. According to the IPO model there is a causal link between the inputs, processes and outputs. This means that the variables at input level have a direct influence on the variables at process level, which in turn influence the variables at output level. CASS as an assessment system has clear inputs, processes and outputs. It is vital that the critical inputs, processes and outputs are identified and quality assurance will focus on each of these components.

Diagrammatic representation of the IPO model



The following is a summary of the inputs, process and outputs relating to CASS.

The inputs include the elements of the assessment system which mainly relate to the following:

- Policies, regulations, guidelines, circulars developed for assessment and moderation
- Physical and human resources
- Educators and internal moderators
- Competency of educators and internal moderators
- Structures and procedures for assessment at the different levels in the system
- Implementation plans
- Development programmes for educators and internal moderators
- Production and security of assessment instruments
- Monitoring systems
- Recording and reporting systems
- Evaluation and review processes

The assessment process will cover all aspects relating to the implementation of the assessment process and these include the following:

- Designing the assessment instrument
- Internal moderation of the assessment instrument
- Administration of the assessment instruments
- Evaluating the assessment evidence
- Recording and reporting of the assessment outcome

The outcome relates to the final assessment result that emanates from the assessment process. The final assessment result must be reliable, valid and enjoy public confidence.

## **6.2 Implementing the Model**

### **(a) Setting of Standards**

Umalusi and the Department of Education (DoE), have the joint responsibility to provide standards for good assessment. Standards for assessment must relate to the input, process and output of assessment. The following are the standards that must be clearly articulated to ensure valid and reliable assessment:

#### **(i) Curriculum Standards**

Curriculum standards are contained in the National Curriculum Statements (NCS) and they are articulated as learning outcomes, assessment standards and the prescribed content. They provide the educator with a description of the knowledge, skills, attitudes and values that must be demonstrated at the relevant grade, within the subject learning area. The assessment standards in the NCS are associated with the learning outcomes and they provide the educator with a description of the scope and range of the performance for each learning outcome. They also serve as a benchmark to measure whether the learning outcome has been achieved or not.

In the South African curriculum, the curriculum standards are well defined, but for the purpose of SBA, it is proposed that the curriculum standards differentiate between the knowledge and skills that should be measured through a pencil and paper examination and those that are best measured through other forms of assessment that are administered at school by the educator. This distinction does not imply that SBA should exclude knowledge and skills that could be measured through pencil and paper assessment, but it will allow for a distinction in the standardisation of the final assessment outcome, allowing for related assessment constructs to be standardised and correlated.

As South Africa moves towards the implementation of the new curriculum statements, learning and teaching support material (LTSM) is being developed that will help educators to fully grasp the essence and requirements of the curriculum standards.

#### **(ii) Performance Standards**

Performance standards assist educators in measuring how well learners have performed with reference to a specific curriculum standard. Performance standards may take the form of exemplars of learner performance, indicating clearly the grade awarded to the performance and the reasons for the award. These standards contribute to establishing a common understanding among assessors and ensure consistency in the awarding of grades and scores.

#### **(iii) Assessment System Standards**

An assessment system comprises a description of the policies, regulations, structures and procedures that make up assessment. The components of the assessment system are listed above as inputs. The assessment system

standards must also describe the processes and procedures for the implementation of assessment and this should include, *inter alia*:

- Process of design and production of assessment instruments;
- Conduct of assessment;
- Awarding of marks/scores; and
- Evaluation and review of assessment practice.

#### **(iv) Moderation Standards**

Moderation is the process of ensuring that assessments are conducted in accordance with agreed practices and standards. Minimum requirements for internal and external moderation systems that must be adhered to by all providers of assessment must be stipulated for the moderation process.

### **(b) Support and Guidance**

Support and guidance refer to the various kinds of support and guidance provided to all persons engaged in the implementation of SBA at all levels in the system. For the purpose of this model, the following three key categories of persons engaged in the implementation of CASS will be discussed:

- I. Managers
- II. Subject advisory support
- III. Educators

#### **(i) Support and Guidance to Managers**

Managers, in this context, will include officials responsible for the management of SBA at national, provincial, district and school levels. These individuals are responsible for the development of policies, guidelines, circulars, drafting implementation plans, setting up processes and procedures, making available resources, training, etc. These managers are responsible for ensuring that the assessment system standards are complied with. In most cases these managers are educators who were teachers, but have had little or no management training or experience. It is therefore essential that, as a first step, all managers be provided with intensive management training relating specifically to management of assessment. In order to ensure support for a new policy, managers need to be exposed to the policy first before the implementers of the policy are trained. This has been an oversight in the South African situation where, due to time constraints, managers (e.g. school principals, district managers, etc.) have been omitted from the training relating to the new curriculum policy, but they are nonetheless expected to manage policy implementation at the level they are operating. Unless there is “buy in” and support from managers at strategic levels, policy innovation is not guaranteed. The training of managers is twofold, i.e. training in the contents of the policy and training relating to the management of the policy.

