TEACHERS' VIEWS OF THEIR ASSESSMENT PRACTICES

A DISSERTATION SUBMITTED TO THE

COLLEGE OF HUMANITIES

OF THE

UNIVERSITY OF KWAZULU-NATAL

BY

Gugu Macholo

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION

IN

CURRICULUM STUDIES

MARCH 2021

SUPERVISOR: DR. L R MAHARAJH

Declaration

Acknowledgement

First, I want to thank God All-powerful who has allowed me incalculable gifts, information, and opportunity to finally complete this proposal. This has been a long, difficult journey for me.

My appreciation goes to my supervisor, Dr Lokesh Maharajh, for his continuous persistence, guidance, advice and support.

Lungile Nzama, thank you my friend for the encouragement and for making agreeable working environment

My husband, Thabo Chadwick Macholo, you have been a tremendous mentor and supporter for me. Thank you love.

Table of Contents

List of Tables

List of Figures

Appendices

Abstract

Assessment remains one of the critical issues in teaching and learning. It is one of the important tools used by education practitioners to monitor students' progress, predict students' learning, guide students' learning, and evaluate learning. Reliability, fairness, the degree of difficulty, and success are principles of effective assessment. Recent and past studies have revealed assessment approaches that lead to effective learning. The challenge of assessment lies within these principles and approaches. However, most teachers find it difficult to consider principles when they design assessment activities. This study aimed to explore the views of teachers on their own assessment and their understanding of fairness, success, and level of difficulty in designing assessments. The research targeted urban schools in the Umlazi district (Maphundu circuit). One hundred participants from five schools voluntarily participated in the questionnaire part of the study. Interview participants were randomly selected from these 100 teachers. The aim of this empirical qualitative study was to find a common understanding of assessment across the grades in terms of fairness, reliability, success and level of difficulty. Data was generated through questionnaires, interviews and document analysis. This revealed the role played by teachers' qualifications, enrolment and assessment approaches. The information from the documents clarified the principles of assessment. The results depicted that teachers viewed their assessment practices as effective. However, the challenge of over-crowding and a lack of proper in-service training was found to be problematic in executing fair assessment practices. The study revealed that teachers found assessment to be a continuously challenging component in education. The study concluded that any change in assessment practice should be based on teachers' empirical knowledge.

Key words: Reliability, Fairness, Validity, Success

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. Introduction

Assessment remains one of the crucial issues in teaching and learning. It is one of the tools used by educational practitioners to monitor students' progress, predict students' learning, guide students' learning, and evaluate students' learning. Reliability, fairness, the degree of difficulty, and success are principles of effective assessment. Recent and past studies revealed assessment approaches that lead to effective learning. The challenge of assessment lies within these principles and approaches. However, most teachers find it difficult to consider principles when they design assessment activities.

Assessment is essential in education since assessment drives learning and is regarded as the most critical determinant of learning. There is a difference between evaluation, measurement and assessment. Evaluation is a cycle of deciding the great benefit to the learner, while measurement is about gathering quantitative information (no author). Assessment includes both quantitative and qualitative data from a variety of sources and contexts. Measurement and assessment are used interchangeably. However, measurement comes from a specific way of looking at assessment (only one defining assessment).

According to Hopkins and Antes (1985), measurement in education is allocating a number to a student's attributes (knowledge and skills) after some form of observation or test. Furthermore, the authors said not everyone accepts measurement in an unproblematic way. Hopkins and Antes highlighted some of the critiques of measurement as:

- Focus is on the product of learning, disregarding the learning processes; and
- Does not promote human interaction and is regarded as a 'static' form of assessment.

Assessment serves different purposes, namely:

- Monitoring the student's progress: diagnosis of student's problems, feedback;
- Grading: students are divided into different classes or groups based on their marks;
- Prediction: underlying certification is the assumption that performance in the certification assessment is predictive of a student's performance after certification;
- Guidance: assessment can be used to offer students some guidance for their future; and
- Evaluation: when evaluating a class, a school or a learning programme, people are concerned with finding out what is working and what is not working.

Since assessment is important in education, there is a need for effective assessment to take place. Effective assessment is:

- Clear and applicable learning outcomes;
- Applicable assessment methods;
- Validity (Appropriateness): this is how much the instrument (assessment task) measures what it should quantify.
- Reliability (Trustworthiness): this is the degree to which an assessment task consistently assesses whatever it assesses;
- Constructive alignment: The correlation between the learning results, the teaching methodologies and the evaluation task should be unequivocal.
- Fairness; and
- Practicality and effectiveness.

Assessment is used in different ways, namely:

- **Criterion-referenced assessment**: The results for each student are compared to pre-determined, fixed criteria (key concepts, facts, skills, etc.). Attainment/achievement of learning outcomes is emphasised.
- **Norm-referenced assessment**: The referent is the performance of a comparison group, whereby each student's results are compared to others who took the same assessment task.

The researcher has observed different types of assessment. One such is a formative assessment, utilised principally for developmental purposes. Learners get an opportunity to gain from evaluation. Another is summative assessment which includes the last review of learning and learners do not have the chance to improve their exhibition (the amount of presentation is estimated).

Besides there is additionally symptomatic appraisal (diagnostic assessment) which is normally done toward the start of a course to assess what learners bring to the course with the goal that their progress is graphed. The underlying indicative evaluation likewise empowers the teacher to make learning more receptive to the learners' necessities. Maharajh et al., (2016) aver that the history of apartheid in South Africa is known globally. According to Lubisi and Murphy (2002) and Chisolm (2012), during apartheid white learners received the best resources and education, while black learners received an education that kept them on a working-class level.

Post-apartheid South Africa was forced to redress these past injustices by devising fair and just education and assessment plans (Lubisi & Murphy, 2002; Jansen, 1998). Kanjee and Sayed (2013a) report that post-apartheid South African policy-makers devised curriculum and assessment plans to address the imbalances created in the education system during apartheid. However, despite these noble efforts, there remains more work to be done. Several assessment changes have taken place since the fall of apartheid. According to Muller (2004), apartheid-era assessment was more of summative testing. Therefore, the post-apartheid policy-makers had to focus on the change from a summative to a more formative assessment (Lubisi & Murphy 2002). These changes aimed at making assessments fair for the learners.

While assessment changes are continuing in post-apartheid South Africa, Vandeyar and Killen (2007) state that there remain two types of teachers in the education system: teachers who will make assessment an important part of the classroom (formative) and other teachers for whom assessment must make learners accountable for their learning (summative). According to Kanjee and Sayed (2013), both formative and summative (continuous assessment) are important for assessing holistically and both are seen as favorable when used in unison.

Given those as mentioned earlier, I decided to conduct a study of teachers' views of assessment.

1.2. Problem Statement

Over the years, most scholars have focused on finding out the best ways to assess learning and have shared their views on how assessment is done. Teachers must be able to evaluate their instructional effectiveness and be professionally responsible for teaching. Student performance and teacher qualifications and experience are related. To understand how many student teachers, teach with inadequate specified training levels is mostly revealed by the assessment activity.

The vast literature available reveals the characteristics and principles of assessment to give a clear picture of acceptable assessment activity. Dreyer (2008) suggests that evaluation should be accurate, precise, level headed, substantial, and reasonable and time productive. Welton (2017) outlines the principles of assessment as reliability, fairness, flexibility and validity. A variety of assessment approaches are used to meet the diverse needs of learners. In other words, assessment activities should be in line with the child's learning style. This indicates an assumption that successful assessment be incorporated with principles. Formative assessment is seen as a fundamental of summative assessment. Formative assessment is an

interaction that uses various devices and methodologies to figure out what learners know, distinguish gaps in agreement and plan future guidance to improve learning.

Mimmie and Nancy (2011) postulate that the art of questioning, observation, assessment methods and techniques seem to be important strategies in formative and summative assessment. My study explored teachers' views on what constitutes fair assessment and what type of assessment methods teachers prefer (amongst others). This qualitative empirical study explored teachers' views of assessment.

1.3. Research question

The main research question that guided this study was:

What are teachers' views of assessment?

The study's main aim was to analyse teachers' views of assessment in terms of fairness, successfulness, and assessment difficulty. The following sub-questions were developed to answer the main research question:

- Do teacher's assessment activities provide self-assessment opportunities; assist students in learning independently; and give clear criteria of learning practices?
- Do teachers give clear instructions when they assess learners?
- Do teachers prepare relevant assessment activities on what needs to be achieved?
- Do teachers see the need to acquire new knowledge about assessment?
- Does experience affect assessment?
- Do teachers in all phases (foundation, intermediate, senior and FET) share the same assessment view?

These questions sought to reveal what teachers take into consideration when they design assessment activities.

1.4. Rationale for the study

I have been teaching for ten years. In my years of teaching, I have experienced several curriculum changes that have also brought about changes in assessment. Earl (2006) proclaimed that teachers are heading towards a new era of assessment. Since 1994, I have seen the creation of a differentiated view of assessment in terms of policy, practice and research.

The history of assessment (McArthur, 1987; Malinowski, 1993; Earl, 2006; Brink, 2011) shows that between the 1970s and 1980s, teachers were introduced to the terms formative and summative assessment methods. Given the changes that have taken place in assessment methods and practices since 1994 in South Africa, I was motivated to undertake this study on teachers' views of assessment.

Shulman (2009.) cautions about utilising assessment as a profile analysis. If learning is the objective, Earl (2006) declares that changes have to be made on how assessment is utilised in the course. Hence, a study on teachers' views of assessment was necessary. The observable discrepancies inform this study on assessment due to the ever-changing education system since 1994. The training received by teachers does not emphasise the issue of quality of assessment tasks. Teachers are not equipped on how to assess over-crowded classes and what is seen as meaningful assessment. Nobody makes a follow-up to ensure the implementation of what was taught during the training or the challenges experienced. It has bothered me to see a child promoted to another grade with poor quality assessment. I therefore decided to research this topic to find out from teachers what they view as fair assessment.

1.5.   Significance of the study

This study may benefit the Department of Education by developing new ways of enhancing assessment in schools. The data generated may contribute to the re-structuring of pre- and in-service training for teachers in formative and summative assessment. New measures to ensure quality, effectiveness, fairness and level of difficulty were developed since in grade 12 all learners write common examinations. Heads of Department and school principals are capacitated with possible strategies of executing assessment in classrooms. Fook and Sidhu (2010) state that the evaluation (assessment) data is required to create educated choices concerning learners' capacities, their situation in suitable levels and their accomplishments.

Therefore, appropriate and meaningful assessment activities are needed to give learners equal opportunities in their learning. The study may, moreover, encourage schools to improve assessment practices. Additionally, it may cultivate better upgrading information, aptitudes and demeanour, hence preparing globally competitive teachers and learners in future.

1.6. Overview of the methodology

The current study required empirical knowledge and experience. In this study, assessment was viewed as gathering, deciphering and utilising data about learning (Wyatt-Smith and Cumming, 2009). All the data in this research was generated through documentary analysis, interviews and questionnaires. Sampling is an essential component in research and is there to deepen one's understanding of the phenomenon. Purposeful sampling was the preferred sampling technique used in this research and was used to identify and select useful information related to the phenomenon of interest.

Questionnaires are thought of as a kind of oral meeting. The questionnaire used in this study consisted of closed-ended questions whereby the participants had to answer by using codes like: *very rarely, rarely, occasionally, and very frequently.* Data was generated through interviews. All interviews were sound recorded with a cell phone and deciphered verbatim a short time later, as this secured against predisposition and gave a lasting record of what was and was not said. According to Creswell (2012), audiotapes are often utilised to allow consistency transcription.

1.7. Definition of key terminology

This study comprises certain key concepts, which are presented in this chapter to provide a preview

1.7.1. Assessment

Assessment is the proof of what unfolded during teaching and learning. Erwin (1991) stated that assessment is an efficient premise for making decisions around students' learning and improvement.

It is characterising, selecting, planning, collecting, deciphering and using data to extend students' learning and improvement. Education Change (2015) expressed that evaluation alludes to the wide variety of strategies or apparatus that teachers utilise to assess the degree and report scholarly status, learning advancement, expertise procurement or instructive needs. This study sought to determine whether teachers organised their assessment according to the above definitions

1.7.2. Fairness

The absence of bias and the presence of equity is what the researcher believes makes a fair assessment. Welton (2017) explains that assessment is fair when the learners' needs are understood and addressed. Tierney (2016) stated that fairness is the fundamental quality and one needs to consider the effects of assessment during its development to produce fair results. "Fairness in evaluation implies that learners

are surveyed on what they know and have been taught. Where questions are set to Recognition of Prior Learning (RPL), there has been planning for the competent intercession of the desired information in connection to the cognitive and full of feeling educational modules secured within teaching and learning, within the case of other competences, there's no predisposition towards any learners based on social learning, ethnicity, sexual orientation or inability." (National Policy, 2011).

Fairness in assessment is enhanced by moderation. Moderation ought to be carried out internally at school and remotely at the local, public and national levels (DBE, 2011). According to Academy Staff (2017), assessment is fair when the process is clear and agreed upon to meet students' diverse needs. The researcher was interested to know what the teachers considered as reasonable assessment, bearing in mind that exercise must accommodate the diverse needs of leaners. The rule of reasonableness gives equity with opportunity notwithstanding learners' impediments or differences.

1.7.3. Reliability

Joppe (2000) characterised unwavering quality as the degree to which it is steady over time and is a precise presentation of the entire populace under consideration. When a study can be replicated using a comparable technique, the investigation instrument is considered dependable. Agreeing with Middleton (2015), unwavering quality alludes to how reliably the strategy measures something.

If the same result can be consistently achieved using the same methods under the same circumstances, the measurement is considered reliable. Heale and Twycross (2015) agree that reliability relates to measurement consistency. Leung (2015) also defined reliability as the exact explicability of the processes and the results. This study incorporated this principle with the frequent use of assessment approaches by the teachers. Questionnaires were used as measuring instruments of reliability in the study.

1.7.4. Flexibility

For the researcher, flexible assessment accommodates learners' cognitive abilities. Learners are unique and have unique learning styles, hence the study also sought to emphasise flexibility in all assessment activities. The researcher observed that most assessment activities were teacher-friendly, meaning that they could not stress the teacher during marking since there is over-crowding in the classrooms.

Irwin and Stuart (2012) expressed that assessment is adaptable when it offers a few different choices on the part of learners. Adaptable assessment may be a student-driven assessment that includes learners taking responsibility for their learning. Learners can be shown adaptability in terms of the environment, subject, and mode and evaluation time, depending on their range of curiosity and determination. level. Kapoor (2020) maintains that building flexibility into assessment preparation can give learners independent learning encounters. Flexibility is a vital characteristic for instrumental-based assessment, but there are challenges when attempting to utilise scores from non-standardised appraisals for large-scale responsibility frameworks (Gong and Marion, 2006). The data from the questionnaires, interviews and documents helped to unpack the necessity of flexibility when designing an assessment activity.

1.7.5. Validity

Validity alludes to how precisely a strategy measures what it is aiming to measure. If inquiry has high validity, its comes about compared to genuine properties, characteristics, and varieties within the physical or social world (Middleton, 2015). Bond (2003) once stated that validity is seen as the centre of any form of assessment that is reliable and precise. Validity is the degree to which assessment measures what it was created to measure. Validity is about suitability, value and importance of assessment methods, strategies, and materials (Bond, 2003). Assessment is substantial when appraisal assessment tests the information and abilities required for characterised competencies and learning results (SAQA, 2012).

This necessitated the need to examine whether teachers were capable of planning important and suitable appraisal exercises. Leung (2015) characterises validity as suitability. Validity can be characterised as whether the assessment measures what it is outlined to measure (Russell et al., 2006). This study set out to discover out if teachers recognised validity when they planned assessment activities.

The settings of these forms of assessment directed the analyst in terms of the sorts of approaches utilised to assess learners. Moreover, they granted clarity and direction on what is implied by reasonable assessment, meaning that they shape educating and learning. According to Dark and Willians (2003), developmental assessment may be a driver for alteration within the college. Based on the understanding that appraisal shapes learning, the only viable way of changing how and what learners learn is to alter the way teachers assess them. Stiggins and Conklin (1992) revealed that summative appraisal or assessment is concerned with the ultimate summing up on making judgement on the learner's progress.

1.8. Organisation of the dissertation

Chapter One

This chapter introduces the study. It provides a general background to the study. It also includes the problem statement, definition of key concepts and the organisation of the dissertation.

Chapter Two

This chapter presents the literature on assessment and its adequacy in teaching and learning. The chapter presents, among others, a discussion of fairness in assessment as well as methods of assessment that may promote fairness.

Chapter Three

The methodology used in this study is presented in this chapter. The chapter discusses the research approach, research paradigm, sampling, data generation, ethics and trustworthiness.

Chapter Four

The data generated from the questionnaires and interviews is presented in this chapter. An attempt is made to link the data generated to the literature reviewed in chapter two.

Chapter Five

This chapter analyses the data presented in chapter four in terms of the research questions mentioned earlier. Some suggestions and recommendations are also included in this chapter.

1.9. Conclusion

In the introductory chapter, I argued for a study on teachers' views of assessment. The rapid changes in curriculum and assessment since 1994 warranted a study on teachers' views of assessments. In the next chapter, I discuss some of the literature relevant to my topic.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1.   Introduction

It has been noticed that writing and researching on various aspects in assessment is a continuous process in education. Thus, assessment remains the core of teaching and learning in both basic and higher learning. Fook and Sidhu (2010) assert that assessment data is required to create educated choices concerning learners' capacities, placement in suitable levels, and accomplishment. There is a huge volume of literature on assessment. Furthermore, this growing body of literature reveals that there are still complications in implementing and developing assessment. This study explored teachers' views of assessment concerning its success, reliability, degree of difficulty and fairness. This study required empirical knowledge and understanding. The evaluation of students' learning in South Africa has received in-depth attention and since 1994, South Africa has presented few methodologies and approaches to this issue (Abrahams, 2018), To date, assessment continues to be a key issue in teaching and learning.

Additionally, assessment has continuously been a portion of teaching. Assignments, working out and examinations, set and certified for learners by teachers, are often not included. There are, in any case, different strategies and diverse ways in which they can be used.

2.2.   Aims and objectives of the study

This study explores teachers' views of learner assessment concerning its success, degree of difficulty, reliability and fairness. The study attempted to investigate and assess the following:

What are the teachers' views of learner assessment regarding reliability, success, degree of difficulty and fairness?

This question sought to reveal what teachers considered when they designed assessment activities. Furthermore, the answers to this question will produce guidelines for developing assessment activities.

2.3.   Possible definitions and discussions of operational concepts

Definitions and clarification of concepts are essential components in developing theory and engaging in critical thinking. These provide a very clear understanding of what information to gather and support its relevance to the study. These concepts were tools used by the researcher to organise and gather information. Concepts defined and clarified in this research are assessment and principles of assessment such as reliability, fairness, flexibility and validity.

2.4.   Principles of assessment

Principles of assessment acknowledge that assessment should closely relate to the learning outcome; indicate what is required; and assist students in knowing what to do and expect to achieve positive results. Dreyer (2008) concurs that assessment should be exact, objective, substantial, reasonable and time-efficient. Welton (2017) outlines the principles of assessment as reliability, fairness, flexibility and validity. In addition, Blink (1993) defined validity as a term concerned with the consistency, stability, and repeatability of the informant's explanations and the investigator's ability to collect and record information accurately. Blink (1993) promoted exceptional unwavering quality externally and internally. He clarified that internal reliability is the term used to allude to the degree to which investigated discoveries are a genuine reflection or representation of reality instead of being the impacts of unessential factors. External validity addresses the degree to which such representations or reflections of reality are authentically appropriate over groups. In the light of this, Blink (1993) associated reliability with validity.

Fairness occurs when learners are evaluated on the knowledge they acquired during teaching and learning. Validity is the extent to which the assessment measures what it was developed to measure. Validity concerns suitability, convenience and importance of evaluation methods, strategies, noncompliance and resources. Assessment is significant when evaluation tasks test the information and aptitudes required for characterised competencies and learning results (SAQA, 2012).

Furthermore, SAQA (2012) lists different standards of assessment such as: astuteness, where there is dependability in each portion of appraisal method; straightforwardness, where learners and teachers have a clear understanding of the important forms; and responsibility. This merely means that assessment should clearly define its aims and objectives. Where assessment improvements do not in any way advantage or impede specific learners or groups of learners, affectability to language, where care is taken

into guarantee that language does not become a barrier to learning, validity within the frame of strong organisation strategies, where physical barriers present, teachers need to prepare or have tasks that will meet the diverse needs of learners and avoid bias. Other conditions under which evaluation is conducted do not unjustifiably bias evaluation exercises and results. The complete run of important competencies required for capability, part-qualification, or proficiency assignment must be surveyed. It is valid then to say that fair assessment includes these stipulated principles to produce good and fair results.

Teachers need to ensure that learners are not deprived of achieving good results by biased or vague assessment. It is, therefore, helpful that there is a guide, which explains what teachers need to take into consideration when presenting their assessment activities to learners. Hence, this study sought to understand how teachers viewed their assessment practices.