#### **(ii) Support and Guidance to Subject Advisors**

Subject advisors are the arbitrators and mediators of policy, which implies that successful policy implementation is to a large degree dependent on the effectiveness of subject advisory services. In South Africa there is a serious shortage of subject advisors, for example in one province where there are 1

000 schools offering Grade 12, there are only 3 Mathematics subject advisors (Singh, T, 2004). In order to ensure effective subject advisory support, provincial education departments must appoint the required number of subject advisors and the following support to subject advisors is essential:

- Training in the policy and procedures relating to SBA
- Training in the content areas of the subject
- Training in the forms of assessment relating to SBA
- Training in their subject advisory role
- Appropriate support material to assist them in the execution of their duties

Subject advisors must be experts in their fields to command the respect of the teachers they support. The assumption that subject advisors, by virtue of their positions, are the leaders in their fields is a misnomer.

### **(iii) Support and Guidance to Educators**

Educators are the key implementers in the process of SBA and the success of implementation is therefore determined by their competency in this area and their commitment to this mode of assessment. Educators must be thoroughly trained, both at pre-service and in-service levels. At pre-service level the Department of Education will ensure that all institutions involved in teacher development will focus on learner assessment. For practising educators it is proposed that they all be trained using an accredited assessment course. The assessment course must be customised to focus specifically on the design of assessment instruments and the evaluation of assessment evidence. The South African Qualifications Authority must accredit educators that are trained and who have successfully completed the assessment course. Educators that are accredited must be further subjected to compulsory in-service training that is scheduled at least once in three years.

To further support educators in the implementation of SBA, it is also proposed that the Department of Education embark on the development of item banks, focussing specifically on items that can be used for SBA. Items can be generated by inviting educators to develop items, based on specifications provided, or alternatively, competent educators can be selected to develop items. These items must be subjected to review and moderation before they are placed in the item bank. Each item will be accompanied by marking rubrics or a marking memorandum, as the assessment task demands. The item bank can be made available to educators both electronically and in hard copy format. Teachers can then use these items that are designed and approved nationally and this will allow for improved reliability in the assessment conducted by teachers.

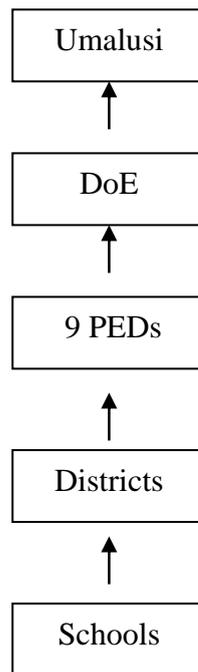
In addition to item banks, teachers can be successfully supported by being provided with exemplars of learner evidence, that is graded in accordance with the assessment rubrics or marking memorandum. The Department of Education piloted this initiative with examination related question in History, in 2005 and it is proposed, as part of this model, that exemplars and their scoring should be extended to assessment tasks that are used during SBA.

The ongoing support and guidance provided by subject advisors, principals and heads of department must be maintained at the most effective levels and

cannot be compromised. It is the responsibility of the provincial education department to ensure that subject advisory support as well as management support at school level, are effectively implemented and maintained

### **(c) Monitoring and Evaluation**

Monitoring and evaluation, which is the final leg in the quality assurance process, is the responsibility of the provincial education departments (PED), the national Department of Education (DoE) and the Quality Assurance Council (Umalusi). Each of these institutions has a responsibility to monitor and evaluate at a particular level. The PED must take responsibility for the schools and the districts in that province. The DoE will exercise national oversight over all PEDs and Umalusi will verify the findings of the DoE. This can be illustrated as follows:



Monitoring and evaluation by all three key role-players will address the following three components:

- (i) Evaluation of the assessment system (input)
- (ii) Monitoring of the implementation of the assessment process (process)
- (iii) Moderation of the assessment outcome (output)

#### **(i) Evaluation of the Assessment System (Input)**

The assessment system includes all the inputs, i.e. policies, regulations, structures, processes and tools used in SBA, as articulated in paragraph (6.1). The evaluation process will commence with each PED taking responsibility for evaluating each school under its control.