2.5.   Assessment

Assessment is simply a process undertaken to confirm what happened during the educating and the learning preparation. It assures the relationship between information and understanding of the material instructed. In this study, assessment will be seen, according to Waytt-Smith and Cumming (2009) to gather, translate, and utilize data about learning. The method of gathering information can take numerous forms from tests to projects and work tests. Elucidation ordinarily includes a few forms of estimation or coding and utilisation leads to choices regarding instructing. Badders (2011) sees assessment as tests undertaken from larger areas of instruction and preparing abilities that permit one to induce learner understanding of a portion of the larger area investigated.

Brown and Glanser (2000) portray evaluation as a preparation of characterising, selecting, collecting, dissecting, deciphering and utilising data for students' learning and advancement. Erwin (1991) stated that evaluation queries the efficient premise for making deductions regarding the learning and improvement of students. It is the method of defining, selecting, planning, collecting, translating and utilising to the extent of students 'learning and advancement'.

The DBE (2000) revealed that appraisal could be a process of collecting, dissecting and translating data to help teachers, guardians and partners in making choices around the advancement of learners. The term 'assessment' refers to the wide assortment of strategies that teachers utilise to assess, degree and record the scholastic status, learning progress and aptitudes of learners from pre-school through to college and

adulthood (EWA, 2012). This researcher sees assessment as a process of collecting data mainly to verify problems and make decisions about learners' progress.

Assessment could be a method of gathering data about what transpired during teaching and learning, a similar view to that of Mege (2014) who posited that assessment is done to conclude how much teaching and learning has taken place during the method of teaching and learning.

Assessment is both summative and developmental. This study sought to understand teachers' views of learner assessment concerning its success, degree of difficulty and fairness. According to the researcher, assessment involves the generation and collection of evidence, evaluation, recording of findings and using this information to make decisions about learners' progress in order to advance the method of educating and learning. This view is derived from Erwin (1991) who depicted assessment as the efficient premise for making deductions around the learning and improvement of learners. It is the method of characterising, selecting, planning, collecting, dissecting, interpreting and utilising data to extend students' learning and advancement.

Allen (2004) iterated that assessment includes the use of experimental information on learners' learning to refine programmes and move learners forward. This is congruent with what was stated by Huba and Liberated (2000) that evaluation is the method of gathering from numerous and assorted sources in order to create a profound understanding of what learners know, understand and can do with their educational experiences. This study intended to use the empirical data from teachers about their views on learners' assessment to improve student learning in South Africa. Coggshall et al. (2012) expressed the view that the results of a formal evaluation give feedback on whether or not instructional practices are working, while William (2013) posited that it is only through assessment that it can be discovered whether the instructional activities for learners resulted in the intended learning. The researcher quoted the above definitions to emphasize the value of assessment in teaching and learning. Furthermore, fair assessment should closely relate to the learning outcome, indicate what is required at a pass level, and help learners know what they need to do and expect at different levels of achievements. Assessment is both formative and summative. Embarking on formative and summative assessment will help to acquire knowledge and understanding about assessment.

2.6.   Views on Formative Assessment

Previously, Taras (2005) conducted a theoretical assessment study to emphasise the significance of formative evaluation in educating and learning. Cowie and Bell (2009) characterised developmental appraisal as the practice utilised by teachers and learners to distinguish and choose activities around learning, with the goal of moving learning forward whereas teaching aims to improve learning. This is congruent with the recent discovery by Muslu (2017)that development appraisal incorporates gathering learners' data and interpreting learners' actions, giving input to learners and varying information to progress learning. Prior studies have shown that one of the weakest sides of teachers' developmental appraisal lies in utilising data to both give criticism to learners and to adjust their own instruction (Chime and Cowie, 2001b, Gottheiner and Siegal, 2012, Ruiz-Primo and Furtak, 2007).

This study subscribes to the work of Black and Williams (2003), where formative assessment is seen as a driver for alteration which is based on an understanding that as appraisal shapes learning, the only compelling way of changing how and what learners learn is to alter the way teachers survey them. This shows that formative assessment is there to help learners memorise more successfully by giving them criticism on their execution and showing where to improve. Developmental appraisal is the evaluation of students' learning used to discover whether they are learning or not learning.

Bannet (2011) stated that developmental appraisal can be best conceived as neither a test nor a method with complex application and deliberately planned technique. NTCE (2012) characterises developmental appraisal as a wide assortment of strategies that teachers utilise to conduct in-process assessments of learners' comprehension, learning needs and educational advance during a lesson, unit or course. Developmental appraisal offers assistance for instructors to recognise concepts that learners are battling to understand, abilities they are having trouble acquiring, or learning guidelines they have not accomplished so that alterations can be made to lessons, guidelines procedures and academic support.

Furthermore, NCTE (2012) also articulates that developmental evaluation requires learners to be responsible for their own learning. Developmental appraisal communicates clear and particular learning objectives, and centres on objectives that speak to important instructive results with pertinence beyond the learning setting. It recognises the student's current knowledge/skills and the necessary steps for achieving the specified goals, and requires the improvement of plans for achieving the specified objectives.

Based on the discovery by NCTE, developmental appraisal may be an instrument that empowers learners to self-monitor development toward the learning objectives including, when important, the most particular reviewing criteria or rules that will be utilised to assess student's work. It offers repeated evaluation, including peer and learner self-assessment and appraisal during the learning exercise, and incorporates input that is non-evaluative, particular, reasonable with related objectives which give learners openings to change work items and grow understandings. This shows that developmental appraisal advances metacognition and reflection by learners on their work. The researcher's view of developmental appraisal is that it makes a difference to advise instructors about their strategies of educating. Formal evaluation also helps the educator find out what happened during his or her teaching and learning shortly after the lesson. This can be through classwork and verbal address during and after the lesson. Input to learners is consistent and it becomes less demanding to plan reasonable tasks and formal appraisal.

Torrence (2013) concurs with Bannet that developmental appraisal may be an arranged preparation in which appraisal exercises prove students' learning status and is utilised by facilitators to alter their fixed instruction methods and learners to alter their learning. This suggests that formative assessment informs changes in the teaching and learning process and helps establish future goals. Based on what Bannet (2011) says, one can argue that formative assessment exposes what students are learning and exposes learning as such. According to Mimmie and Nancy (2011), the art of questioning, observation, methods of assessment and techniques are important strategies in formative and summative assessment.

Considering the above explanations, developmental evaluation alludes to a composite net of contemplations, thoughts, fragments of knowledge, encounters, objectives, skill, recollections, discernment and desires that gives common direction for particular activities. It could be a common system that gives direction for activities to be undertaken and is concerned with how one will accomplish one's point. This means that formative assessment carries a huge amount of weight in students' learning, influencing them to become independent human beings. The researcher then defined formative assessment as a process whereby learners can align themselves with their learning progress. This includes interaction and reflection between teachers and learners.

McLenay and Atrill (2012) revealed diverse assessment materials designed to check whether students understood what was taught and learnt during the teaching and learning process. These assessment

activities are found in formative assessment tools such as the prescribed books for particular subjects. It affirms that formative assessment is also about questions asked to direct a lesson.

In agreement with Torrence (2013), developmental evaluation could be method in which appropriate proof of students' status causes teachers to change their on-going strategies. On the other hand, Dark and Greenary (200) expressed that the high quality of developmental appraisal diminishes the manufactured boundaries between instructing, learning, and evaluation and produces a collaborative application and modification within the learning situation. The above definitions reveal the purpose of formative assessment and its importance in learning, as Tara (2005) stated.

2.7. Views on summative assessment

In general, summative assessment focuses mainly on summarising the processes of developmental evaluation. It is frequently utilised for reviewing, positioning and choice purposes. Summative evaluation gives a general picture of learner's progress when instructors have to deliver a general report at the end of the term or year.

Stiggins and Conklin (1992) revealed that summative evaluation is concerned with the ultimate summing up or judgment on the learner's advancement. It is unequivocally set up in most schools. The fundamental characteristic of summative assessment is that judgement is made about the learner, teacher or educational modules concerning adequacy of learning instruction, after the learning or instruction has taken place. Summative evaluation takes place after learning is completed. This gives data and criticism that adds up to the teaching and learning preparation.

Regularly, no more formal learning is taken up at this stage, other than coincidental learning which might take place through the completion of ventures and assignments. Rubrics regularly created around a set of benchmarks or desires can be utilised for summative appraisal.

Summative assessment is more product-oriented and evaluates the ultimate item, while formative assessment centres on the method toward which incomplete, or helpful modifications can be made. Examinations and term papers are practical illustrations of summative evaluation

2.8. Ensuring the fairness of assessment

Assessment in education must embrace the value of fairness. However, it is not easy to have a definition of assessment that all people can accept. Gipps and Stobart (2009) opine that fairness in appraisal cannot be considered in isolation from obtaining learning. The Guidelines for Instructive and Mental Testing (AERA, APA & NCME, 1999, p. 80) states that fairness "is subject to different definitions and interpretations in different social and political circumstances."

Green, Johnson, Kim and Pope (2007) have also noted that fairness is a "general principle that no one contests in the abstract" (p.1001). However, the fairness of assessment is less readily assumed and far more contentious. Whereas it is challenging to form an appraisal framework that is reasonable to all learners, it is easier by clarifying what the teacher is evaluating, distinguishing and managing with potential sources of predisposition and injustice (Tierney, 2013).

Teachers and assessors need to ensure that one group's concerns, contexts, and approaches in a class or education system do not dominate (Gipps and Stobart, 2009). Welton (2017) explains that assessment is fair when it addresses and considers the learners' needs. Moreover, Tierney (2016) stated that fairness is the fundamental quality and one needs to consider the effects of assessment during its development to produce fair results.

"Fairness" in appraisal implies that learners are surveyed on the knowledge gained during teaching and learning. It is when questions are set in connection to the cognitive and meaningful educational modules secured within the teaching and learning, within the case of Recognition of Prior Learning (RPL). It reveals there has been planning for the competent mediation of the specified information and other competencies, for which there is no prejudice towards any learners on the premise of social experience, ethnicity, sex or incapacity (National Policy, 2011).

Producing fair results implies that learning is improved and students are provided with equal opportunities to demonstrate the extent of their learning. Teachers must strive to create assessment tasks that show a high quality of reliability in order to make informed and fair decisions about students' progress. Fairness in assessment can only be achieved when teachers choose correct assessment methods when assessing students' learning. SAQA (2012) clarifies that Recognition of Prior Learning (RPL) implies that the standards and forms through which the earlier information and aptitudes of individual are

made obvious, are mediated and evaluated for elective information and confirmation, acknowledgement and certification or advanced learning and development. This statement reveals the important quality of fair assessment.

Furthermore, SAQA emphasises that to guarantee a reasonable appraisal, one should include suitable evaluation ranges, uniform with opportunities, straightforwardness and relevant language. Considering what teachers and researchers have verbalised, reasonableness in appraisal implies an assessment preparation in line with the course's learning goals that precisely measure learners' success in achieving those learning goals.

As teachers, there is a duty to guarantee that the substance assessed is correct for the specific learners. Content that has limited mental challenges, or is beyond the level of information that learners might reasonably expect to deal with, are both out of line. Fairness in evaluation is monitored by control. The DBE (2012) encourages moderation to be carried out internally at school and externally within the local, public, and national levels.

2.9. Assessment methods that are suggested to enhance fairness in assessment

2.9.1. Assignments

Venter and Prinsloo (2011) state that through assignments teachers assess students' progress and check whether students have become familiar with the pedagogical content. This statement discloses the role that assignments play in students' learning. William and Leahy (2007) revealed that assignments diagnose students' misconceptions of the content of learning.

Scouller (1998) identified analysing and communication as skills embedded in assignment writing since they challenge students to select, analyse and gather information on the given topic. In addition, assignments can be utilised to collect information about the cognitive levels of learners during teaching and learning.

2.9.2. Case –study

Conradie, et al. (2013) presented the case study as a way of keeping the subject up-to-date and relevant. The case study applies the real-life situation to a particular topic, which expects students to draw from

their personal experiences, peers and prior learning to interpret, solve and analyse the problem. It thus becomes clear that the role played by the case study in learning is important.

Jones (2012) stated that a case study develops analysis and evaluation skills, which is not contrary to what Conradie, et al. (2013) revealed. It is then correct to further state that a case study provides students with opportunities to develop their understanding and judgement of the content. Students are also able to monitor their progress during discussions. This agrees with Graham Gibbs, cited by Brown and Glasner (2003), that a case study is based on a real event but has been idealised to represent a clear picture on what occurred.

2.9.3. Exercises

Exercises depend on the learning objectives (McMillian, 2011). Keso, et al. (2011) broadens the understanding by explaining that exercises include problems to be solved by students and are intended to challenge students' conceptual analysis and judgement. Mcleney and Atril (2012) clarified that exercises are there to check whether learners understand what was taught and simultaneously discover if learners can apply what they have learned without help.

2.9.4. Group work

According to Davis (2009), group-work is the form of assessment in which learning occurs in groups. It consists of collective perceptions trying to address the needs of individuals, but all group members are expected to contribute towards completion of the task. Brown (2003) articulated that group work helps students develop transferrable interpersonal skills and saves lecturers' time.

2.9.5. Homework

This researcher's perception is that homework provides opportunities for self-assessment in students. Alexander, et al. (2013) shared same perception that homework provides opportunities for students to assess their understanding of the work done. Therefore, the researcher agrees with Kiesto, et al. (2011) that homework provides a chance to consolidate lecture learning, patterns behaviour for lifelong learning, and involves other people such as classmates and former students in learning.

Moreover, Siedel and Shavelon (2007) articulated that homework is an effective facilitation component used for meta-analysis. These statements encouraged the researcher to agree that homework is a suitable tool for self-assessment and peer-assessment.

2.9.6. Multiple-choice

Multiple-choice helps promote the retention of information (Hynie, 1994). Ozturk (2007) expressed that multiple-choice questions are prevalent in language testing. They are speedy to manage, simple to score, connect to a large number of learners in a brief time, and are exceedingly dependable. In agreement, Venter and Prinsloo (2011) found that multiple-choice is used due to the large number of students. As a teacher, the researcher noticed that students did better in the tests with a multiple–choice section and this reduced marking stress for teachers. However, it paralyses learners' critical thinking skills and causes them to guess a lot and limits their vocabulary. Contrarily, Ozturk (2007) articulated that multiple-choice increases vocabulary and develops word meaning in language teaching.

2.9.7. Oral Questioning

As a teacher, the researcher came to the realisation that oral questioning seeks to draw students' attention during teaching and learning situations. She agrees with MacMillan (2011) that oral questioning is useful in monitoring the students' understanding during instruction. The facilitator may ask questions to direct students' understanding of the intended curricular matter. According to William and Lehay (2007), the rationale for asking questions of students is to draw ideas from students and identify how they are linking new knowledge with existing knowledge.

2.9.8. Peer assessment

Brown (2003) characterised peer appraisal as a handle by which learners are included in surveying each other's work. It gives input opportunities for their classmates and the development of comparative evaluative facilities. Wen and Tai (2006) further describe peer assessment as a practice whereby students rate their peers' work. This means peer assessment seeks to develop students that are active, independent and responsible. From the researcher's observation, higher education frequently uses this type of assessment as an alternative assessment method. Ozogul and Sullivian (2009), shared that peer assessment gives students a chance to compare their work to that of their peers. Du Plessis, Marais and van Schalkwyk (2011) revealed peer assessment as a tool that encourages students to learn more about themselves and improve their performance.

A qualitative study by Singh et al. (2017) affirmed that peer assessment develops critical reflection skills and gives constructive feedback to peers. Oral comments from peers are used to assess during presentations.

These definitions reveal that peer evaluation is an action whereby learners survey their peers' work, enabling them to improve their learning and performance on assessed work. This assessment also requires the active involvement of students in their learning. Furthermore, students learn to be judges of their peers' work. The ability to make judgements and decisions aids students to be independent, take informed decisions and think critically, which will cause students to take personal responsibility. Peer assessment also teaches students how to cope with criticism. Both the older and more recent studies cited above reveal peer assessment as an essential strategy in finding out what happened during teaching and learning. For the researcher, peer assessment is the same as self-assessment.

2.9.9. Observation

NCET (2015) sees observation as the foundation tool of assessment because observation creates an awareness of the student's strengths and weaknesses. This formulates a plan to support the learning experience and avoid predictions and assumptions. Therefore, observation becomes the strategy that challenges students and teachers to learn from each other (NCET, 2015). Driscroll (2011) stated that observation leads to some of the most important scientific discoveries and is a popular strategy used by social scientists, engineers, computer scientists and educational researchers in conducting research.

2.9.10. Investigation

The DBE (2011) qualifies investigation as a strategy that advances basic and imaginative considering and is utilised to find concepts that promote critical and creative thinking, discover concepts, identify certain patterns, and draw conclusions. Furthermore, investigation provides skills like organising and recording skills, communicating ideas with appropriate explanations, and generalising and drawing conclusion skills. Through investigation, learners can discover more advanced and appropriate information about the subject matter.

2.9.11. Projects

The DBE (2011) identifies range as a technique that empowers learners to illustrate their understanding of diverse concepts and apply them in real life circumstances. Good projects contain the collection and

display of real data, followed by substantiated deductions. It is fair to assess in this style because it allows learners to discover, assess, identify and decide. These assessment methods enhance fair assessment because they are not teacher-centred. The focus is on improving learning rather than improving teaching. This analyst accepts that any reasonable appraisal ought to meet the learners' requirements in terms of cognitive skills. Developing a learner cognitively will cause him or her to think carefully and critically; process their basic academic skills; and value specific knowledge and skills. Fair assessment also produces personal development and self-discipline. Therefore, it is correct to say that effective teaching, which includes appropriate language to explain, instruct, and question, can result in fair assessment. The department of education suggested the same forms or methods of assessment in subject policies in 2011.

2.10. Feedback in supporting learning

Spiller (2009) states that it is broadly perceived that input is a critical portion of the learning cycle. Writing comments on students' assignments is imperative and central to higher instruction evaluation forms (Nicol, 2009). Furthermore, the data obtained from this preparation incorporates students' understanding which is reflected in their marks and the facilitator's reflection of the educating and learning preparation. Seeing that appraisal must be a preparation, it is hence utilised as a root to the concept of written appraisal input. Evaluation input can be either verbal or written.

Verbalised appraisal criticism is generally utilised for general purposes, while written evaluation input is more individualistic and specific. A written appraisal criticism, anticipates that speakers will create an explanatory as contrasted to an all-encompassing commentary (Bloxhama, Boyd and Orr, 2011). Brown, Harris and Harnett (2012) clarify that teacher' understanding of criticism is likely to impact the type and quality of feedback they provide.

Feedback is a basic developmental evaluation that significantly affects learning advancement (Abell & Siegel, 2011; Black & William, 1998; Sadler, 1989; Ruiz-Primo & Li, 2013). According to Brown et al. (2012), teachers' understanding of input affects learners because it is characterised as the centre of learning by Lunt and Curran (2010).

Input is facilitative. It includes the arrangement of comments and recommendations to empower learners to form their own modifications and discourse, thereby enabling learners to pick up modern understandings without directing what those understandings will be (Toxophilite, 2010).

Hence, on the off chance that input is traded and/or is executed because it assumes its instructive aim, it may lose great outcomes for both the instructors and the learners. Indeed, though assessment and criticism may well be characterised as isolated events, it can be concluded that appraisal and input component frameworks, when combined and coordinated, offer assistance to expand the capacities of input to upgrade learning (Ding Ding & Pervaiz 2014).

Sadder (2006) emphasised that feedback can produce high self-esteem in students. Furthermore, criticism results in a high quality of work, creating the methodologies required to achieve high measures and achievements. Lizzio and Wilson (2008) affirm that feedback is indeed a regulator for identifying learners' strengths and weaknesses, enhances motivation, and improves the learners' future. Feedback is the key component of students' self-regulation. Assuncab et al. (2015) stated that the unwavering quality of criticism exclusively relies on recognition, affect and validity.

All these perceptions indicate that feedback plays an essential role in gathering information about what happened during the teaching and learning process. Teachers need to ensure that feedback about students' learning is clear, fair, encouraging, understandable, and interpreted correctly by both parties. Hence, it is unwise to treat feedback and assessment as separate entities.

It also suggests that both summative and formative assessment should consider feedback as the regulator for change and development. Learners feel acknowledged, encouraged and supported by feedback. According to Gipps and Sobart (2009), teachers should recognise that diverse performance is due to contrasting styles of learning, or because the evaluation supports a specific group. This implies that feedback requires specific commentary from the educator to the learner, or between learners, on how they have performed in appraisal action, notwithstanding the level of standard measurementFeedback indicates what went right and why, and gives clear direction concerning what is lost or needs improvement in learners' writings, exhibitions, or projects to arrange to upgrade learning (SAQA, 2012).

It is therefore important that at some stage, learners be prepared to interpret criticism, and how to create associations between input and the characteristics of the work they deliver. Sadler (2006) iterates that one needs to realise what the teacher does to provide feedback. The researcher agrees with this statement because when learners can connect positively with feedback, teachers will make a sound evaluation of their assessments. To the researcher, motivation is the most important component of feedback, as she

believes that learners should be encouraged to excel, and try to feel important when they receive feedback from the teacher. Lizzio and Wilson (2008) distinguish performance–gap data, incorporating positive components, clarity and concern with decency as topics or characteristics of successful input.

The analyst accepts that criticism ought to help learners through the learning preparation. In this view, input must be given by asking questions and giving recommendations to clarify learners' thoughts and bolster learner's comprehension. The learner can at that point reflect on the input and act upon it to reach their objectives in the community. In other words, teachers may sometimes use feedback to rectify conceptual misinterpretations.

2.11. Assessment policy for South African schools

In the researcher's reflection, South African instructors have experienced various issues in understanding and actualizing reasonable evaluations for learners. These issues compelled the Department of Basic Education (DBE) to present the National Curriculum and Assessment Policy Statement (CAPS) in 2012 to deliberately to advance educating and learning and create quality instruction.

Teachers must understand arrangement and approach explanations to define practical evaluation assignments during instruction and learning. Moodley (2013) shared the same view. The National Qualification Framework (NQF) Act (Act 67 of 2008) orders the South African Qualifications Authorities (SAQA) to create arrangement and criteria, after discussion with the Quality Councils (QCs), for evaluation.

It is the purpose of this approach to contribute to the quality of learning and evaluation for all learners and teachers. The approach has been created in line with the standards of long-lasting learning, which includes the advancement of the entire learner and is an approach in which appraisal is seen as an active portion of learning. Evaluation is looked for which empowers learning and which can advance changes in learning. The National Qualification Framework (NQF) and SAQA are the two perceived bodies that bargain with the creation and usage of instructive arrangements in South Africa.

The National Qualifications Framework (NQF) in South Africa may be a comprehensive framework affirmed by the Department of Higher Instruction and preparing for the classification, registration, publication and enunciation of quality-assured national capabilities part-qualifications. The South African

NQF could be a single coordinated framework comprising three co-ordinated capabilities sub-frameworks. The goals of the NQF are to create a single integrated national framework for learning achievements (Act 67 of 2008).

Another aim is to encourage internal versatility and movement, instruction, preparing and career paths; and upgrade the quality of instruction and preparation, and hasten the change of past unjustifiable segregation in instruction, preparation and employment opportunities.

The targets of the NQF contribute to the complete individual improvement of each learner and the social and financial advancement of the country as a whole. The South African Qualification Authorities (SAQA) and the Quality Councils (QCs) must endeavour to realise the goals of the NQF by creating, cultivating and maintaining a coordinated and transparent national system for the acknowledgment of learning accomplishment.

They ought to guarantee that South African capabilities meet applicable criteria decided by the Minister as stipulated in Act 8 of the NQF (Act 67 of 2008) and are universally comparable; this will ensure that South African capabilities are of a satisfactory quality (Curriculum Assessment Policy Statement, CAPS, 2012).

CAPS, (2012) further articulates that assessment is fundamental to educational programs. It is foundational to the quality of capabilities and the degree to which capabilities interact with each other. The NQF Act 67 of 2008 commanded SAQA to create a national arrangement for assessment for Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT).

The National Arrangement for Planning and Executing Appraisal for NQF Capabilities, Portion Capabilities and Proficient Assignments in South Africa (from now on alluded to as the National Arrangement for Planning and Executing Appraisal) replaces and builds on the qualities of the approach record of the Criteria and Rules for Evaluation of NQF Enrolled Unit Measures and Capabilities created in 2001; and rules for coordinates appraisal created in 2005 by SAQA inside the setting of the SAQA Act 58 of1995.

It moreover builds on modern knowledge picked up from ongoing inquiries about assessment. It sets up the central standards for and understanding of the three, co-ordinated Sub-Frameworks of the South African NQF which are the General and Further Education and Training Qualification Sub-Framework (GFETQSF), the Higher Education Qualification Sub-Framework (HEQSF), and the Occupational Qualification Sub-Framework (OQSF). The National Arrangement and Criteria for Planning and Actualizing Appraisal for NQF Qualification Framework and Part-Qualifications and Proficient Assignments in South Africa recognises appraisal as a portion of the encouraging improvement and usage of the NQF in South Africa in agreement with the NQF Act 67 of 2008. This arrangement has been created in a setting in which there are currently different appraisal approaches catering at a national level for sub-sectors of the instruction and preparation framework, where these arrangements change in scope, clarity, comprehensiveness, reasonableness and the amount of guidance provided (Department of Basic Education, 2011).

The execution of these approaches is still challenging to teachers because there is lack of resources and adequate training. A qualitative study conducted by Raman and Yamah (2014) revealed that teachers voiced that they found it difficult to implement assessment in the way authorities expected of them. On the part of the teachers, it is time-consuming because of huge enrolments in classes, laziness of students, inattentiveness and a lack of adequate knowledge about types of assessments. In the researcher's view, this can be the cause of unfair assessment.

2.12. Promotion of learners to the next grade

Developmental and summative appraisal are utilised to promote learners to the next grade. Almost all subjects, tests, assignments, examinations, investigations and projects are assessments that qualify learners to be promoted to the next grade. Throughout the year, these forms of assessments are used both formally and informally to assess learners. Examinations summarise the work done in that particular year. The Department of Basic Education (DBE) (2011) stipulates advancement prerequisites for the establishment stage, halfway stage, and senior stage and encourages instruction preparation. The scale of accomplishment is tabled below:

Achievement level	Achievement Description	Marks %
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49

2	Elementary Achievement	30-39
1	Not Achieved	0-29

Rated level of performances :(Department of Basic Education (DBE) (2011)

A **foundation** phase learner must obtain level four in a Home Language and level 3 in Mathematics. The choice to advance learners to the following phase is based on these subjects.

Within the middle stage, a learner must total six subjects where he or she obtains level four in a Home Language, level 3 in Mathematics and English, and level 2 in Natural Science, Social Science and Life Skills. In the senior phase, a learner should obtain level 4 in a Home Language, level 3 in English and Mathematics and another three required subjects, and level 2 in any other two required subjects. The Department also emphasizes that a learner should not spend more than four years in a phase, meaning that if a learner repeated Grade 1, that learner cannot repeat Grade 2 and 3. Age is an important consideration in the promotion of learners. In further education and training (FET), a learner must obtain 40% in 3 subjects (languages and any required subject) and 30% in any other 3 subjects. This is possible where fair assessment has occurred.

Results are produced by various activities undertaken throughout the year. Informal assessment ought to supply criticism to learners regarding their learning. This allows teachers to assess the on-going progress of learners and can take place at any time. Such assessment contains integrated knowledge, skills and practical application.

2.13. Conclusion

Based on this literature review, it seems that an assortment of formative appraisal strategies and methodologies can be utilised to advance reasonable evaluation in schools. Formative assessment methods play a crucial part in the execution of the stipulated curriculum. Self and peer appraisal appear to be the predominant procedures utilised to survey students' learning. This is because these methods create opportunities for both students and teachers to learn from each other. Researchers find assessment to be the most powerful tool for determining students' learning and facilitating both faculty development and curriculum change. This change will result in effective teaching and learning. It is correct to say that choosing an appropriate assessment method or strategy is crucial. Teachers are there to convey particular attributes and values through the modelling method. The relationship between teaching and learning is through the effective choice of an assessment strategy or method. Contrary to this, Abrahams (2018)

asserts that a successful assessment consists of clear learning results and their connection to evaluation criteria guarantees that strategies are suitable for the purpose. The use of a range of special assessments qualifies the assessment of all learning outcomes. It is also fair to assess learners according to their abilities.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

The researcher believes that inquiry is based on a few basic coherent desires about what makes significant investigation and which strategies are suitable for the improvement of information. In order to assess any investigation, it is imperative to know what these assumptions are. This chapter aims to present the inquiry about noncompliance that the analyst has developed and used within the interest of her investigative objectives. This chapter presents an overview of the strategies included within the study, which incorporated investigative approaches, focus of the investigation, information collection, investigative planning, and two criteria for good assessment, ethical consideration, and conclusions.

This chapter also examines the philosophical reservations and the planning techniques supporting this study. The chapter explains planning and the investigative strategy used in gathering and dissecting the information to reply to the research questions.

This study explored teachers' views on assessment; the main point of the study was to scrutinise what teachers understand as reasonableness, success and the level of concern of evaluation. The research was carried out in three public schools at Umlazi District (Maphundu Circuit). The researcher observed that Umlazi is a township occupied by mostly isiZulu-speaking people. It is the fourth biggest township in South Africa. The township has two FET Colleges, a University of Technology, and schools that achieve a 100% Matriculation pass rate. Around 30% of homes in Umlazi are informal settlements.

3.2. Research questions

The main question directing this study was:

- *What are teachers' views of assessment?*

In order to answer the main question, the analyst created a set of sub-questions. The sub- questions were:

- Do teachers' assessment activities provide self-assessment opportunities, help learners memorise their work, and provide clear criteria of learning steps?
- Do teachers give clear instructions when they assess learners?
- Do teachers prepare relevant assessment activities that are in line with the goal?
- Do teachers see the need to acquire new knowledge about assessment?
- Does experience affect assessment?

- Do teachers in all phases (foundation, intermediate, senior and FET) share the same view of assessment?
  - Do teachers' assessment activities provide self-assessment opportunities, help learners memorize their claim, and provide clear criteria of learning hones?   Do teachers give clear instructions when they assess learners? Do teachers prepare relevant assessment activities that are in line with the goal?
  - Do teachers see the need to acquire new knowledge about assessment?
  - Does experience affect assessment?
  - Do teachers in all phases (foundation, intermediate, senior and FET) share the same view of assessment?

3.3.   Qualitative approach

Each investigation must include an unambiguous, restrained, precise (arranged, requested and open) approach to discover the most suitable outcomes (Mahajan, 2018). This consideration was an experimental subjective investigation that looked to investigate implications and experiences on teachers' views of their own appraisal strategies. Strauss and Corbin (2008) declare that subjective inquiry is inductive, whereby the analyst investigates implications and experiences in a given circumstance.

White (2003) articulated that subjective inquiry is more concerned with understanding the social phenomenon from the participants' points of view. Subjective analysts accept that human activities are emphatically affected by the settings in which they happen. The current study involved teachers currently teaching in public schools in KwaZulu-Natal. The generation of data occurred in their different school contexts. Denzin and Lincoln (2005) depict subjective inquiry as a multi-faceted investigative strategy including an interpretative, naturalistic approach to subject matter. The multi-faceted nature of subjective inquiry empowered the analyst to create an all-encompassing picture of the subject matter.

Denzin and Lincoln (2005) state that subjective investigation in a naturalistic phenomenological reasoning accepts that numerous elements are socially built through personal and collective definitions of the circumstances. This corresponds to the researcher's view that qualitative research is there to provide information about peoples' experiences, meanings, social processes and contextual factors on their particular view. Within this study's case, the subjective approach permitted the analyst to consider instructors' appraisal encounters.

According to Cibangu (2012), subjective investigation envelops the use of strategies: rationale, ethnography, oral examination, case study, open-ended meeting, member perception, directing, treatment, grounded hypothesis, history, comparative strategy, contemplation, casuistry, centre gathering, scholarly feedback, contemplation, authentic investigation, etc. Qualitative research was, therefore, an appropriate approach to explore social activity that underlined the way individuals deciphered and made sense of their encounters to understand the social reality of people, in this case teachers.

The choice of the subjective approach was to obtain in-depth information and understand teachers' views on assessment. This empirical, qualitative study required the researcher to employ questionnaires, interviews and document analysis to generate data. The use of these methods enabled her to answer the research questions.

Subjective information examination includes inductive thinking forms to translate and structure the implications inferred from information. Abdulkareem (2018) portrays subjective information investigation as based on an interpretative worldview. The research sub-questions directed this study to inductive reasoning.

3.4. Research paradigm

Mackenzie (2006) referred to a research paradigm as a way of thinking. In education, this term describes the researcher's worldview. Kivunja (2017) contends that a paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world and how s/he interprets and acts within that world. A researcher looks at the world through the lens of the research paradigm.

An interpretative analyst remains open to current information throughout the study which is created with the assistance of sources. This was evident in the questionnaire where participants were asked to suggest other assessment techniques which were not listed. From the epistemological and ontological points of view, Cohen and Crabtree (2008) repeat that analysts utilising an interpretative worldview accept that reality is socially built through social developments such as language, awareness and shared implications. Moreover, Guba and Lincoln (1994) expressed that the interpretative inquiry about worldview is related to metaphysics, epistemology, and subjective technique. They repeated that the concept of cosmology is all about the nature of reality, that is, the way the agent characterises the truth and reality.

On the other hand, the concept of epistemology is all about the relationship between the analyst and the reality and how this reality is known. This implies that the examiner comes to know the truth and reality. The concept of subjective technique is learning from members around their encounters in their own settings and the explanations united to these encounters (Hudson and Ozanne, 1988).

The above characteristics qualified this subjective investigation under the interpretative worldview, which accentuates subjective encounters and the implications they have for a person. This paradigm was selected to guide the selection of data generation and analysis methods. Dean (2018) stated that this paradigm's ontology is replete with underlying assumptions about reality. This implies an epistemology that permits for the elucidation of the participants' recognitions of their own realities. In this case, an interpretivist epistemology would be perfect since it undergirds the truth that meaning or information is not there to be found, but is independently or socially developed. This worldview tells us that individuals make their claim to reality by the implications and elucidations they assign to their experiences.

Teachers were able to express their views on assessment and the researcher made an effort to speak, understand and decipher the subject of assessment. The primary and secondary data required was gathered from two sources, namely teachers and educational documents. The primary data was the completion of the questionnaires, interviews and the secondary data was the analysis of relevant documents. The inquiry about worldview does not only guide the choice of information gathering and investigation strategies but also the choice of competing strategies of theorizing (Sayer, 1992).

Maharajh et al. (2014) state that a personal investigation plan does not permit the respondents to define themselves unreservedly. Moreover, it equips the analyst with much required adaptability when conducting interviews.

3.4.1. Case study

The researcher chose the case study as the study style as this was appropriate for a qualitative study that had adopted an interpretive paradigm. Case studies are frequently portrayed as an investigation of a 'bounded system.' The question of the case seems to be numerous things – for instance, a community, an institution, a person, a movement or an occasion.

Sturman (1997) depicts a case study as a common term for investigating a person, group or phenomenon. Sagadin (1991) recently expressed that a case study is utilised to dissect and depict each individual separately, or a group of individuals, education, or an issue, specific occasion, etc. in detail. It is the explanatory selectivity that is fundamental (Thomas, 2011). Flyvbjerg (2011) offers a comparable supposition that on the off chance that one chooses to utilise a case study in one's investigation; this does not forbid the determination of a strategy but may be a choice of what will be explored. This isbe consistent with what was expressed by Sagadin (1991), that a case study is about determining what the explored case may be. It is not about characterising the populaces and selecting suitable tests.

The above definition informed the researcher that case studies are critical in creating distinctive views of reality, including awareness that human conduct cannot be only decided as an act driven by a manager or a hypothesis. The researcher could see that case studies can contribute to professional advancement and provide concrete context-dependent knowledge through questionnaires.

A particular district was asked to permit the researcher to use teachers in five schools to interview individuals and ask others to complete questionnaires. Teachers from these schools had to share their views on their assessment. The case studies are a form of descriptive method used by a statistician to analyse the data. It was observed that case studies required more of an inductive reasoning.

3.4.2. Participants and sampling

The members in this study were instructors from the public schools in the predominantly African township of Umlazi. In selecting teachers, the researcher ensured that suitable methods for the identification, contact, screening and enrolment of potential participants were carried out.

The study participants' selection was random and voluntary, meaning that only willing participants were part of this study. The participants interviewed were post level one teachers since they were in daily contact with the assessment of learners. These teachers were selected based on teaching experience and subjects taught. The questionnaires were given to teachers of different schools. The anonymity of participants was ensured by using codes like participant A, etc. during interviews and in the transcripts. All responses were treated confidentially. In addition, members were free to withdraw from the inquiry if they felt debilitated and awkward.

The researcher feels that sampling is another essential component in research and deepens one's understanding of the phenomenon being studied. Within this concept, the researcher refers to identifying individuals for the study.

Purposeful sampling was chosen to be the sampling technique in this research and was utilised for the distinguishing proof and choice of sound data related to the subject of interest. According to Cohen and Manion (2007), "in purposive sampling, researchers handpick the subjects to be included in the sample based on their judgement of their typicality or possession of a particular characteristic being sought."

Purposive sampling, also known as examining procedure in which an analyst depends on his or her judgment when choosing individuals of the populace to share within the purposive sampling, could be a non-probability examining strategy and it happens when "the judgment of the researcher chooses elements selected for the sample. Researchers often believe that they can obtain a representative sample by using sound judgment, which will result in saving time and money" (Dudovskiy, 2017).

3.5.   Data Generation

In general, data generation is the process of gathering data in an orderly way that allows one to answer research questions, in line with Rouse (2016) who says that data generation is the method of gathering data from distinctive sources. It empowers an individual to reply to significant questions, assess the results and make predictions about future probabilities and patterns. This study was qualitative. Therefore, qualitative methods were employed to generate data. Within the tradition of qualitative research, Mouton and Marais (1991) portray three wide categories of information collection: member perception; interviews; and the utilisation of individual records. Within the subject under consideration, interviews were utilised as the most strategic method of information collection.

3.5.1. Questionnaires

The researcher distributed 100 questionnaires to the willing participants at 5 different schools. From the 100 questionnaires, the researcher randomly selected 5 participants for the interview. Laws et al. (2003) describe a questionnaire as a written instrument used to obtain information from subjects. Johnson et al. (2012) see a survey as a self-reporting information collection instrument that each participant completes as a portion of an enquiry about the study. This in substance may be an document with questions that request information useful for the investigation. It is correct to say questionnaires are for accessing

information from participants and are normally used to ensure anonymity of the members. A questionnaire may be a study instrument comprising an arrangement of questions and other prompts for gathering information from participants.

The researcher used questionnaires to generate data. The questionnaire consisted of closed-ended questions whereby the participants had to answer using codes, namely: ***very rarely, rarely, occasionally, very frequently*** *and* ***always*** . This made it easier for the participants to understand the question and provide answers. The survey was divided into three segments where Part I required foundation data, Part II was explanations on classroom appraisal inclinations and Part III comprised of appraisal choices. The questionnaire used in this study was intended to reduce participants' stress and ease the burden of writing paragraphs or orally answering questions.

These questionnaires were self-administered. In other words, the participants were to complete the questionnaire in the researcher's absence so that they felt no pressure in answering questions.

The questionnaire focused on the teachers' assessment beliefs and consisted of three categories labelled Part I, Part II and Part III. Part I sought to understand the teacher's background information in terms of phase teaching, subjects, number of learners taught, experience of the teacher, in-service training, courses or workshops attended, gender and qualifications. Part II was mainly on the teacher's actual classroom preferences and checked the suitable recurrence level that best matched normal appraisal strategy. Part III focused on checking frequency of assessment alternatives and teaching that the teacher uses. The questionnaire used in this study may be found in the appendix A included in this work.

3.5.2. Interviews

According to White (2003), interviews give insight into the person's intellect; make it conceivable to grade what an individual knows, what an individual values and leans towards; and provide data about a person's state of mind and convictions. Abuwi (2017) said that interviews collect total data with more important understanding. Interviews are more individual as compared to surveys, permitting analysts to get higher reaction rates. Interviews permit more control over the arrangement and stream of questions. One can present essential changes within the interview plan based on initial outcomes (which is not conceivable within a survey study/survey). Creswell (2008) suggested that one should consider having an

interview plan using an interview protocol and being flexible during the interview. He further suggested the use of probes to follow up on areas of interest.

The researcher conducted the interviews in a way that ensured that participants felt respected. The participants preferred that interviews took place at their places of work and were in English. The interview in this research was in line with the questionnaire to avoid deviations and stress on the part of the participants. Once the members agreed to meet, an arrangement was made with each member at a time convenient to both themselves and the questioner. The foundation of the investigation and the ethical implications relating to cooperation were clarified for the members.

The researcher spent time assuring all interviewees of their anonymity and that confidentiality would be respected. The interviews took part during participants' private time. This was to ensure the presence of witnesses to listen to what was being said. The crude information was coded and during the interview, a pseudonym was used to ensure that accidental discovery was not possible. The interview questions and transcripts of the interview are included as appendix C in this thesis.

3.6. Data Analysis

The investigator thinks that the subjective information examination is an amazingly basic movement. Its' epistemological nature and reservations make subjective information examination a rich and frequently complex labour. When one looks at an investigative effort, they look at an intensive learning where new information and data are accomplished. Hence, as an imperative learning facilitator, Krauss (2005) states that subjective investigation and subjective information examination have the ability to be transformative learning instruments through their capacity to produce unused levels and shapes of meaning, which can in turn change points of view and activities.