Each school will be requested to complete a self-evaluation instrument, which must be submitted together with the required supporting evidence to the district office. The district office will evaluate the evidence and conduct a verification visit to each school under its control. The district will then provide a detailed report to each school on its strengths and weaknesses, with recommendations

for improvement. Schools, on the basis of the report, will develop an improvement plan, in conjunction with the district, clearly stating the time frames for implementation. It is the responsibility of the district to monitor the implementation of the improvement plan. The district will submit a detailed report on each school to the provincial head office.

The provincial head office will conduct sample visits to the schools within the district to verify the contents of the report. The PED will also evaluate the district and its support provided to the schools. The PED will compile a composite report on the schools and districts under its jurisdiction and this will be submitted to the DoE. The DoE will conduct sample visits to selected schools and districts in the province to ensure that the evaluation process has been accurately complied with. The DoE, on completion of its evaluation, will report accordingly to Umalusi and request Umalusi to evaluate the assessment bodies for compliance with the requirements of the assessment systems.

The report from Umalusi, the Council for Quality Assurance in South Africa, will serve as the final report on the status of the assessment systems of the nine provincial education departments. This report will articulate the areas where improvement is required, and the DoE will take responsibility for ensuring that these improvements are effected according to the stated time frames.

## **(ii) Monitoring the Implementation of the Assessment Process**

Monitoring of the implementation of SBA will be conducted by:

- The senior management team at school level
- District officials/subject advisors for schools
- Cluster leaders for schools in the cluster
- Provincial officials for schools in the district
- National Department officials for schools in the province

Monitoring will focus on the actual implementation of the assessment process and will cover the following aspects:

- Ensuring that SBA is implemented at schools
- Ensuring compliance with policy
- Assessment tasks are designed in accordance with the subject assessment guideline;
- Assessment tasks are administered in accordance with the principles of good assessment
- Assessment evidence is marked according to the marking guidelines
- Marks are totalled and recorded as per policy

Reports on the monitoring at each of these schools must be completed and submitted to the next level.

## **(iii) Moderation of the Assessment Outcome (Output)**

The IPO model removes the focus of moderation from the outcome and places it on all three components, i.e. the input, process and output. This model also pre-supposes that if the input and process have been thoroughly quality assured, the outcome should demonstrate a higher reliability.

For the moderation of the final assessment results, it is proposed that the assessment tasks that mirror the examinations should be separated from the assessment tasks that measure skills that cannot be measured through pencil and paper tests. Assessment tasks that mirror the examinations, measure the same assessment construct as the examinations and therefore they can be statistically moderated to the examinations, using the current approach. The current formula adjusts the SBA marks to the examination marks, allowing for a 5–10% tolerance range in the mean. The tolerance range of 5–10% allows for a better performance in the SBA, since learners are tested on a smaller volume of work and the assessment is administered immediately after the teaching and learning.

In the case of assessment tasks that measure skills that do not mirror the examination, it is proposed that the assessment tasks and the assessment evidence presented by the candidates should be moderated at the four tiers, viz:

- School level by the head of department or the senior subject teacher
- Cluster level or district by the cluster group or subject advisors
- Provincial level by moderators appointed by the PED
- National level by DoE and Umalusi

The cluster, which includes a group of schools, must be chaired by an appointed cluster leader. The responsibility of the cluster leader and the cluster team will be to moderate samples of portfolios from each of the schools in the cluster and to ensure common standards across the schools in the cluster. The subject advisor will exercise overall control over all the clusters in his/her district.

At provincial level, provincial moderators must be appointed who will moderate samples of portfolios from the clusters. The focus of this moderation is not the individual schools, but the cluster as a whole. This tier of moderation will moderate assessment tasks and the assessment evidence to ensure that the standard of the clusters across the whole province are consistent with the curriculum standards. Provincial moderation can be scheduled at the end of the assessment process and provincial moderators can be appointed following the same procedure as markers, for a specific duration of time. Samples of portfolios from the various clusters will be collected and brought to a central venue, when the moderation takes place.

The DoE will also appoint national moderators who will moderate a sample of portfolios from each of the provinces. The focus of this moderation is to ensure that a consistent standard is applied across all provinces. This level of moderation can be scheduled while provincial moderation is in progress, since the national moderator is an external moderator to the provincial moderation process.