It may be assumed that numerous subjective analysts work under diverse ontological presumptions around the world. They do not assume that there is a single unitary reality separated from one's discernments. Since each one encounters life from their personal point of view, each one encounters a distinctive reality.

The findings of this research were not based on speculations but on the real experiences of teachers. This promoted deep meaning in the research because the data was reliable and could not be generalised. An

effective study should validate existence and a valid instrument or measure. The qualitative researcher's genuine reflection or introduction of reality was given, instead of being impressions of unessential factors. This research is a true reflection of what transpired during teaching and learning.

3.6.1. Questionnaire analysis

In the analysis of the questionnaire, responses were coded on a spreadsheet according to the structure that appeared in the questionnaire. Analysis revealed how many participants participated in the study, their qualification, gender, in-service training and experience in the field of teaching, classroom assessment, and assessment alternatives and teaching.

The first graph provided background information on the participants. The second graph provided information about how participants structured their assessment activities and lessons and the third graph revealed how many teachers required intense training on the subject of assessment. It was because of the structure of the questionnaire that a suitable narrative analysis method was appropriate.

3.6.2. Interview analysis

The recording of the meeting information was by note-taking and sound recording. Exact transcripts of the interviews were accumulated for exploration and translation. To guarantee the unwavering quality and legitimacy of information, the deciphered interviews were shown to respondents to confirm and affirm the substance of the interviews. To guarantee that the analyst was familiar with the information for exploration and translation, the first transcription of the completed verbatim conversation was listened to more than once.

Translation documentation images, comments and the taking of field notes as recommended by Henning et al. (2004:76-77) were utilised to capture non-transcribable content to pick up as much of the total picture as possible. Information cleansing was done. Agreeing with the researcher's information, information cleansing deals with eliminating blunders and irregularities from information to improve the quality of the information.

Kappaguntula (2019) alludes to information cleansing as information mining. The whole interpreted content and field notes were thoroughly perused to begin with thereby obtaining a comprehensive

impression of the substance and spending some time on reflection before the prepared coding was started, where units of meaning were distinguished or named.

In addition, the supervisor provided academic assistance in the analysis of the interview transcripts. Consistent discussions took place and alterations were made in agreement with recommendations and suggestions. The help included, among other things, the direction of the meeting, agreeing to the investigation centre and asking clarification questions.

3.6.3. Document analysis

Documents on assessment were studied and the information therein used to formulate questionnaires with relevant correct terminology. Bowen (2009) stated that documents give foundation data and verifiable knowledge into the subject being studied. The researcher visited libraries to find documents related to the research subject.

The analysis involved two methods: content analysis and thematic analysis, as Silverman (2000) revealed. He said substance investigation is the method of sorting out data into categories related to the study's main focus. Corbin and Strauss (2008) exhort that analysts should illustrate the capacity to distinguish relevant data and isolate it from that which is not germane.

Thematic analysis could shape design research within the information, with rising subjects becoming the categories for examination (Fereday and Muir-Cochrane, 2006). The method includes a cautious, more centred re-reading and audit of the data. The researcher aimed to demonstrate rigour in the analysis.

3.7. Trustworthiness, Credibility, Transferability, Dependability and Conformability of the study

3.7.1. Trustworthiness

The analyst understands trustworthiness as the real proof of what unfolded amid the information collection method. Trustworthiness is one way in which analysts can encourage themselves and examine whether their inquiry about discoveries are worthy of consideration (Lincoln & Guba, 1985).

Lincoln and Guba (1985) characterised dependability by presenting the criteria of validity, transferability, steadfastness and conformability to parallel the customary quantitative appraisal criteria of legitimacy

and unwavering quality. The methods for satisfying the reliability criteria are recognizable to many, indeed, those who contrast epistemology and philosophy, as they depend on methodological contentions and strategies (Green, 2000). Tracy (2010) states that others have lately displayed sweeping and adaptable markers of quality in personal investigation. The analyst chose to utilise the first broadly acknowledged and easily recognised criteria presented by Lincoln and Guba to illustrate trustworthiness in the study. Therefore, credibility, transferability, dependability and conformity are tools to demonstrate the subject of trustworthiness.

3.7.2. Credibility

According to the researcher, credibility reflects what regard the research might attribute to the inquiry's distinctive viewpoints, the members, the information, and the group of observers to which the analyst should report the outcomes of their investigation. Credibility addresses the question: What is the nature of morals or moral conduct? In reply to this query, it is critical to consider respect for the human values of everyone who is included in or participates within the investigation's extent. Guba and Lincoln (1989) claim that the validity of research is decided when prime researchers or perusers involved with the encounter can recognize it. Credibility addresses the "fit" between respondents' views and the researcher's representation of them (Tobin & Begley, 2004).

According to Shenton (2004), credibility guarantees how consistent the discoveries are with reality. This component depends on the genuine circumstance examined. It appears that past findings considered surveying the degree to which the investigation outcomes are compatible with those of past research and are related to the existing body of information. In other words, this means that the participants selected must be true representatives who can throw light upon the phenomenon accurately (Mandal, 2018). According to Lincoln and Guba (1985), credibility alludes to the degree to which the investigation speaks to the genuine implications of the inquiry about members, or the "truth value".

Hence, Moon (2016) articulates that the validity of investigative discoveries that are utilised to create tactical suggestions and surveying the degree to which the peruser accepts the proposals as valid has implications for the anticipated success.

Credibility rises from the expected inquiry about purposes. Good investigative choices are in line with the researcher's reason (Patton, 2002), requiring analysts and professionals to think fundamentally and relevantly when judging methodological decision-making.

This was evident in the interviews conducted, where much of what participants said was more or less congruent with their questionnaires. In this investigation the written survey was conducted to ensure the credibility of the study. The researcher further utilised more than one method when collecting the data to ensure credibility.

This is in line with what was advocated by Padgett (2008), that credibility can be demonstrated through strategies such as data and method triangulation (use of multiple sources of data and/or methods). This is also in line with Pandaya-Wood (2014), who says that the mixing of methods of data collection is anticipated as a quality measure. This is the reason why the researcher did not rely on only one method of data collection.

3.7.3. Transferability

Lincoln and Guba (1985) also expressed that transferability, a sort of outside legitimacy, alludes to the degree to which the wonder or discoveries portrayed in one setting are pertinent or valuable to hypothesis, refinement and future investigation, that is, the transferability of the inquiry about discoveries to other settings. In expansion, Sheton (2004) articulated that transferability is concerned with the degree to which the discoveries of one's thinking can be connected to other circumstances. Transferability alludes to the generalisability of request. In subjective investigation this concerns case-to-case exchange (Tobin & Begley, 2004). The results of a subjective investigation must be captured within the setting of the association's specific characteristics. Pandaya-Wood (2014) agrees by saying that findings have applicability in other contexts and settings.

Transferability alludes to whether the finding from the investigation can be connected to other settings. Gipps (2002) states that quantitative inquiry about unwavering quality measures the degree to which the investigated discoveries will stay steady over repeated studies in completely different circumstances with distinctive analysts and the degree to which such discoveries are generalisable. Transferability concerns relate to the degree to which specific inquiry about a program can be extrapolated, with certainty, to a more extensive populace (Shenton 2004). In qualitative research, analysts give a point by point depiction

of the settings and the setting they inquire about (Mandal, 2018). Field notes from the in-depth interviews have been kept. Furthermore, transferability requires that the crude information can be generalised to other comparative circumstances and conditions.

This implies that the discoveries can be summed up or exchanged to other settings or groups. Therefore, this study is transferable since the thesis will be kept in the university library where other researchers will be able to utilise it as one of their references.

3.7.4. Conformability

Tobin and Begley (2004) state that conformability is concerned with building up the researcher's elucidations, and discoveries are determined from the information, requiring the analyst to illustrate how conclusions and translations have been developed. This is about the degree of neutrality that concerns being mindful of the researcher's identity. Conformability refers to the objectivity of research during data collection and data analysis.

Polit and Beck (2012) aver that there must be congruency between two or more autonomous people almost the exactness, significance or meaning of the information. Conformability, moreover, implies quality. In an endeavour to set up conformability, the investigator might emphasize the analysis of the strategy utilised within the study. To realise conformability, analysts illustrate that the outcomes are connected to the conclusions in a way that follows and reproduces as a method The analyst revealed all steps taken in the gathering of data.

3.7.5. Dependability

To attain constancy, analysts can guarantee that the inquiry is consistent, traceable and recorded (Tobin & Begley, 2004). Constancy alludes to the inquiry's consistency and unwavering quality about discoveries and the degree to which inquiry about methods are recorded permitting somebody outside the enquiry to follow, review and audit the investigation. (Sandelowski, 1986; Polit et al., 2006; Streubert, 2007).

As a value, constancy is especially significant to environmental and preservation science applications within the early stages of testing findings in different settings to extend the certainty within the proof (Adams et al., 2014). Point by point scope of the technique and strategies utilized permits the peruser to

evaluate the degree to which suitable investigative steps have been followed (Shenton, 2004). Analysts ought to report the investigation plan and execution, including the technique and strategies, the points of interest of information collection (e.g., field notes, memos, the researcher's reflexivity diary) and intelligent examination of the venture (Shenton 2004; Polit et al. 2006; Streubert 2007).

To achieve dependability, the researcher used more than one method to generate data. She used a sound and easy questionnaire that required participants to share their views on assessment by ticking the relevant statement. She also randomly selected participants to sit for the interviews and studied relevant documents. Participation was voluntary.

3.8.   Ethical considerations

All analysts ought to ensure and consider the rights of respondents, particularly within the securing, collection and introduction of information, thereby guaranteeing honest communications and assistance of casual decision-making. Where human rights exist, there must be an obligation to recognize, bolster, and recognize that right. John Bolt (1978) was a logician who focused and elucidated on morals based upon human rights. He argued that it is not so much the application of reason to actions that is vital, but the appreciation of the reasonable and the rise to fair treatment of all individuals revered within acknowledging fundamental human rights.

The assurance of human subjects through applying suitable moral standards is vital in any inquiry. In a subjective study, ethical considerations are a specific responsibility due to the topic's detailed nature (Arifin , 2018). The potential members were spoken to separately and the reason for the study and information collection was explained to them. They were given a reasonable time to ask questions and address any concerns. It was clarified that as their cooperation was voluntary, refusing to take part or withdrawing from the process in advance was acceptable. In conducting the investigation, all members agreed to be met and take part in the study. The members subsequently readily took part in the study after the analyst approached them. The investigation was clarified to the members and the members were told that if they wished to withdraw at any point during the meeting, they might do so.

Authorization to record the meeting was received from the members and none of the members had challenges with the tape recording of the interviews. Members were assured that their data would remain

private but would be communicated with the supervisor. It was necessary to stress the confidentiality of the data and trust with the members within the early stage of the interviews.

When sharing the reason for the study with the members, the analyst also shared her basis and a few of her encounters concerning appraisal. This made a difference to construct beliefs and in turn empowered the members to reply to questions earnestly and unreservedly without fear. Security and privacy of the meeting environment was ensured.

Participants were informed that their qualifications, teaching experience, gender and phase taught would be used for reporting the data. Ethical approval by the university and the KZN Department of Education was received through online platforms.

3.9. Limitations of the study

The process of data collection, especially interviews and questionnaires, was time-consuming and delayed the study. Some of the rules, like a request to conduct the study, also contributed to the delay of the study. It was found to be a strain to reach and collect the teachers' questionnaires due to schoolwork.

Participants for the interviews were not easy to reach and as a result, some interviews took place at restaurants and some at the participants' place of work. The unavailability of funds to pay the statistician brought frustration as well. Domestic problems were also contributing factors in the delay of data collection. The above constraints resulted in the delay in finishing the study and submitting on time.

3.10. Conclusion

This chapter explained how the study was concluded, revealed how members were chosen, strategies utilised to gather the information, as well as strategies used to examine the information. The aim of this study was to understand teachers' views on their own assessment strategies. The reality was constructed through the methods of data collection. This chapter achieved what Rouse (2016) stated, that information collection is the method of gathering data from personal experiences. Moreover, the researcher attempted to be considerate and rigorous in data generation. Muhammad (2015) emphasised the demonstration of subjective investigation as basic so that the investigator's discoveries are effective.

CHAPTER 4: ANALYSIS OF THE FINDINGS

4.1.   Introduction

The previous chapter gave understanding into the study about the planning and the investigative strategy used to produce and examine the information to reply to the study question. This study explored teachers' views on assessment. The study's main aim was to analyse what teachers understood as fairness, success, and assessment difficulty. The research was carried out in public schools at Umlazi District (Maphundu circuit). The data was generated through a questionnaire and interviews. The analysis of this chapter is based on the information found in Appendices A to D

The questionnaire consisted of closed-ended questions which the participants had to answer with the aid of predetermined codes. The questionnaire focused on the teachers' assessment beliefs and consisted of three categories, which were labelled Part I, Part II and Part III. Part I attempted to understand the teachers' background information in terms of teaching, subjects, the number of learners taught, the teacher's experience, in-service training, courses or workshops attended, gender and qualifications. Part II was mainly on actual classroom preferences, which the teacher used and checked the suitable recurrence level that best matched ordinary evaluation practices. Part III focused on checking the frequency of assessment alternatives and teaching, which the teacher used.

The interview in this research was an extension of the questionnaire to provide further insight into teachers' assessment practices. The data from the interviews were analysed and are presented in this chapter as themes. These themes will be presented after the questionnaire data is presented. The next three sections present the data obtained from the questionnaire.

4.2.   Questionnaire data

4.2.1. Background information

This section of the chapter presents the respondents' background information for those who participated in the questionnaire survey. This section describes the gender and highest qualifications of the teachers. The number of years of teaching is also presented in this section.

This is followed by the phases and subjects which teachers are teaching. The subjects taught by the teachers are given per phase of teaching. The background information section concludes with the average number of learners in the respondents' classes.

4.2.2. Gender

Figure 4.1: Gender of respondents
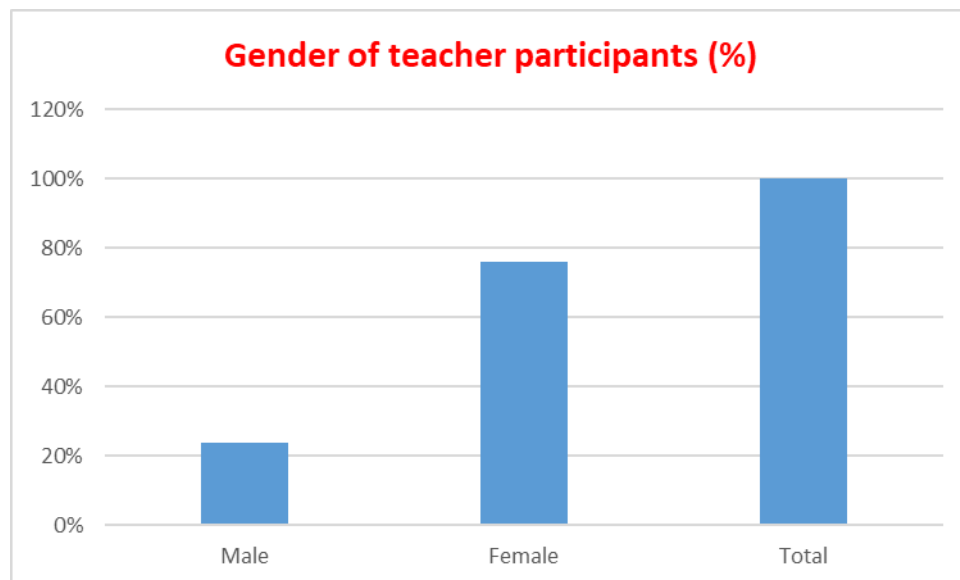
This figure indicates that 76% of the participants were females and only 24% were males. This was not surprising since 76 of the 100 respondents were primary school teachers. The larger rate of female respondents to males can be attributed to the larger number of female teachers employed within the Department of Education. According to the Education Management Information System (EMIS) of the Department of Education in KwaZulu-Natal, 69.6% of the total teaching workforce in public schools is female.

The next section reveals the highest qualifications of the respondents.

4.2.3. Highest Qualification

Figure 4.2 below indicates the qualifications of the respondents. The respondents were provided with a list of qualifications and were asked to select their highest qualification.

Figure 4.2: Highest qualification of respondents

Highest qualification of teacher partcipants
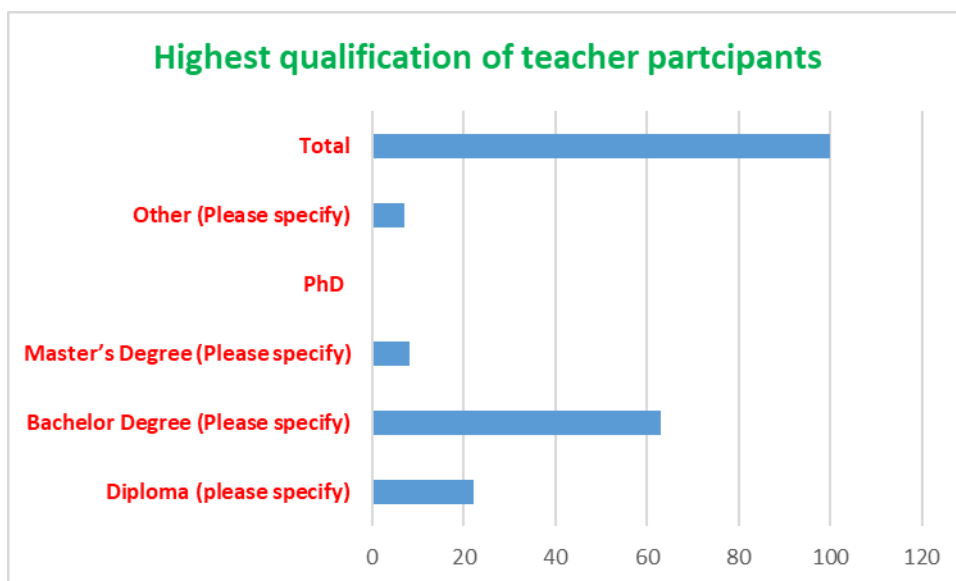
This figure reveals that most participants' highest qualification is a Bachelor Degree, which indicates that teachers capacitate themselves. It gives hope that these teachers understand that education is a life-long learning profession that requires more time and effort to cope with the constant changes in the education system. Life-long learning is also encouraged by SACE (the South African Council for Educators). The analyst is of the opinion that teachers' capabilities contribute to learner accomplishment. A study conducted by Gordon, Kane and Staiger (2006) revealed that learners who were instructed by the lowest quartile of instructors would lose five percentage points per year. Contrary to this, Sawchuk (2009) proposed that schools squander millions of dollars on pay rates for teachers with progressed degrees. His investigation found that learners' test scores did not alter, notwithstanding their teacher's degree. The analyst concurs with Gordon et al. (2006) that teachers with progressed degrees have a broad effect on learner accomplishment.

Subjects like mathematics, science and technology require teachers to have more advanced knowledge and skills, which align with modern ways of living. It remains a fact that teachers should capacitate themselves since the education system is ever-changing. Aslam et al. (2016) assert that teacher qualification is a stronger prediction of student satisfaction than teacher experience.

While qualification is believed to be crucial in student achievement, one cannot discount internal and external educating involvement. The number of years of educating of the respondents is displayed next.

4.2.4. Number of years of teaching experience

Table 4.1 below shows the length of instructing encounter of respondents. It appears that precisely half of the respondents have ten or more years of educating. Only nineteen respondents had three or fewer years of instructing encounter.

Table 4.1: Respondents' teaching experience

Number of years of teaching	No	Percentage
1 – 3 years	19	19%
4 – 6 years	13	13%
7 – 9 years	18	18%
More than ten years (please specify)	50	50%
Total	100	100 %

Educator quality is related to the length of time an individual has been instructing, or educating in a specific subject. The length of time an educator has spent within the classroom, in a few cases, can help anticipate how well his or her learners will perform in assessments. A teacher with less than three years' experience is still considered a newcomer to the profession. Teachers with three to ten years' experience are given a little more credibility regarding classroom effectiveness. Teachers with more years of experience usually lead teacher-mentoring programs, and those teachers are expected to share teaching strategies and classroom management concepts with the inexperienced teachers.

However, the impact did not remain consistent as the years of encounter increased. Goldhaber (2002) argued that the   experience impacted on teaching and learning is not consistent with the increase of years in the field.

Novice teachers somehow lack essential skills like lesson preparation and presentation and cannot set standardised tests. Wachtel (1998) found that teachers' experience and qualifications predict and develop student competencies.

The researcher partly agrees with Podgursky (2005) that it all depends on the school's administration, despite experience. School leadership can either make or break the novice teacher. Experienced instructors must bridge the gap between classroom administration, educational modules and teaching

procedures. A modern teacher can have all the substance information, but if he or she needs classroom administration aptitudes, educating and evaluating will rapidly become exceptionally disappointing (Podgursky, 2005).

Having presented the above demographic information, the following section presents the respondents' teaching phases.

4.2.5. Phase of teaching

Basic education consists of four schooling phases before higher education takes place. These are the foundation phase, intermediate phase senior phase and further education and training phase. The researcher distributed 150 questionnaires, but only 100 participants successfully and willingly completed the questionnaires due to some constraints. Table 4.2 below illustrates the percentage of the participants in each phase.

Table 4.2: Teachers' phase of teaching

Phase	No	Percentage
Foundation (Grade R – 3)	31	31%
Intermediate (Grade 4 – 6)	36	36%
Senior (Grade 7 – 9)	9	9%
FET (Grade 10 – 12)	24	24%
Total	100	100%

The study was conducted with 100 teachers: 31 were teaching the foundation phase, 36 were teaching the intermediate phase, nine were teaching the senior phase and 24 were teaching the FET phase. It was additionally found that most participants were from the foundation and intermediate phases. They made up 67% of the sample.

4.2.6. Subjects taught by respondents

Each phase concentrates on the subject prescribed by the department of education. The foundation phase includes four subjects, the intermediate phase has six subjects, and the senior and FET phases have seven subjects. These are presented in the Tables below.

4.2.6.1. Foundation Phase subjects

Foundation Phase includes Mathematics, English, IsiZulu and Life Skills.

Table 4.3: Subjects taught in the Foundation phase

Subject taught	Number of Teachers	Percentage
Mathematics	30	98%
English	27	87%
IsiZulu	31	100%
Life Skills	31	100%

It was discovered that all teachers in the foundation phase (31) teach isiZulu and Life Skills. Four teachers in this phase are not teaching English (27 teach it) and only one teacher is not teaching Mathematics. Erasmus (2019) agrees with the necessity of this phases by stating that Grade R is the grade where a child's fine motor skills are developed. He continues that it needs highly qualified and skilled teachers. This is, however, contrary to common perceptions about foundation phase teachers. News24 (2017) debated the issue and it was discovered that foundation phase teachers' work was not taken seriously. Some commented that young children's teaching is complex and challenging, requiring a strong solid foundation in Mathematics and Literacy. The debate concluded that foundation phase teaching needs dedicated and well-educated teachers and mechanisms and resources to support it.
Beni et al. (2012) confirm that teachers are seen as having a particular body of knowledge in the foundation phase, including information about children, teaching, learning and the curriculum. They state that an effective foundation phase teacher can encourage and extend children's learning within the early childhood curriculum's holistic nature without being overwhelmed by conventional teaching notions.

This is the most crucial phase which introduces academic reality to the child. In this phase, the child begins to reveal his or her talents and capabilities. Learners rely on the help of the teacher at all times. First language is the only medium of instruction in both teaching and learning. Foundation phase teachers are there to mould, unlock and develop thinking skills in learners to discover their capabilities.

The first school years are there to develop confidence and a willingness to learn. Hence, understanding foundation phase teachers' views of assessment may prove highly beneficial in the foundation phase

learner's objectives. It was depicted that some participants in the foundation phase understood this because they held Master's Degrees.

4.2.6.2. Intermediate Phase subjects

The subjects taught in the intermediate phase are Mathematics, English, isiZulu, Life Skills/Creative Arts, Social Sciences and Natural Science/Technology.

Table 4.4: Subjects taught in the Intermediate phase

Subject taught	Number of Teachers	Percentage
Mathematics	13	36%
English	10	28%
IsiZulu	7	19%
LS/Arts	11	31%
SS	7	19%
NS/Tech	7	19%

Table 4.4 illustrates subjects taught in the intermediate phase and the number of teachers that teach them. Additional subjects are introduced in this phase. In this phase, learners are groomed to take responsibility for their learning and English becomes the medium of instruction during teaching in all subjects except IsiZulu. When a foundation has been laid, the building begins. The researcher believes that the intermediate phase starts to shape the child's latent skills. A new vocabulary is being introduced and meanings of certain concepts are revealed to the child. In other words, this phase utilises foundational concepts for a child to construct new information and learn new concepts.

A child with solid foundational aptitudes is more likely to succeed in this stage and create a sense of free learning. Naidoo (2012) shared a similar thought that learners are expected to apply the foundation phase's skills to access the intermediate phase curriculum. Guidance and support from all stakeholders are crucial at this phase. Equally important is the assessment practice of the intermediate phase teacher. Understanding the intermediate phase teacher's assessment may help all the stakeholders make the intermediate phase experience fruitful for the learner.

4.2.6.3. Senior Phase subjects

Table 4.5 illustrates the subjects taught in the senior phase and the number of teachers who taught these subjects.

Table 4.5: Senior phase subjects taught by respondents

Senior Phase Subject taught	Number of Teachers	Percentage
Mathematics	1	11%
English	3	33%
IsiZulu	2	22%
Natural Science	1	11%
Technology	2	22%
EMS	6	67%
Social Sciences	0	0
Arts	0	0
Life orientation	0	0

The number of senior phase respondents was the least in this study. While this was not deliberate (since teachers volunteered), a note should be made that this phase has Grades 8 and 9 only. Teachers do not exclusively teach in one phase. A teacher may often teach in the intermediate and senior phases or the senior and further education and training phases. Nevertheless, additional subjects are being taught intensely in this phase. Teachers teach particular subjects in a suggested educational module and cultivate social, emotional, intellectual and physical development. This phase allows learners to decide whether to proceed to FET or not. It is expected that learners who stop schooling at this phase can earn a living through skills jobs like plumbing, tiling, sewing, etc. In other words, learners are given career direction at this stage of learning. Hence, proper and quality assessment is required at this phase.

As an experienced teacher, the researcher has observed missing knowledge in the senior phase teaching. The majority of the teachers are not sufficiently aware of the significance of this phase. She has observed this looking at Grade 8 and 9 work for all her pupils. There is the least unmarked work in their exercise books, which means no frequent feedback. Yet it is widely recognised that input is a significant part of the learning cycle (Spiller, 2009).

Commenting on students' assignments is vital and central to higher education evaluation forms (Nicole, 2010). At that point in Grades 10-12, work is observed as often as possible. Mayfair Institute (2020) communicated the viewpoint that senior phase learners need to make subject choices, career direction and conceivably work choices when they complete school after Review 9 (the final obligatory year of schooling).

This implies that learners within the senior phase must make extremely important choices that will impact not only on what subjects they take in Grades 10 to 12, but also on their working life after school. Teachers proceed to remain at senior phase and teach particular subjects inside an authorised educational module from Grades 7 to 9, and they advance learners' social, emotional, mental and physical advancement. In this way, legitimately prepared intermediate and senior phase teachers have a really vital part to play in directing learners about their subject choices. The researcher thus perceives the senior phase to be as important as the foundation phase.

4.2.6.4. Further education and training (FET) subjects

Table 4.6 illustrates the subjects taught and the number of teachers who taught these.

Table 4.6: FET subjects taught by respondents

Subject taught	Number of Teachers	Percentage
Mathematics	7	29%
Maths Literacy	1	4%
English	3	13%
IsiZulu	1	4%
Economics	4	17%
Accounting	2	8%
Physical Science	5	21%
Dramatic Arts	1	4%
Business Studies	4	17%
Geography	4	17%
History	1	4%
CAT	1	4%
IT	1	4%
EGD	1	4%

Most respondents teach taught Science. To date, the researcher found one occasion where the diverse role-players in education, other than instruction authorities, were consulted broadly on the numerous challenges confronting South African education, considering the poor performance in science (DoE, 2009b). Potgieter (2010) detailed that in 2006, Grade 6 learners accomplished an average of 28% in languages and 30% in Mathematics. Basic Education Minister, Angie Motshekga, expressed that these outcomes would serve as benchmarks. Advanced independent benchmark tests for Grade 6 learners were also conducted in 2007 and 2009 within the Western Cape. The outcomes were poor as only 17.4% of learners were competent in numeracy. It is interesting to see that Umlazi district teachers are committed to uplifting the teaching of mathematics in schools in the face of challenges.

This phase prepares learners for higher education and work, as they are becoming adults. The quality of education received in this phase will either break or strengthen the long term achievement of these learners.

The above sections show that the questionnaire participants came from across the teaching phases and the curriculum's different subjects. Since there may well be a relationship between the number of learners in a classroom and assessment, the analyst presented the results and examined the average number of learners within the respondents' classes.

4.2.7. The average number of learners

The respondents were asked to indicate the number of learners in their classes. Table 4.7 below provides the average number of learners.

Table 4.7: Average number of learners in the class

The average number of students	No	Percentage
<40	12	12%
40-49	24	24%
50-59	38	38%
60-69	19	19%
70-79	7	7%
Total	100	100%

Only twelve teachers (out of one hundred) had classes of less than forty learners. It was noted that there was an imbalance in the pupil-teacher ratio. The majority of the teachers indicated having between 40 and 80 learners in their classes. Teachers therefore face instructional, physical and evaluation problems. The teacher-pupil-ratio has been a progressive and a complex challenge in the education system. Walker (2011) indicated that there would be a wide fluctuation in pupils' learning abilities in large classes. The educator ought to spend more time working with the less scholarly learners, which would in turn hold back the learners who advance quicker.

Over-crowding adversely influences teaching and learning, making it challenging to deliver quality instructing and learning and appraisal. Finn (2003) examined the connection between learner engagement and lesson evaluation. He conceptualised learner engagement into two forms: social engagement and scholarly engagement. Finn (2003) concluded that when learners are put in smaller classes, they ended up more secure, both scholastically and socially. Boy (2006) considered that over-enrolment caused poor performance in public schools. Shah and Inamullah (2012) discovered that over-crowded classes may influence students' learning. This influenced students' performance, but the teachers had to confront specific issues such as teaching, behavioural issues, poverty, students' poor performance, pressure on instructors and an increase in students' dropout rate.

Majanga et al. (2010) found that the standard of pupils' performance was significantly lacking in schools where pupil-teacher proportions were high compared to schools with lower pupil-teacher proportions. Schools with a high number of students per teacher were also found to have discipline issues. Majanga et al. (2010) contended that teachers did not have total control of the learners and on numerous events; and numerous discipline cases were not dealt with satisfactorily. Majanga et al. (2010) found that covertly supervised schools accomplished more excellent production or scholastic esteem than loosely supervised schools.

The researcher is learning that there is always a relationship between the size of a class, assessment and learners' performance. As a teacher, she finds it very difficult to teach and address more than 35 learners' needs. It is not easy to keep up with the on-going increase in classroom enrolment. The researcher ends up concentrating on the average and high achievers in class. As a result, the assessment activity will be in favour of these two groups (average and high achievers). The degree of fairness, success and level of difficulty thus becomes an issue of concern.

Is it possible to structure an assessment that will be fair in such conditions? The answer, perhaps, is no. This is, however, common to all teachers. The slow learners will be gradually condoned from grade to grade until they drop out at some stage. The issue of quality of education is then argued on such conditions.

The above information was some background information on the respondents. This study aimed to get the views of teachers on assessment. The background information above was included to provide a context to understand the views of teachers on assessment.

4.3. Classroom Assessment preferences

The second part of the questionnaire dealt with the respondents' assessment preferences. The respondents were given statements (see marked column options below) of classroom assessment preferences and asked to indicate the frequency at which these were done.

Table 4.8: Teachers' classroom preferences and frequency

Options	Very rarely or Never *(less than 10% of the time*		Rarely *(10 – 25% of the time)*		Occasionally *(26 – 50% of the time)*		Very Frequently *(51 – 75% of the time)*		Always *(more than 75% of the time)*	
1. Guide students to set their goals and monitor their learning progress.	No	%	No	%	No	%	No	%	No	%
	7	7	7	7	16	16	54	54	16	16
2. Demonstrate to students how to do self-assessment.	No	%	No	%	No	%	No	%	No	%
	8		8		28		52	52	3	3
3. Determine how students can learn on their own in class.	No	%	No	%	No	%	No	%	No	%
	3	3	2	2	24	24	53	53	18	18
4. Assist students to identify means of getting personal feedback and monitoring their learning	No	%	No	%	No	%	No	%	No	%
	9	9	3	3	26	26	59	59	3	3

process										
5. Help students develop clear criteria for good learning practice.	No	%	No	%	No	%	No	%	No	%
	8	8	1	1	18	18	54	54	19	19
6. Set the criteria for students to assess their performance in class.	No	%	No	%	No	%	No	%	No	%
	6		4		27		58	58	4	
7. Measure the extent of learning at the end of a lesson or subject.	No	%	No	%	No	%	No	%	No	%
	5	4	3	3	24	24	48	44	19	19
8. Evaluate the level of competence of students at the end of an instructional program.	No	%	No	%	No	%	No	%	No	%
	3	3	6	6	27	27	57	57	7	7
9. Determine the degree of accomplishment of the desired learning outcome at the end of a lesson.	No	%	No	%	No	%	No	%	No	%
	4	4	2	2	20	20	59	60	14	14
10. Make a final decision about the learning level students achieved at the end of a lesson or subject.	No	%	No	%	No	%	No	%	No	%
	8	8	2	2	26	26	58	59	5	5
11. Rank students based on their class performance to inform other school officials.	No	%	No	%	No	%	No	%	No	%
	6	6	15	15	21	21	46	46	12	12
12. Provide information to parents about the performance of their children in school.	No	%	No	%	No	%	No	%	No	%
	9	9	4	4	17	17	62	63	6	6
13. Examine how one student performs relative to others in my class.	No	%	No	%	No	%	No	%	No	%
	6	6	6	6	30	30	47	47	10	10

	No	%	No	%	No	%	No	%	No	%
14. Supply information to other teachers, schools, employers regarding students' performance in class.	10	10	13	13	27	27	49	49	0	0
15. Help students improve their learning process and class performance.	8	8	0	0	6	6	58	58	28	28
16. Assist students to determine their learning strengths and weaknesses in class.	7	7	1	1	16	16	67	67	9	9
17. Identify better learning opportunities for students in the class.	6	6	1	1	19	19	54	55	19	19
18. Periodically collect learning data from students to improve the instructional process.	8	8	11	11	33	33	46	46	2	2

Table 4.8 illustrates how participants responded to each question. Participants were expected to respond by V = very rarely or never, R = rarely, O = occasionally, F = very frequently, and A = always.

From the above Table, one notices that more than 50% of the respondents selected *very frequently* for most of the options given in column 1. This possibly implies that the respondents:

- assess for learning;
- use the classroom evaluation to prepare and the data about learners to supply total data of students' learning;
- equip learners to build confidence and help them to be responsible for their learning; and
- can change their desires into evaluation outcomes and scoring methods that precisely reflect learner achievement.

The majority of the teachers, above 50%, frequently adhere to assessment preferences where 59% have noted that they assist students in identifying means of getting individual input and checking their learning progress and assessing students' level of competence at the conclusion of an instructional program. A more significant number of teachers, about 62%, frequently provide information to parents about their children's performance in school. Less than 10% of the teachers never adhere to classroom assessment. About 3% of teachers have never assessed how learners learn and 3% of teachers have never evaluated students' level of competence of the teaching programme. Out of 18 Classroom Assessment Preferences questions, 13 questions have over 50% *very frequently* (51 – 75%) responses to adherence to assessment.

Moreover, these discoveries demonstrated that most teachers evaluate for learning, which benefits learners and permits teachers to adjust instruction based on outcomes, making alterations and changes that will capacitate them to track their instructive objectives. This will. moreover. provide teachers with the capacity to supply steady criticism to learners. In this way, learners become part of the learning environment and create self-assessment methodologies to process their thoughts.

These findings were in line with Stigins' (2002) that classroom evaluation for learning features a significant advantage for students' learning, such as learners are actively engaged within the preparation, but also since the method creates abilities that support significant improvement, checking and detailing of individual learning objectives for both teachers and learners.

However, the results also indicated that a few tracks show that assessment is a product, not a process, to some teachers. This was evident in how participants responded to *question three*. Saefurrohman and Balinas (2016) expressed that classroom evaluation ought to be seen as a tool instead of a product.

The appraisal reason is not a matter of getting the students' scores and deciding whether they pass the prerequisites or not, but on ascertaining the students' progress in learning and assisting them to succeed in learning.

4.4. Assessment alternatives

- The third part of the questionnaire attempted to elicit from respondents the assessment approaches that they use in their teaching. There were three questions in this part of the questionnaire: I used the following assessment approaches ...

- When I do an evaluation, I ask questions or give tasks that permit me to know whether learners understand the work taught.
- Please rate the outcome after zones of appraisal in terms of your requirements for professional development.
- I use the following assessment approaches …
- When I do an evaluation, I ask questions or give tasks that permit me to know whether learners understand the work taught
- Please rate the outcome after zones of appraisal in terms of your requirements for professional development.

4.4.1. Assessment approaches of respondents

The Table below shows the responses to the different assessment approaches that they use.

I use the following assessment approaches …

Table 4.9: Assessment approaches of respondents

OPTIONS	V		R		O		F		A	
	C	%	C	%	C	%	C	%	C	%
a. Multiple Choice	12	12	15	15	22	22	23	23	27	27
b. True-False or Right-Wrong	10	10	15	15	24	24	21	21	29	29
c. Matching-types	9	9	9	9	23	23	33	33	25	25
d. Fill-in the blanks or short constructed response	10	10	5	5	21	21	36	36	27	27
e. Essay	10	11	6	7	30	33	29	32	17	18
f. Performance assessment	5	5	12	12	26	27	36	37	19	19
g. Portfolio assessment	9	9	17	17	23	23	31	32	18	18
h. Graded recitation	7	7	13	13	26	27	29	30	22	23
i. Observations	5	5	6	6	18	18	43	43	27	27
j. Term Papers or Projects	4	4	5	5	13	13	42	43	34	35
k. Class presentations	2	2	4	4	20	21	50	52	21	22
l. Assignment	8	8	11	11	16	16	36	37	26	27
m. Classroom assessment techniques (CATs)	7	7	7	7	19	19	41	41	26	26
n. Others, please specify	0	0	0	0	0	0	0	0	0	0

It is essential that evaluation approaches relate straightforwardly to the learning and challenge all learners being evaluated. Table 4.10 of the questionnaire has already indicated the intentions of classroom assessment. This table was intended to determine whether the teachers used assessment approaches to achieve what is intended in Table 4.10.

There were thirteen (13) assessment approaches presented on the questionnaire, whereby the respondents were expected to show how often they apply them during teaching and learning. Respondents were free to suggest other approaches not listed. However, no respondent suggested any other approaches.

Table 4.9 above shows that a significant number of teachers (near to 50%) say that they habitually utilise the evaluation approaches on the table which are matching-types, fill-in the spaces or brief developed reaction, portfolio appraisal, graded recitation, observations, term papers or ventures, course introductions and classroom assessment techniques. The general premise about multiple-choice questions is that of being content based and easy to design. Ozturk (2007) had the same view that multiple-choice items are prevalent in language testing. They are speedy to manage, simple to score, can be connected to numerous learners in a brief time and are exceedingly reliable. Given that respondents in this study are dealing with large classes, it might be possible that multiple-choice is the way to ease the marking burden. This is if the multiple-choice assessment design meets Bloom's taxonomy requirements. Hynie (1994) indicated that multiple-choice helps promote the retention of information.

It was also noted that a few teachers continuously leant toward utilising true or false and matching-type evaluation approaches. These approaches are seen as easy to answer. One must be cautious in using such approaches (including multiple-choice) because they encourage learners to guess. It is better if they are used in conjunction with the penalties, e.g. "state whether it is true or false and state the reason why." Being a teacher for so many years, the researcher has noticed that these types of questions provide not much information about why learners received wrong answers and promote guessing and encourage surface learning. These questions grade objectively.

The frequent and always use of execution evaluation, portfolio evaluation, evaluated recitation, perception, term papers, projects and assignments were perceived. Therefore, it can be assumed that teachers consider cognitive complexity and fairness when they design their assessments. Welton (2017) explains that assessment is fair when the learners' needs are understood and addressed. Tierney (2016) stated that fairness is the fundamental quality, and one needs to consider the effects of assessment during

its development to produce fair results. In using multiple choice and True-False or Right-Wrong as assessment approaches, most respondents responded with *always*. They claimed to use these two approaches for assessment more than 75% of the time.

The use of multiple-choice appeared to be a preferable approach for most of the respondents. The frequent use of the approach will indicate its effectiveness and relevance.