After the national moderation process has been completed, Umalusi, the Quality Assurance Council, will conduct its own verification of the moderation process, relating to this aspect of SBA. Umalusi, based on its own moderation, will decide whether to accept this component of the SBA marks as is, or adjust where necessary. The advantage of separating the SBA into skills; and paper and pencil tasks, is that face moderation can be limited to the skills based tasks and statistical moderation can be applied to the tasks that are paper and pencil, in their focus. This reduces the demand on face moderation

The verification process by Umalusi, will *inter alia*, include a scrutiny of the following reports:

- Evaluation of the assessment systems (inputs)
- Monitoring of the assessment process
- The moderation of the assessment outcome

The important process of feedback must be provided at each level of moderation to ensure that the different levels are informed of their shortcomings and strengths.

## **7. Challenges and Implementation Concerns**

The challenges relating to this model are as follows:

- (a) There has to be support for this model by all key role-players in the system, since the model advocates quality as an integral part of each process and phase.
- (b) This system can only be effective if the appropriate human resources are provided at each level of the system. This includes educators, managers and subject advisors.
- (c) Effective Training of educators is pivotal to the successful implementation of SBA and its quality assurance. The Department of Education is currently finalising a Framework for Teacher Development, which will underpin all training in South Africa.
- (d) The establishment and common understanding of clearly articulated standards across the entire system, must be prioritised.
- (e) The legacy of apartheid has created a wide gap between schools, based on their previous racial profile and their location and therefore any model that seeks to ensure quality across the system must take this as a point of departure.

## **8. Conclusion**

The model proposed in this paper shows that:

- Statistical moderation does not have to be the sole determinant in the quality assurance of SBA;
- Statistical moderation has a role to play in the correlation and moderation of assessment constructs that are similar;
- The qualitative data from the inputs, process and outputs of assessment will provide useful information in the monitoring and evaluation of the final assessment outcome;
- Clearly defined standards for the key assessment phases should be the starting point in the quality assurance process

This proposed model does confirm that statistical and qualitative modes of moderation can co-exist in the quality assurance of SBA in the South African context. This model will provide the basis for an engagement on quality and will lead to a nationally accepted model. It is anticipated that over the next two years considerable progress will be made towards improving the reliability of SBA and introducing the NSC, that is credible and has public currency.

## References

Broadfoot, P (1995) Performance Assessment Perspective: International Trends and Current English Experience. In H Torrance (Ed) *Evaluating Authentic Assessment*. London: The Falmer Press.

Department of Education (2005): The National Certificate : A Qualification at Level 4 on the National Qualifications Framework (NQF)

Dougherty, L (1992) Quality Assurance, Teacher Assessment and Public Examinations. In W Harlen (Ed) *Enhancing Quality in Assessment*. Newcastle Upon Tyne: Athenaeum Press.

Gipps, C (1999) Socio-cultural; Aspects of Assessment. *Review of Research in Education*, 24, 355 – 392.

Grima G (2003) School Based Assessment: Implementation Issues and Practices. Paper presented at the 21<sup>st</sup> Annual AEAA Conference. Cape Town: South Africa.

Harlen, W (1994) *Enhancing Quality in Assessment*. London: British Educational Research Association.

Izard, J (2001) Implementing School-Based Assessment: Some Successful Recent Approaches in Australia and the Philippines. Proceedings of the First international Conference of the Association of Commonwealth Examinations and Accreditation Bodies. Reudit: Mauritius Examinations Syndicate.

Lolwana P (2000): A Standards-Driven Reform in the South African Schools Examinations. *A paper presented at the 18<sup>th</sup> Conference of the AEAA*.

Lusby S (2004): Practical Applications of Moderation in a Regional Qualification. Paper presented at the ACEAB Conference in Fiji.

Raivoce, A and Pongi V (2001) School Based Assessment: A First Hand Experience in the Small Island States of the South Pacific. Proceedings of the First international Conference of the Association of Commonwealth Examinations and Accreditation Bodies. Reudit: Mauritius Examinations Syndicate.

Singh T (2004) School - Based Assessment: the interface between Continuous Assessment (CASS) and the external summative examination at Grade 12 level with special focus on Mathematics and Science. M. Ed Thesis: University of Pretoria.

Taylor, C S (2003) Incorporating Classroom Based Assessment into Large Scale Assessment Programs. Paper presented at the Annual IAEA Conference. Manchester: United Kingdom.

Schafer, W D and Lissitz R W (1987) Measurement training for School Personnel: Recommendations and reality. *Journal of Teacher Education*, 38 (3), 57 - 63

Stiggins, R J and Bridge ford N J (1986) Classroom Assessment; A key to effective education. *Educational Measurement : Issues and Practices*, 5(2), 5 – 17.

Umalusi (2005) Report on the Quality Assurance of the Senior Certificate Examination.

Umalusi (2004): Policy for the Quality Assurance of Assessment for the GETc and FETC.