4.4.2. Assessment practices

When I do an assessment, I ask questions or tasks that allow me to know whether students …

Table 4.10: Assessment practices of respondents

OPTIONS	V		R		O		F		A	
	C	%	C	%	C	%	C	%		%
a. I can recall or remember what is taught in class	2	2	3	3	5	5	42	42	48	48
b. Explain ideas and concepts	1	1	0	0	14	14	43	44	39	40
c. Use learned information or concepts in a new way	1	1	9	9	16	16	45	45	29	29
d. Analyse a situation or condition	1	1	11	11	18	19	43	44	25	28
e. Justify a stand or decision	3	3	14	14	18	18	37	38	26	27
f. Create a new product or point of view or idea	2	2	11	11	17	17	43	44	25	26

According to Table 4.10, teachers are aware of the assessment approaches related to their subject. The assessment approaches listed on the questions are the only ones they know. The researcher inferred this because none of them was able to specify other assessment approaches. There is common knowledge of the assessment approaches that are expected to be used in the classroom. One may assume that teachers are attending in-service training courses offered in this circuit (Maphundu). Teachers are encouraged to study further for the benefit of their professional development.

This Table also looks at how teachers responded when asked when they do an assessment. They ask questions or give tasks that allow them to know what learners can do. Approximately 90% of the instructors, when asked about using evaluations to know whether learners can review or keep in mind what is instructed in course, reacted as often as possible. This appears to be the case with all these evaluation approaches. Teachers regularly and continuously do an evaluation.

The analyst asks questions or gives tasks that permit her to know whether learners can review or keep in mind what is instructed in lesson, clarify their thoughts and ideas, utilise learned data or concepts in a better approach, examine a circumstance or condition, legitimise a stand or choice, make use of item or point of view or thought. Falk (2000) thought that data picked up ought to be put to reasonable use by illuminating choices about the educational modules and instruction and eventually moving forward learners' learning.

Table 4.10 provides evidence that some teachers think critically before planning and designing standardised assessment activities according to Bloom's cognitive levels. Such assessment activities offer considerable potential for improving student learning and the level of competence. In addition, the content of the assessment requires insight and understanding of the content learned. Black and William (1998) provided several articles presenting effective, successful and fair assessment. They concluded that assessment should be combined with suitable input to learners to report what really happened amid educating. To the researcher, this will further promote effective learning and teaching.

Tiery (2016) stated that perceptions of fairness should be considered in developing and revising an assessment tool because face validity and credibility are considered. Additionally, he averred that theories and knowledge about learning have evolved; educational assessment has increasingly been seen as a social process that shapes identity and influences the opportunity to learn (Tiery, 2016). This means that learners will learn at their own pace without fear or favour.

Table 4.10 also provides points to ponder when teachers are designing assessment activities. Teachers are developing a useful assessment that provides correct instructions and gives learners a second chance to demonstrate success. Responses in Table 4.10 create the impression that respondents are fair and concerned about their learners' progress. They take careful consideration of class-level and ability when designing assessment activities. It also suggests that respondents give thoughtful feedback to learners, and that they remain calm and civil to model appropriate behaviour for learners.

Responses also develop the belief that learners are given opportunities to think about any question posed to them and asks them to express their ideas to one another. Table 4.12 underlines what may well be accomplished by carefully considered classroom appraisal in the light of cognition and thinking standards Saddler (1989) pointed out that assessment should provide clear learning goals; information on the

learner's existing knowledge; and action to close the gap. In the study by Lam (1995), the same perspective was found that reasonable appraisal gives learners equal opportunities to illustrate what they know. Suskie (2000) agreed that reasonable appraisal matches what is instructed, has clearly expressed learning results, employs numerous diverse measures and numerous distinctive sorts of measures to survey, and helps learners evaluate. The above-mentioned is drawn from responses in Table 4.12.

4.4.3. Assessment rating

The respondents were asked to rate certain areas of assessment. Assessment becomes more meaningful when clear learning outcomes are written. Appropriate assessment helps to realise the learning outcomes. Dreyer (2008) concurs by saying that appraisal ought to be exact, objective, substantial, reasonable and time-efficient.

Other vital areas of assessment are objective tests, essay questions, and creating rubrics, as mentioned in this study's literature review. The entire range of related assessment areas is provided in column one in Table 4.11 below.

*Please rate the following areas of assessment in terms of your need for professional development. (**1** – not needed; 5 very much needed) Please shade the number that represents your response.*

Table 4.11: Assessment rating of respondents

OPTIONS	1		2		3		4		5	
	C	%	C	%	C	%	C	%	C	%
a. Writing learning outcomes	11	11	8	8	20	20	25	25	35	35
b. Constructing objective tests	11	11	12	12	11	11	31	31	34	34
c. Defining tasks for performance tests	12	12	8	8	21	21	25	25	33	33
d. Choosing the most appropriate item type for a test	15	15	9	9	23	23	15	15	37	37
e. Asking essay questions	19	19	7	7	23	23	22	22	28	28
f. Preparing observation checklists	14	14	6	6	15	15	30	30	34	34
g. Creating rubrics	16	16	4	4	17	17	25	26	36	37
h. Developing assessment plans	15	15	6	6	12	12	25	25	41	41
i. Linking learning outcomes with assessment process	12	12	4	4	16	16	27	27	40	40
j. Administering tests and exams	13	13	9	9	13	13	24	24	39	40
k. Scoring and marking tests and assessment tools	14	14	7	7	12	12	23	23	42	43

l. Reporting assessment results	19	19	4	4	15	15	18	18	42	43
m. Others, please list other areas that you want to know and learn about classroom assessment	0	0	0	0	0	0	0	0	0	0

Participants were required to rate the need for development in some areas of assessment. Respondents revealed that assessment is still a concern that needs to be attended to by the educational authorities.

The responses showed that evaluation is still a huge issue in teaching and learning. Ever since the term continuous assessment was introduced, teachers have struggled to assess learners accordingly. Erasmus and Lumadi (2013) indicated in their studies that some teachers lacked sufficient knowledge in using alternative assessment. Black and Williams (2003) indicated that where formative assessment is seen as a driver for alteration which is based on an understanding that assessment shapes learning, the only compelling way of changing how and what learners learnt was to alter the way teachers evaluated them.

To the analyst, this implies that unless there is an understanding of how appraisal works and how it ought to be executed, there will be a negative impact on students' learning. Ndalichako's (2004) examination of primary school teachers' appraisal methods found teachers' overwhelming reliance on the conventional strategies and infrequent utilisation of elective evaluation due to physical, cognitive and mental imperatives. This heavy dependence on summative assessment obstructs their exposure to alternative assessment practices such as portfolios, performance assessment and formative assessment (Lumadi, 2013).

These are the causes underpinning the lack of using alternatives by teachers. The ever-changing education system has adversely contributed to the teachers' failure to execute assessment alternatives. However, teachers are willing to be capacitated on the issue of assessment areas in spite of the challenges. The responses depict that there is huge reliance on old methods of teaching.

4.5. Assessment training
This section reports on training received and assessment courses attended.

4.5.1. In-service training on assessment
Figure 4.3: In-service training on assessment in the last three years

In-service training received

■ Yes ■ No
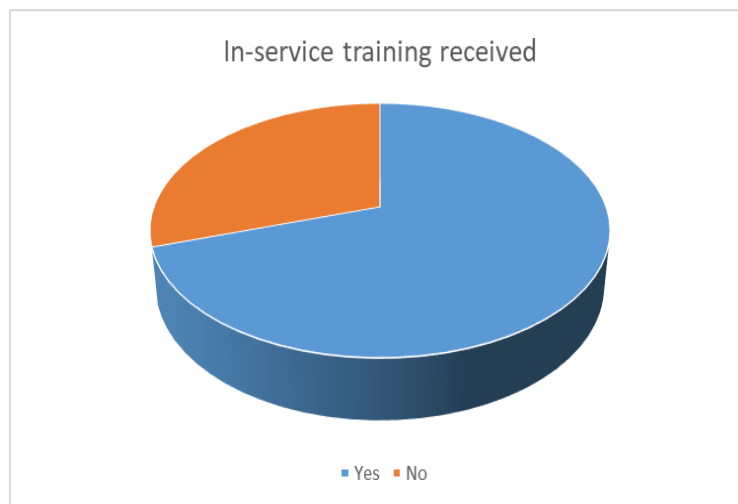
The Figure above shows that 70% of the respondents received in-service training on assessment from 2017 to 2019. Teaching is dynamic and ever-changing. As an experienced teacher, the researcher has observed that these changes bring to the fore challenges that require a new mind-set and new developments in the way lessons and assessment activities are presented.

Figure 4.3 shows a more significant percentage (70%) of participants who have undergone in-service training for three years. It indicates that most participants understand the importance of life-long learning in the teaching profession. Professor Kadar Asmal once said, "If you want to see change, it must begin with you." The researcher believes that the ever-changing education system has dramatically challenged teachers who attended education colleges. Through in-service training, teachers are capacitated with new methods and techniques of teaching the ever-changing phases of life from generation to generation.

The curriculum is adversely challenged. In-service teacher training seems to address problems and new developments in the education system. The ever-changing curriculum requires teachers to be acquainted with relevant specialised knowledge and skills. The analyst accepts that in-service training contributes to on-going teacher professional advancement. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may upgrade his/her professional skills, knowledge, and interest after initial training. In-service education is designed to fill the gap of professional inadequacies of a serving teacher.

Subsequently, it encompasses all forms of instruction and preparation given to educators who work within educating and learning (Osamwonyi, et al., 2016). Agreeing with Charging (1976), in-service education is staff advancement and a deliberate and continuous method that includes the recognisable proof and discussion of demonstration and expected needs of staff for encouraging their work fulfilment and career prospect. Billing (1976) states that staff improvement also bolsters the scholarly work and plans of the institution. In-service training could be an essential component of upgrading teachers' skills related to teachers' goal of improving their work quality. Through in-service training, teachers can recognise and fundamentally assess the school's culture, bringing changes to the working culture.

Studies by Jahangir, Saheen and Kazmi (2012) also show that in-service training plays a significant role in improving teachers' performance in school. This is in line with Ekpoh, Oswald and Victoria (2013) who stated that teachers who go to attend in-service preparation perform better in their work concerning information of the subject, classroom administration, instructing strategy and students' assessment. According to Frederick and Stephen (2010), teachers will pick up school administration abilities, assessment methods and effect more sweeping material improvements in their subjects during in-service training.

Omar (2014) stated that in-service training could also change teachers' attitudes and skills, which further increases students' performance. Moreover, it can help alter the methods, approaches, and teachers' instruction, the way learners learn and help create an excellent school culture. These studies reveal that for teachers to perform effectively in their work, they rely on continuous in-service training. Practical in-service training will prepare instructors with the essential aptitudes and information to address the current generation's needs.

The above changes always expose teachers to innovations in their profession. This training assists teachers to build upon the foundational knowledge received in colleges and universities. Craig et al. (1998) expressed at length that when teachers are effectively included and engaged within the change of their schools, educational programs, instructional methods, and classrooms, even those with negligible levels of formal instruction and preparation are capable of significantly changing their instruction conduct, the classroom environment, and improving the accomplishment of their learners. Osamwonyi et al., (2016) reveal the challenges that affect the success of in-service education as poor planning and organisations by facilitators, discrepancies in the approaches and techniques contained in the training

programme, and excessive hand-outs some of which are useless. It raises the question of how the government ensures these workshops' sound management to advance teacher development.

Teachers ought to have a positive attitude towards in-service training provided by their school. The teachers' demeanour towards instructing, reasoning, in-service and instructive change can impact their reaction to the conducted preparation.

In a training setting, we are concerned around employee's demeanours that are related to work execution. However, the general attitude towards in-service training in education has been perceived as tedious, time-consuming, and sometimes not relevant Hacer (2012) concluded that in-service training's viability depends greatly on the materials and assets used and whether modern materials are utilised during the course. The reality is that in-service teacher education is a necessity to keep teachers at the same level of knowledge and skills. It occasionally bridges a gap in pre-training.

Teachers may have been trained in different institutions, but learners should receive the same knowledge and skills. The challenge, however, is putting into practice what they know. Pedagogical content knowledge and subject matter knowledge are crucial for teaching mathematics effectively (Blazar & Pollard, 2017).

4.5.2. Courses in assessment during pre-service

While the previous section discussed assessment in terms of in-service teaching, this section reports on assessment training received as pre-service teachers, i.e., trainee teachers.

Table 4.12: Courses in assessment during pre-service

Options	No	Percentage
Yes	69	69%
No	31	31%
Total	100	100%

Assessment is the centre of teaching and learning. Therefore, it is a prerequisite for education that reveals what happened during teaching and learning. According to this Table, the majority of participants attended courses on assessment before service. Assessment knowledge will guide teachers on what they

should expect from students and set goals for teaching and learning. Every teaching and learning success is measured by assessment, meaning that assessment is the engine for learning. Courses on evaluation will assist teachers for simple assessment procedures and offer openings for learners to develop their aptitudes.

Satisfactory evaluation levels permit instructors to greatly improve their personal qualities and shortcomings; set objectives and targets for learners; coordinate consideration, assets and ability; and adjust teaching levels to realise learner achievement. (Tout Dave, 2016).

Teachers are called to mould children to become responsible and independent citizens. Assessments are designed to access the level of competence. As an experienced teacher, the researcher has used learners' strengths to connect them with the content she teaches. This is essential for learners struggling in class and who do not seem motivated to learn or who find it challenging to adapt to the learning culture. Research conducted by Al-Shamari (2010) and Rieg and Wilson (2009) agrees that evaluating learner learning can give important data to dissect learning results in any course of consideration.

Importantly, evaluation offers clear and valuable data around learners' learning results that will be utilised as markers of students' learning, related to their strengths and shortcomings. Another reason to use assessment is its capacity to help educators identify, classify and evaluate a specific performance indicator that points to success or failure in student learning outcomes. Furthermore, Carey and Gregory (2003) state that assessing learning outcomes helps instructors identify course-related weaknesses and implement specific improvements.

Assessment may thus be used as a diagnostic tool in analysing and recognising strengths and shortcomings in learners' learning results, giving markers as visual information for progressing student-learning results within the instruction criteria (Al-Shamari, 2010).

4.6.   Summary and discussion of questionnaire data

Responses revealed that teachers were doing their best against all odds. Over-crowding continues to be a common problem for all participants. Table 4.9 responses show that in-service training plays a part within the life of an instructor. Thomson (1992) found positive changes in teachers' attitudes through in-service training, expanded self-confidence and follow-up with teachers' status to confront any

different resistance circumstances. This reveals that a training program that is arranged and presented well will positively impact learners, instructors, and schools.

Responses in Table 4.10 create the impression that participants were concerned about their learners' academic progress and received appropriate, balanced assessment activities. Some carefully monitored learners' work.

Furthermore, learners are receiving constructive feedback, which helps them learn with confidence. On that note, an element of fair assessment is noticed. However, a misconception about the term *in-service and assessment course* revealed a missing link in sound teacher on-going professional development. It was significant to note that Table 4.11 responses presented teachers who were willing to constantly improve their information and understanding of their work. The researcher concluded that respondents viewed their assessments as fair since they could admit that they needed assistance in some assessment areas. There was also a knowledge gap depicted between novices and older teachers. Some teachers have studied up to the master's level. It is recommended that their academic content knowledge be shared in schools and districts.

Table 4.10 also revealed the characteristics of a fair assessment, which was the core component of this research. Teachers considered this when they designed assessment activities. The study then assumed that most respondents designed assessment activities that challenged learners to become independent and learn at their own pace. Such activities cultivated a love for learning and understanding that although they might be in the same grade, learners are unique individuals.

The quality of assessment determines the quality of education taking place. Teachers prefer to be considerate in designing their classroom activities. The questionnaire was designed to show that teachers who have undergone in-service training on assessment frequently and always use assessment to help students determine their strengths and weaknesses in class. When such a skill is cultivated, learners will monitor their learning progress, learn independently, develop good learning practice and make informed decisions about the content they know. Hence it may be inferred that a significant number of teachers *very frequently* and *always* use assessment to assist students in determining their learning strengths and weaknesses in class whether they have done in-service training on assessment or not. This, however, does not suggest that in-service teacher education is less important.

4.7.   Interview data

The interviews were conducted to get further insight into the issues raised in the questionnaire. The interview was arranged around two broad topics – classroom assessment and assessment alternatives.

4.7.1.   Classroom Assessment

In this section of the chapter, the analyst presents data through which she attempted to understand: how teachers guided their learners to set their own goals and monitor their progress; how teachers accomplished the lesson outcomes; benefits to learners when they knew their abilities and shortcomings, and the importance of reporting learner progress to parents. The section begins with goal-setting and monitoring of progress.

4.7.1.1.   Goals and learning progress

(How do you guide learners to set their own goals and monitor their learning progress?)

The participants were asked to share how they directed learners to set their objectives and screen their learning advancement. Two participants responded as follows:

P 4:   *I usually give them clear instructions of what is expected from them. I assist learners in developing their work's love first and then come up with checklist they complete after each lesson to check their progress. That checklist will help each learner know their weaknesses and strengths and know where to improve, and also, it will become easier for me to know that this learner needs assistance in this particular section. So, I think that assists learners to set their own goals.*

P 1:   *To get learners motivated, they must set goals to see what the future holds for them. Sometimes I use case studies, read them some success stories of previous learners regarding how far they have gone regarding their education, and do some interviews, sometimes informal talks, to encourage them.*

Taking ownership of learning can motivate learners to perform better in tests and other assessment tasks. Locke and Latham (2002) declare that once clear goals are established, learners may become more engaged in activities and may show a decrease in uneasiness, disillusionment and frustration. Acee et al. (2012) and Morisano et al. (2010) affirm that the foundation of clear objectives may progress scholarly execution.

4.7.1.2.   The accomplishment of learning goals.

(How do you guide learners to set their own goals and monitor their learning progress?)

Participants were asked to state what they do to decide the degree of achievement of the specified learning result at the conclusion of a lesson. The larger number of participants revealed that they only asked questions and gave classwork to decide the degree of the required learning result. Some of the responses were:

P 1:   *Practically speaking, asking all round questions and giving them some classwork, whether it is 5 or 6 questions, so that I can see if they have understood the lesson. If there are any shortcomings in the lesson, I will probably repeat the lesson or give them homework.*

P 4:   *I ask questions based on the lesson or give them a short activity to check if the lesson's outcomes have been met. Once the lesson is complete, we mark the activity together as a class and do corrections. Obviously, by doing that, I will be able to see if the outcomes have been met. To be honest, I do that occasionally.*

Another participant provided a more detailed response:

P 3:   *Like if learners ask me questions, then I know that ok, they heard what I was teaching them they are interested in the topic, so that's how I see and know that they understand or by asking me a question or even coming up with their sums and request may be Miss what if I do this sum like this or when they give more examples. Like if I was doing tens, hundreds, and units, then I use hundreds, and the number is 200 or 300, I then speak about hundreds, they will ask Miss, why are you using hundred instead of 200 then I will tell them that 200 and 300 falls under hundreds. That's when I know that they understand when they are asking questions and give more examples.*

Bloom's taxonomy consists of six successive levels. These levels are chronologically arranged as knowledge, comprehension, application, analysis, synthesis, and evaluation. It is therefore expected that lesson outcomes should accommodate these levels. Wengroff (2019) characterised Bloom's scientific classification as a set of three variously levelled models utilised to classify instructive learning goals into levels of complexity and specificity. The three models sort learning objectives into three different domains: Cognitive, Affective, and Sensory/Psychomotor. Participant number 5 was found to be in line with the hierarchy of Bloom's taxonomy.

 P 5:   *It is always imperative to consider Bloom's taxonomy. This assists in testing low-order and high-order questions from basic memory questions to complicated analytic questions that test the depth of a learner's thinking. Starting with basic memory questions and ending with both analytical and synthetic questions.*

Participant number 3 also depicted this in a detailed answer.

P 3:   *Like if learners ask me questions, then I know that ok, they heard what I was teaching them they are interested in the topic, so that's how I see and know that they understand or by asking me a question or even coming up with their sums and request may be Miss what if I do this sum like this or when they give more examples. Like if I was doing tens, hundreds, and units, then I use hundreds, and the number is 200 or 300, I then speak about hundreds, they will ask Miss, why are you using hundred instead of 200 then I will tell them that 200 and 300 falls under hundreds. That's when I know that they understand when they are asking questions and give more examples.*

4.7.1.3.   The accomplishment of learning goals

(How do you guide learners to set their own goals and monitor their learning progress?)

Participants were required to state what they did to decide the degree of achievement of the specified learning result at the conclusion of a lesson. A large portion of participants revealed that they only asked questions and gave classwork to determine the degree of the desired learning outcome. Some responses were:

P 1:   *Practically speaking, asking all round questions and giving them some classwork, whether it is 5 or 6 questions, so that I can see if they have understood the lesson. If there are any shortcomings in the lesson, I will probably repeat the lesson or give them homework.*

P 4:   *I ask questions based on the lesson or give them a short activity to check if the lesson's outcomes have been met. Once the lesson is complete, we mark the activity together as a class and do corrections. Obviously, by doing that, I will be able to see if the outcomes have been met. To be honest, I do that occasionally.*

Another participant provided a more detailed response:

P 3:   *Like if learners ask me questions, then I know that ok, they heard what I was teaching them they are interested in the topic, so that's how I see and know that they understand or by asking me a question or even coming up with their sums and request may be Miss what if I do this sum like this or when they give more examples. Like if I was doing tens, hundreds, and units, then I use hundreds, and the number is 200 or 300, I then speak about hundreds, they will ask Miss, why are you using hundred instead of 200 then I will tell them that 200 and 300 falls under hundreds. That's when I know that they understand when they are asking questions and give more examples.*

Bloom's taxonomy consists of six successive levels. These levels are chronologically arranged as knowledge, comprehension, application, analysis, synthesis, and evaluation. It is therefore expected that lesson outcomes should accommodate these levels. The responses from *participant number three* seem to accommodate all these successive levels. This frequently develops consistent with Waytt-Smith and Cumming (2009) when characterising assessment as a process of gathering, deciphering and utilising information around learning. Moreover, according to Badders (2011), appraisal may be a test taken from a larger portion of instruction and prepares aptitudes that permit one to induce learner understanding of a smaller portion of this instruction being investigated.

4.7.1.4.   Learning strengths and weaknesses

(How are students benefiting when they determine their learning strengths and weaknesses?)

Participants were asked how their learners benefited when they were aware of their strengths and weaknesses.

P 5:   *Learners benefit from knowing their strengths and weaknesses because their strengths lay down a foundation for determination and focus. It is easier to ask for help when they need it and are not ashamed to ask for it because it is directly linked to their strengths.*

P 1:   *They are benefiting in several ways in terms of confidence. You will sometimes see learners who were shy at the beginning of the year being able to ask questions, the interaction between myself and them improving, and discuss with other learners who are still having some weaknesses. I always try to follow up with them to check with them what could be the cause.*

P 3:   *They get comfortable with their work like if they are doing something, they don't come to me saying Miss can you please help because they know that I'm good at this so I can do it myself and finish their task quickly if they do know they are not struggling. They find themselves struggling to go to someone in class that they know, e.g., Amahle in my class, or come to the teacher and ask Miss how I do this.*

As teachers, one knows that it is part of maturity and growth when learners can identify their strengths and weaknesses. It gives them the courage to understand where to improve and learn better. Capriola (2014) agrees that as learners start to overcome and manage some of their weaknesses, their skillset matures. They realise which strengths and weaknesses exist within themselves. Participants in this study

also agreed that knowing strengths and weaknesses developed self-esteem and confidence. Knowing one's strengths and weaknesses also provides the opportunity to assist learners in overcoming some minor imperfections. The participants further revealed that learners were able to realise their faults and the strengths of their peers. They began to ask for help from their peers without bothering the teacher. This showed a high level of maturity.

4.7.1.5. Learners' performance in class

(Do you value the supply of information regarding learners' performance in class to their parents?)

Learner performance is the reflection of instructing and learning activity, showing the success or failure of what has been taught. Learner performance is measured through meaningful and fair assessment. Performance has always been a measuring tool or assessment tool for teaching and learning. Bennett's (2011) explanation affirms that appraisal has continuously been a fundamental portion of instructing and learning. Appraisal is considered to be one of the most instructive apparatuses accessible to utilize for specific purposes, among which is to boost learning as well as to persuade learners to make strides in their performance in order to meet pre-specified objectives and benchmarks (Oyinloye and Imenda , 2019).

Moreover, Waytt-Smith and Cumming (2009) viewed appraisal as a preparation of gathering, deciphering and utilizing data about learning. These scholars' perceptions about assessment link it to learner performance. It also encourages learners to give feedback about the task executed. Feedback is therefore another component that enhances learner performance. Spiller (2009) shared the same view that input is an essential component of the learning cycle. Through this interview question, the researcher hoped to show from the responses if participants understood what constituted learner performance. It is also important to value the involvement of stakeholders, which in this case are the parents.

Participants were inquired around the value of the supply of data with respect to learners' execution in lessons from their guardians. All participants valued the inclusion of guardians within the education of their children. One of the participants mentioned that all parties' participation (parent, teacher and learner) is the firm foundation for successful learning. One participant alluded to the fear of parents of receiving feedback:

P1:   *It is important to communicate with their parents cause if you don't do that you might not be able to diagnose their problems back at home. Hence, at times I write some notes in their classwork*

books at times I would even phone a parent if I have the phone number to come to school. Still, sometimes the parents don't show up for the meetings which makes it quite difficult for us to get to the problem of the child back home especially if it's a problem happening at home.

P 5: *Very much, so parents tend to be scared of receiving feedback from the school. At times, we have to use unconventional methods to make them interested. Teachers, parents, and learners should all be positive contributors to success.*

These participants believed that learners could perform well if their results were frequently communicated to their parents.

Another participant further revealed that parents fail the education system by not availing themselves when asked to report on their children's learning. It frustrates the teachers and affects learning negatively:

P 3: *Yes, I do, but I've struggled in that most of the time cause most parents do not want to be involved in their children's learning like I write letters and they will not respond, they will not come to school, they will not even come to collect their children's reports in time, but I try.*

The section above presented the data on teachers' classroom assessment practices regarding the guidance given to learners to set their own goals and monitor their progress; the benefits of learners knowing their strengths and weaknesses; and the importance of reporting classroom assessment to parents. The participants seemed to agree that goal-setting was an essential part of classroom assessment and that it could improve learner performance. In terms of achieving learning goals, all participants alluded to asking questions to determine learning success. However, only one participant alluded to Bloom's taxonomy (without explicitly mentioning the name) as a means of gauging learning success.

The data also revealed that classroom assessment activities might prove to be more effective when learners knew their strengths and weakness. The participants were clear that a logical conclusion to classroom assessment is parents' willingness to receive this feedback.

4.7.2. Assessment alternatives

In this section, the researcher presents the data obtained on teachers' assessment alternatives. The data is presented in sub-themes of assessment approaches, assessment, higher-order thinking and the impact of different question types on assessment, learner participation and assistance in conducting evaluations.

4.7.2.1.   Assessment approaches

(Which assessment approach works better for you in class, and how does it benefit you and your learners?)

Participants were asked about evaluation approaches that are useful to both teachers and learners. It was found that teachers utilised multiple-choice, execution evaluation, perception, pattern, and question and reply to evaluate learners. These approaches, however, do not meet the hierarchy of Bloom's taxonomy. These approaches centre on knowledge and comprehension. Thus, it is difficult for a child to learn to apply, synthesize, analyse, and evaluate what is known.

P 5:   *It is always imperative to consider Bloom's taxonomy. This assists in testing low-order and high-order questions from basic memory questions to complicated analytic questions that test the depth of a learner's thinking. Starting with basic memory questions and ending with both analytical and synthetic questions.*

It was also revealed those grade 2's are not compelled to write when they do not like to.

P 3:   *Most children in grade 2 struggle with a written assessment. Mostly what I do is observe. Like we do a class presentation and talk, I observe, and that is better for them to speak them to write, so mostly we talk.*

This above response could be a possible reason why learners find it challenging to write in higher grades. Such learners find it difficult to read as well, and they tend to write meaningless words. They lack creative writing skills and thus develop a language barrier. As an experienced teacher, the researcher has observed that learners' positive or negative performance stem from various factors.

These factors are environment, family background, poverty and activities performed by a parent while pregnant. Ramalla (2009) shared a similar perspective that factors that attributed to poor scholarly execution could have a socio-economic foundation, making a negative social environment at domestic and school environment.

Participants shared how the involvement of parents in their children's education affected them. Ramohapi, et al. (2017) bravely pointed out that what contributes unfavourably to learner execution is the utilisation of English as a medium of instruction, the inaccessibility of assets by the office of instruction and a need of backing from parents.

They even pointed out that parents demotivate their children to pursue studies in mathematics at an early stage saying, "mathematics is difficult." Participants mentioned that parents are mostly not available when called to attend to matters concerning their children's education. Therefore, it might happen that children who fail to do schoolwork lacked encouragement and support from parents.

4.7.2.2. Assessment questions and higher-order thinking

(How do you structure your assessment questions to develop higher-order thinking skills in your learners?)

It was further queried as to how participants structured their assessment questions to develop higher-order thinking skills in learners. This revealed that participants' views on assessment questions differed to some extent. One participant, for example, thought that multiple-choice questions required intensive studying:

P 1:   *I think it gives even learners who are not as capable not as good as other learners because such questions are designed for different cognitive levels. A child who is not doing well might get a point or two in a true or false question, but multiple-choice questions require a child to have studied well.*

While the above participant referred expressly to multiple-choice questions, two participants alluded to Bloom's taxonomy in their response:

P2:   *My assessment question paper starts with the low order questions, which are true or false; choose from this and that. The second question will be like a match where I give them the word, then they will have to match it with the definition, and then higher-order is where they will have to recall like an answer with the reason where they have to define things and where they have to explain why that happening is. So that's how I structure my question paper.*

P5:   *It is always imperative to consider Bloom's taxonomy. This assists in testing low-order and high-order questions from basic memory questions to complicated analytic questions that test the depth of a learner's thinking. Starting with basic memory questions and ending with both analytical and synthetic questions.*

The participants were unanimous in their responses that assessment questions should develop from simple recall to higher-order questions requiring analysis and synthesis. Questions on the assignment ought to be reasonable, clear, have a worthy degree of effort and be in line with what is conceived by the

Department of Education. This basically implies that the quality of appraisal decided the quality of instructing and learning that took place.

Bloom's taxonomy offers an authoritative system for instructors to utilise higher-order consideration. This scientific categorisation can help instructors in planning execution assignments by giving a pyramid of levels. Anderson and Krathwohl (2001) stated that teachers should design assessment tasks that display data around the subject to the learners; ask questions that require the learner to review the data displayed; and give verbal or written questions about the subject that can be answered by reviewing the data the learner has learned. They emphasised that the educator ought to present appraisal tasks that allowed the child to think deeply about the material heard, seen or examined.

They ought also to be able to decipher or outline the thoughts in their own words. Instructors must also ask questions that the learner can reply to in his/her own words by expressing facts or by recognizing the deepest thought. Hence, tests ought to be based on classroom instruction. Bloom's questioning strategy develops cognitive levels, which can develop citizens who can think fundamentally and make meaning of circumstances. Wagner (2008) states that current worldwide data economy requires more prominent breadth and profundity of aptitudes in making meaning.

Shavinia (cited in Yamin, 2013) claims that citizens who think fundamentally and inventively are "guarantees of political soundness, financial development, logical and social improvement, mental wellbeing, and the common success of any society within the 21st century." Responses inspire confidence that a few teachers in Umlazi District are well versed with Bloom's taxonomy.

4.7.2.3. Impact of different types of questions on the assessment

(What is the impact of multiple-choice, true or false, and matching type questions in your assessment?)

Participants were asked about the impact of multiple-choice, true or false, and matching type questions in their assessment. Participants had different views concerning these types of questions. Participant 4 was not in favour of multiple-choice questions:

P4:   *That has a negative impact most of the time because it makes learners lazy to read, so if they are given such questions, they just guess instead of reading and understand the question. So, it does have a negative when it comes to learners.*

Another participant, however, found multiple-choice questions to be beneficial to learners:

P1:   *These types of assessments are usually the first questions in the paper. I think they boost learners'* *marks because usually, I start with low order when I set a paper. That lower-order will enable the* *learner to earn marks from those lower-order questions. So, it helps them to recall the information and* *boost their marks.*

This response is congruent with Angelo and Cross (2010) that multiple-choice questions test the learners' existing information of a concept, subject or theme, and teachers learn at what point to begin instructing. Hynie (1994) shared that multiple-choice is helpful in promoting the retention of information. Ozturk (2007) agreed to this response by stating that the multiple-choice item was popular in language testing. They are fast to manage, simple to score, can be connected to a vast number of learners in a brief time and are exceedingly reliable.

The above-mentioned reasons for using this type of assessment might differ for some teachers. The researcher believes that using this type of assessment might be due to reducing levels of marking stress and classroom over-crowding; the majority of the participants revealed that they were adversely affected by over-crowding.

In agreement, Venter and Prinsloo (2011) stated that the use of multiple-choice questions was due to large numbers of students. It is however important that teachers be frequently developed in assessment approaches.

4.7.2.4.   Learners' participation

(Share how and when you allow learners to justify or stand their decision and create a new point of *view in your classroom?)*

Participants were asked to share how and when they allow learners to justify and create a point of view during teaching and learning. Participant 1 referred to how, when teaching a story, she encouraged learners to express their opinion.

P 1:   *Sometimes, I ask questions that seek to stimulate their thinking ability, like in a situation where* *I'm teaching a story. I'll ask about their perspective regarding the story or communicate the story to* *other learners who had not heard test their opinions regarding the story.*

Participant 4 also mentioned allowing learners to express their views. However, she went a step further to indicate that she also asks learners to "support their statements." This participant made it apparent that opportunities needed to be created for learners to "stand with their own decisions."

P 4:   *I do that by giving those questions that will require them to think and share their opinions. Once they have given their opinions, they must support their statements about why the answer is correct. In that way, they will be able to stand with their own decisions and justify their reasons.*

Participant 5 alluded to making learner participation an inclusive activity. Through her involvement of learners in assessment, she hoped to make learners sensitive to each other's background and culture.

P 5:   *It is always fun and exciting for learners to share their own experiences outside the classroom. Suppose an educator brings about real-life situations to learners of different backgrounds and culture. In that case, it makes everyone's opinion matter as they can justify their stand or decision to bring their point of view forth.*

For learners to justify decisions, they must be provided with statements with which to agree or disagree. Teachers should allow learners to interpret and challenge feedback. Self-evaluation and peer assessment can stimulate this skill in learners. Communicating input is additionally a critical inclusion in assessment. Learners get energized and enthusiastic to correct their errors. Sadder (2006) explained that criticism has the capacity to deliver high self-esteem in learners.

Bowman (2010) shared that criticism is seen as facilitative in that it includes the arrangement of comments and suggestions to empower learners to form their own modifications and, through discourse, make a difference so that learners pick up modern understandings without achieving what those understandings will be. The researcher is sceptical if all teachers view feedback the same way.

4.7.2.5.   Assistance in assessment

(Which areas of assessment do you need most for your professional development, and how can you access assistance?)

Participants were asked to talk about any kind of professional development they required to assess better. Participant 1 indicated that she could benefit from some training to assess in over-crowded classrooms.

P 1:   *Because we have overcrowded classrooms, I think we could be assisted, especially in assessing learners individually. I'm not grasping any other techniques for assessing learners individually or establishing their weaknesses and strengths as individuals since we have significant numbers of learners in our classrooms.*

Participant 2 was not comfortable with a diagnostic assessment. She felt that she required assistance in designing assessments to determine learners' prior knowledge at the beginning of a lesson.

P 2:   *I'm kind of like struggling with a diagnostic assessment, you know, whenever you start a lesson, you have to like get prior knowledge, ask learners few questions just to know which level they are. So, I think I need some more skills to gain to be able to communicate with them to diagnose and understand what they do not know before I even start a lesson.*

One of the participants (Participant 4) indicated that she would require assistance in constructing objective tests and developing an assessment plan.

P 4:   *I would say constructing objectives test and developing an assessment plan, and I think I will be able to access that assistance by attending workshops and getting help from my peers. I think that will be a tremendous assistance.*

While the participants mentioned areas of assessment in which they required development, this was not a weakness. Professional development for teachers must be an on-going activity. All stakeholders in education need to understand that teachers' professional development, especially in a rapidly changing area such as assessment, is crucial to the classroom's success.

Responses revealed that assessment was still a concern that needed to be attended to mostly by educational authorities. At the same time, teachers should also take responsibility for their professional development. Leesing et al. (2007) pointed out that professional development has a continuous contribution to education's general improvement.

Cizek (2010) stated that classroom appraisal comprises formative evaluation which happens during the learning preparation with the aim/goal of helping educating and learning, and summative evaluation is appraisal that happens after the learning and with the fundamental aim/goal of categorising learner execution. Due to the diverse needs from generation to generation, teachers need life-long professional

development to satisfy these needs. This is in line with Wheeler's (2001) assertion that professional development programmes must carefully meet the teacher's contextual needs and contain built-in monitoring and sustainable components. There is a need for in-depth knowledge of academic content because of the observable changes in the education system and the generations' ever-changing lifestyles.

A later discovery by Patzer (2020) uncovered that professional development is presently a preparation of reflecting and learning: the activity of following and archiving abilities, information and encounter that instructors pick up both formally and informally as they educate beyond any essential preparation. Randel and Apthorp (2016) uncovered in their study that high quality classroom appraisal, especially good quality developmental evaluation, is related to making strides in learners' accomplishment. Qualifications of the participants show that teachers work hard to achieve the desired goals of the system. The researcher's argument is why assessment remains a challenge. Is it the teachers or the system that is failing? Are programmes for development carefully designed? Are teachers receiving sufficient training by relevant qualified people?

4.8. Conclusion

The analysis revealed that assessment remains a crucial aspect of education which needs to be addressed. It was shown from the responses in interviews and questionnaires that knowledge and application of meaningful assessment was still a challenge to teachers. It was also revealed that teachers are open to on-going professional development. Over-crowding remained the key factor that influenced educating and learning adversely. The need for information of a few appraisal approaches indicates that instructors are not getting sufficient preparation, however they attend workshops and cluster gatherings annually. This investigation of the discoveries raised numerous contentions.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1.   Introduction

Teachers' views on assessment are crucial if one wants to improve the education system. This study used a questionnaire and interviews to understand the views of teachers on assessments. The previous chapter presented the data from the questionnaire survey and the interviews. In this chapter, the researcher attempts to synthesise the data presented in the previous chapter. The amalgamation will be given in terms of the investigation questions. The most important research question which will be addressed in this chapter is: *What are the teachers' views of assessment?*

The researcher will answer the above question with the aid of the following sub-questions:

- Do teachers' assessment activities provide self-assessment opportunities, assist students in learning independently, and give clear criteria of learning practices?
- Do teachers give clear instructions when they assess learners?
- Do teachers prepare relevant assessment activities on what needs to be achieved?
- Do teachers see the need to acquire new knowledge about assessment?
- Does experience have an effect on assessment?
- Do teachers in all phases (foundation, intermediate, senior and FET) share the same assessment view?

This chapter starts with an outline of the study. A discussion of the above questions follows. The chapter ends with some recommendations for further research.

5.2.   Summary of Study

This study explored teachers' views of their assessment practices regarding its success, degree of difficulty and fairness. This study required empirical knowledge and experience. In this study, an evaluation was seen to gather, decipher, and utilize data about learning (Waytt-Smith and Cumming, 2009).

Chapter one revealed the type of study as empirical, which shares unbiased content because data is collected through interviews, experiences and document analysis. The deductive reasoning of the teachers was received through questionnaires, interviews and document analysis. This was congruent with the definition by Bradford (2017) that empirical research is based on experience. Empirical

knowledge is based on preferences and expectations which demonstrate people's thinking (Strand and Sundsdal, 2011). The above perspectives allude to Thomas and Blakely (no date), who view empiricism as a philosophical perspective based on experience and observation. The questionnaire met all the requirements of empirical data.

Chapter two viewed assessment in terms of fairness, reality, validity and reliability. These are principles of assessment as revealed by SAQA (2012). Welton (2017) and SAQA (2012) agree that principles of assessment are astuteness, where there is trustworthiness in each portion of the appraisal process; straightforwardness, where learners and teachers have a clear understanding of the significant forms; responsibility, where all role-players in appraisal forms recognise and account for their zones of duty; nonappearance of predisposition, where assessment areas do not in any way advantage or impediment specific learners or groups of learners; affectability to language, where care is taken to guarantee that language does not become a boundary to learning; validity within the frame of strong organization strategies, where physical and other conditions under which evaluation is conducted do not unjustifiably show partiality in appraisal exercises and results; and where the entire run of pertinent competencies required for a capability, part-qualification or proficient assignment is assessed. It was discovered that forms of assessment and feedback are critical elements for fair assessment. The assessment forms were a case study, exercises, group work, homework, multiple-choice, oral questioning, peer assessment, observation, investigations and projects. This also validated the characteristics of empirical assessment revealed earlier.

Chapter three outlined the methodology used to generate data about the topic. The researcher wanted to find out the common understanding of assessment across the grades regarding fairness, reliability, success and difficulty level. The literature review also revealed what is perceived as fair assessment according to SAQA Act 58 of 1995 and NQF Act, Act 67 of 2008.

The participants in this study were from public schools in the predominantly African township of Umlazi. Only 100 respondents completed and submitted the questionnaires. Five participants from the 100 respondents were approached to participate in the interviews. The interview questions were generated from the questionnaire. Participation was opened to teachers from all phases. Both experienced and novice teachers participated. It was observed that previous studies focussed mostly on what is expected of teachers and how assessments should be administered. Few studies have been conducted to check how

teachers feel about the assessment tasks they have designed and their gaps. The study aimed to alert the educational authorities about what occurs during teaching and learning.

The qualitative approach was chosen to get point by point, in-depth information and understanding of teachers' views on evaluation. This empirical, qualitative study required questionnaires and interviews to generate data. The questionnaire was designed to find out how teachers interpreted their assessments. It consisted of three sections, which were background information, classroom assessment preferences and assessment alternatives. Teachers had to state their education level, grades they were teaching, and assessment problems. The study employed an interpretative paradigm because there was a need for an in-depth understanding of teachers' views of assessment. According to Abdulkareem (2018), the interpretative paradigm is where qualitative data analysis is generally based. A case study was used as the style of this research to provide context-dependent knowledge. The teachers in several stages of teaching from Umlazi schools formed the case study for this consideration.

The investigation chapter displayed information collected through interviews, questionnaires and report investigation. It revealed the number of participants and their qualification, experience, enrolment, subject and phase taught, assessment alternative and areas of assessment needed for professional development. The interview responses showed that over-crowding affected teaching and learning adversely. Boy (2006) declared it was well known that overcrowding caused poor execution in public schools. Finn (2003) surveyed studies that inspected the interface between understudy learner engagement and course estimate.

He conceptualised learner engagement in two shapes: social engagement and scholastic engagement. He concluded that when learners were put in smaller classes, they ended up more secure, both scholastically and socially. It also revealed the commitment of teachers towards professional development in areas of assessment.

5.3. Discussion

In this section, the researcher discusses and draws conclusions on the data that was presented in the previous chapter. The discussion is presented in the form of the research questions provided in Chapter three.

5.3.1. Do teacher assessment activities provide self-assessment opportunities, assist students in learning independently, and give clear criteria of learning practices?

The interview sessions did highlight the structure of assessment activities by teachers. The responses indicated that teachers considered principles of assessment when they designed assessment activities. Some participants mentioned Bloom's taxonomy as the point of consideration when planning and designing assessment activities. This is in line with Chandio et al.'s (2016) assertion that Bloom's taxonomy is the benchmark for developing tests and assessments. It is recommended that the educational authorities organise more workshops to equip teachers to write fair assessment activities that challenge and develop learners.

5.3.2. Do teachers give clear instructions when they assess learners?

The questionnaire responses revealed some discrepancies concerning this issue, and even in one interview response, not a single participant emphasised explicit instruction as a means of motivating learner performance. This created an assumption that the issue of assessment remains a barrier to the teachers. Only 58% of teachers frequently gave clear instructions and only 4% of teachers always gave clear instructions. The rest were either struggling or not doing it at all. One can assume that assessment is not continuous, except for submission of marks to the heads of departments. Learners ought to continuously know what is expected of them.

Dreyer (2008) revealed that appraisal ought to be precise, objective, substantial, reasonable and time-efficient. As a former learner, the researcher's ability to answer correctly kept her focused and cultivated. Smedshammer (2017) stated that the more precise and clear the instructions, the better students can focus their attention on achieving the assessment aim, thus improving learning and easing anxiety. Students can more effectively engage with the material when given adequate directions and ultimately have more productive experiences (Barile, no date). Learners' introduction to clear and written classroom instruction would be connected to expanded learner utilisation of reflective learning approaches (Wang, et al., 2014). It becomes a question of why learners talk even if they are doing a written assessment activity. The researcher recommends that explicit assessment instruction be one of the tools to instil discipline during teaching and learning. She is also learning that fair assessment promotes discipline.

5.3.3. Do teachers prepare relevant assessment activities on what needs to be achieved?

The results showed that teachers' assessment activities were mostly on the subject matter, and not on applying this to real-life situations. The researcher believes that assessment activities are relevant but promote rote-learning in students. Some learners may find it hard to use, explain or understand the terminology used in a particular subject matter. Relevance stimulates interest and innovative ideas. Learners must always be given a clear picture of why they are executing particular activities.

The researcher has learned in this field that content must always be linked with real life. For example, a teaching area in mathematics will help the learner execute floor tiling to earn a living, even if he/she does not reach Grade 12. New subject content must be connected with conceivable capabilities. This agrees with what was articulated by Fox (2011) that when learners do not see the association between the substance and exercises of the course and their future lives, they address what is happening and what teachers require them to do. Investigation confirmed that perceived relevance could be a basic measure in keeping up learner interest and inspiration. It also contributes to higher learner appraisals on course assessments.

This challenges the educational authorities to keep up with such things when developing teachers on assessment. Relevant assessment activity answers: What? Why? and How? Effective appraisal forms give proof and conclusions that are significant, fitting, and reasonable to students' significant sub-groups (Suskie, 2019). Teachers ought to be continuously empowered to plan important appraisal exercises for their learners.

5.3.4. Do teachers see the need to acquire new knowledge about assessment?

The questionnaire revealed that in all the assessment areas mentioned, the majority of the teachers at each assessment category responded with *very much needed*. The larger part of the teachers within the test showed that they required professional advancement. The interview responses also showed teachers' need to be assisted in certain assessment areas. Both older and novice teachers expressed themselves as equally in need of help; hence, most participants ticked 5, which represented *very much needed*. Teachers' professional development ought to prepare them with well-designed tasks evaluating abilities and understanding, which can help them create great outcomes over the total extent of learning objectives. The teaching profession demands life-long learning because of the ever-changing curriculum,

which seeks to accommodate the ever-changing generation's diverse needs. It was depicted from the data collected that teachers at Umlazi (Maphundu Circuit) believe in life-long learning.

Leesing et al. (2007) expressed that teachers find life-long learning fundamental for individual advancement, support, arrangement of data, educating certainty, aptitudes improvement and alternatives in teaching techniques. Based on this, the analyst prescribes that workshops ought to be more meaningful for the teachers.

5.3.5. Does experience have an effect on assessment?

The reactions to the questionnaire uncovered that there was a slight distinction. The respondents with more than 10 years of experience never responded with *rarely* or *never*. Less than 10% of respondents who responded *rarely* or *never* were those with 1-3 and 4-6 years of teaching experience.

It was also noted that experienced teachers were optimistic about multiple-choice type questions, but novice teachers were not. Experienced teachers stated that multiple-choice questions were there to develop or promote certain cognitive levels, while novice teachers thought they promoted guesswork and laziness in learners. The responses from teachers indicated that experience is a good teacher. However, this makes one wonder if this relates to teaching and learning. Previous studies were unable to reveal a clear connection between teacher experience and effective assessment. Huang and Moon (2009) found that total years of experience were not significantly associated with student achievement. The researcher recommends Podgursky's (2005) statement that effective appraisal depends on the school's organization in spite of what it encounter. A new teacher can have all the core information, but in the event that he or she needs classroom administration abilities, educating (and, thus, evaluation) will rapidly end up being very confusing. School administrators should be trusted to ensure effective assessment in schools. The researcher suggests this because she has successfully mentored novice teachers, and they improved the way they presented lessons during teaching and learning. Therefore, experience does not guarantee effective assessment, but something good can be achieved when new and old experiences work together.

5.3.6. Do teachers in all phases (foundation, intermediate, senior, and FET) share the same assessment view?

The responses made it clear that views on assessment and its concepts are different and sometimes misinterpreted. Over-crowding in the classroom was a common challenge across the phases. This was

mostly gleaned from interview responses. It can be said that participants were sincere with their responses to the interview questions. They spoke freely without any intimidation. Part II of the questionnaire revealed that teachers viewed their assessment as useful, relevant and fair. However, the responses made it clear that views on assessment and its concepts were different and were sometimes misinterpreted. Other participants responded that they had no in-service training, yet all teachers do teaching practice and attend workshops. It was also clear that assessment remained a barrier to some teachers. The summary of the questionnaire responses below is congruent to what was highlighted.

Over 50% of teachers regularly followed appraisal rules. A striking rate of teachers (67%) stated that they *very frequently* did classroom evaluations to assist learners decide their learning qualities and shortcomings in lesson, and 62% as often as possible gave data to guardians regarding the performance of their children in school. Less than 10% of the teachers responded *very rarely* and *rarely* on classroom assessment practices.

Only 1% used *never rarely* in evaluating their assistance for learners to decide their learning qualities and shortcomings in development. 1% reacted with *seldom* when inquired almost using appraisal to intermittently collect learning information from learners to make strides the directions handle. Out of 18 Classroom Assessment Preferences questions, 13 questions have over 50% *very frequently* (51 – 75% of the time) responses to adherence to assessment. However, teachers that scored less than 50% had a more significant percentage of their score in the *occasional* category. They occasionally used assessment to measure the extent of learning at the conclusion of a lesson or subject, ranked learners based on their course execution to advise other school authorities, looked at how one learner performed relative to others in their lesson and supplied data to other instructors, schools, and superiors with respect to students' execution in lessons.

Less than 10% of the teachers *never* adhered to classroom assessment. 3% of teachers *never* assessed how learners learnt and 3% of teachers *never* assessed students' level of competence at the conclusion of the guidelines program. The majority of the teachers, above 50%, *very frequently* adhered to assessment preferences, where 59% were known to help learners in distinguishing implications of getting individual criticism and checking their learning style, additionally assessing the level of competence of learners at the conclusion of the guidelines program. A more significant number of teachers, about 62%, *frequently* provided information to parents about their children's performance in school. Out of 14 Classroom

Assessment Preferences questions, 10 questions had over 50% *very frequently* (51 – 75%) responses to adherence to assessment. However, teachers who scored less than 50% had a more significant percentage of the *occasionally* category score.

They *occasionally* measure the extent of learning at the conclusion of a lesson or subject, rank learners based on their course execution to inform other school authorities, look at how one learner performed relative to others in the course, and supplied data to other instructors, schools and superiors with respect to students' execution in class.

5.4.   Recommendations

Podgursky (2005) stated that effective assessment depended on the school's administration despite experience. A new teacher can have all the material / relevant information required, but on the off chance that he or she needs classroom administration abilities, educating (and, therefore, appraisal) will rapidly become exceptionally baffling. The current top management of education should ensure that promotion in schools is based on the candidate's knowledge and skills, not on friendship, position in unions and favours. Managers in schools should equip and mentor teachers, reminding them of the importance of the profession. Subject advisers and SEM should motivate employing proof of pupils' accomplishments and guarantee that proficient improvement in evaluation is accessible for those in need.

It is vital that the department sets a high standard of education by giving a clear picture of what assessment is all about and monitoring it. Moreover, the researcher challenges the administration within the circuit to include educators in research before they execute educational programs changes. This means that any curriculum change must be informed by teachers' empirical knowledge. Effective assessment will be ensured if every circuit manager works hand-in-hand with the school that is well-versed with the curriculum's issues.

Professional improvement ought to amplify teachers' understanding and aptitudes of appraisal for specific purposes; highlight potential inclination in teachers' appraisal; and help instructors to limit the negative affect of evaluation on students. The government should credit teachers who are continually developing themselves professionally to encourage them. It was noticed that most participants were just post level one teachers.

Education is the key to every door that life brings before one. Educational practitioners play a significant role in ensuring that this key can open all those doors. This will be achieved through meaningful, reliable, effective and fair assessment activities. The quality of successful learning will produce skilful, effective, responsible and creative citizens in the future who will create jobs, invent new machines and enhance technology.

All this will depend on the genuine work performed within the foundation phase, intermediate phase, senior phase and FET (Further Education and Training) phase. Moreover, evaluation can be utilized to rank the schools, instructors and learners to progress the instructing and learning preparation (Nikolov, 2016). Concurring with Wolterinck (2018), to viably bolster instructors, one must to begin with defining the criteria characterising the teacher who employs appraisal viably.

What does such an instructor do within the classroom, which activities does he/she undertake, and which choices does he/she make when, and why? In the event that this is known, one can decide which information and aptitudes appraisal is required, and how instructors can best obtain these. Creating and executing evaluation in school presupposes in-depth examination, guidelines planning and preparing work.

5.5. Conclusion

Assessment remains a debatable and challenging component in education. The study revealed that teachers regard or would like to execute the information picked up from in-service trainings but classroom overcrowding is the issue that appears to adversely influence compelling and reasonable appraisal. In Chapter one of this dissertation, the researcher discussed the fragmented nature of assessment during apartheid in South Africa. The study referred to the redressing of injustices by the post-apartheid educational authorities. South Africa is not yet where it wants to be as far as assessment in schools is concerned. The improvement of the assessment system has to be an on-going process. In the process, however, the voice of the teacher should not be drowned. This study has alerted the analyst that any change within the evaluation system must consider teachers' views.

References

Abdulkareem, A. (2018). Qualitative data collection, analysis, interpretation in research paradigms: *The case of library and information science.*

Abrahams, H. J., (2018), The experiences of Students and Staff Assessment Practices: Agricultural Institute, Thesis, Stellenbosch University

Academy staff. (2017), Principles of assessment: Part 3 (Flexibility*), ittacademy-net-au/principles-of-assessment-patr-3*

Acee, T. W., Cho, Y., Kim, J. I., & Weinstein, C. E. (2012). Relationships among properties of college students' self-set academic goals and academic achievement. *Educational Psychology, 32*(6), 681–698.

Airasian, P.W., (2005). Classroom Assessment*: Concepts and Applications.* Boston: McGraw-Hill.

Allen, M. (2017), Narrative analysis, The Sage Encyclopaedia of communication Research: *https;//dx.doi.org/10.4135/9781483381411.n368*

Allen M., Witt,P.L. & **Wheeless** , L.R, (2004), **A meta-analytical review of the relationship between teacher immediacy and student learning:** Pages 184- https://doi.org/10.1080/036452042000228054

Allen, L.Q. (2004). Implementing a culture portfolio project within a constructivist paradigm. Foreign Language Annals, 37(2), 232-39.

Alexander, N. & Leong, K. E. (2013). Exploring attitudes and achievement of web-based homework in developmental algebra. Turkish Online Journal of Educational Technology (TOJET),12(4):75-79.

Anderson, E.C. (2000) Affirming Students' strengths in the critical years: Paper presented at the National Conference on the First Year Experience, Columbia

Angelo, T.A., and Cross, K.P.(2010). Classroom assessment techniques*: A handbook for college teachers, 2nd edition.*

Arifin, S.R.M. (2018). Ethical Considerations in Qualitative Study. INTERNATIONAL… *Holstein J. Handbook of Interview* **Research***: Context and Method: Sage Thousand Oaks California; 2002*

Atrill, P. & McLaney, E. (2012). Management Accounting for Decision Makers, 7th ed. Pearson. Harlow: Pearson Education

Asaya, S. A. (1991) In-service education of teachers: problems and prospects. A Paper Presented at the first biennial Conference on teacher Education Organized by the Lagos State College of Education. OtoIjanikin.

Aslam U, Reheman, M., Imran, M.K., and Muqada, F., (2016), The impact of teacher Qualification and Experience on Student satisfaction

Atieno, O.P. (2009). An Analysis of strengths and limitations of Qualitative and Quantitative Research Paradigms, University of Science and Technology Kenya.

Badders, W., (2011), Methods of Assessment

Barilie,N. (no date), A guide to giving clear instructions to students that they will follow.

Bell, B., & Cowie, B. (2001). Formative assessment in science education. Dordrecht:

Kluwer Press.

Black, P. (2003c) (with the King's College London Assessment for Learning Group Harrison, C., Lee, C., Marshall, B., Williams, D.) Formative

and summative Assessment: Can They Serve Learning Together? Paper presented at AERA Chicago 23 April 2003. SIG Classroom

Assessment Meeting 52.028. Available online at

http://www.kcl.ac.uk//depsta/education/hpages/pblackpubs.html (Accessed 14 May 2003)

Black, P. and Wiliam, D. (2006) Developing a theory of formative assessment, in: J. Gardner (Ed.) Assessment and learning (London, Sage)

Black, P. and William, D. (2003). Assessment for Learning- putting it into practice. Maidenhead, U.K.: .

Black, P. & Wiliam, D. 1998: Assessment and classroom learning: Assessment in Education 5, 7-7

Blink, H.I.L. (1993). Validity and Reliability of Research: (Conference Paper)

Bond T. ,(2003), Validity andAssessment:ResearchMeasurementPerspective:Methodology, 5 (2) (2003), pp. 179/194

Bowen,G.A..(2009).DocumentAnalysisasQualitativeResearchmethod:Qualitative Research journal

Bloxham, S., Boyd, P. & Orr, O., (2011), Mark my words: the role of assessment criteria in UK higher education grading practices: Pages 655-670

 Brink C. S., (2011), A Historical Perspective of Testing and Assessment Including the Impact of
 Summative and Formative Assessment on Student Achievement, University of Southern Mississippi

Brookbank J. S, (2010), Perception of Academic Strengths and Weaknesses, James Madison University

Brown, S. & Glancer S., (1999) , Matters in Higher Education : Choosing and using Diverse Approaches
: Open University Press: Philladephia, USA

Bryman, A. (2012). Social research methods (4th ed.). Oxford, England: Oxford University Press.

Capriola, P. (2014). Finding and Understanding your Academic Strengths and Weaknesses, University
of Florida.

Charmaz, K. (2006). Constructing Grounded Theory. A practical Guide through Qualitative Analysis.
Sage: London, UK.

Chandio M.T., Iqbal, R., & Pandihiani Saima, S.M., (2017) Article Blooms Taxonomy: Improving
Asssessment and Teaching-learning Process

Chisholm, L., (2012) Apartheid Education Legacies and New Directions in Post-Apartheid South Africa
Firenze University Press

Cohen, L., Manion L. and Morrison. (2011). Research methods in Education, 7th edition, Routledge, US
and Canada

Cohen, J. 1988. Statistical power analysis for behavioural sciences. 2nd ed. Hillsdale, NJ:Erlbaum

Coggshall J.G., Rasmussen, C., Colton, A.,& Milton,J., (2012), Generating Teaching Effectiveness: The
Role of Job-Embedded Professional Learning in Teacher Evaluation. Research & Policy Brief.

Conradie, P., 2013. Connectivism: A learning pedagogy for the Net Generation. In Proc. of the 2013
SATNAC, pp. 211-215.

Cowie, B., (2009), Teacher formative assessment decision making: a consideration of principles and
consequences: Assessment Matters (Vol.1) , New Zealand Council of Educational Research

Criticos, C., Long, L., Moletsane, R., Mthiyane, N. and Mays, T. (2009). *Getting Practical: About
classroom-based teaching for the National Curriculum Statement* (Second Ed.). Cape Town:
Oxford University Press

Department of Basic Education, (2000, 2011, 2012), Assessment

Dick, B. (1999). Sources of Rigour in Action Research: *Addressing the issues of trustworthiness and
credibility, paper presented at the Association for Qualitative Research Conference, Melbourne*,
6-10 July 1999 . Freeman..

Ding Ding T. & Pervaiz K.A., (2014), 360 degree feedback: an integrative framework for learning and
assessment: Pages 579-591

Driscroll, D., (2011), Introduction to Primary Research: Observation, Surveys and Interviews.

Dreyer, Lorna M., (2008), An evaluation of learning support model in primary schools in the West/Wine lands Area: Thesis: Stellenbosch University

Du Plessis, E.C., Marais, P. & Van Schalkwyk, A., (2011), The role of lectures as mentors in the assessment of student teachers: https://hdl.handle.net/10520/EJC119598

Earl, L.M. (2003). *Assessment as learning: Use of classroom assessment to maximise student learning.* Thousand Oaks, CA: Corwin Press.

Erwin, T. D., (1991), Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes: ERIC Number**:** ED330256

Elo, S.,Kaariainen,M., and Kantse, O. (2014), Qualitative content analysis: *A focus on trustworthiness* *https://journals.sagepub.com/doi/full/10.1177/2158244014522633*

EWA , (2012), Assessment

Flores, M.A. , Simao, A.M.V., Borros, A. and Pereira, D. (2015) Perceptions of effectiveness, fairness and feedback of assessment methods*: a study in higher education; pages1523-1534,* Published online: 08 Apri. 2014, https://doi.org *//10.1080/03075079.2014.88348*

Flyvbjerg, B. (2006). Five Misunderstandings about case study research: Qualitative inquiry, *2006 journals.sagepub.com*

Flyvbjerg, B. (2011). Case study. In: N. K. Denzin and Y. S. Lincoln (eds.). The Sage Handbook of Qualitative Research, 4th ed. Thousand Oaks, CA: Sage,

Fook, C.Y. & Sidhu, G.K., (2010), Authentic Assessment and Pedagogical Strategies in Higher

Education: Faculty of Education, University Technology Mara, Malaysia

Garcia, E & Weiss, E., (2010) Teachers' Need Better Professional Development Opportunities

Gavin,T., Brown,L., Gebri, A., and Michaelides,M.P.(2019). Teachers' conception of assessment: A global phenomenon or a global localism.

Gipps, C., & Stobart, G. (2009). Fairness in assessment: In *Educational assessment in the 21st century* (pp. 105-118). Springer, Dordrecht.

Goldhaber, D. (2002, March 10). The mystery of good teaching. Retrieved from http://www.nuatc.org/articles/pdf/mystery- good- teaching-pdf

Gong, B., and Marion, S. (2006), Dealing with flexibility in assessment for students with significant cognitive disabilities.

Gordon, R., Kane, T.J. & Staiger, D.O., (2006), Identifying Effective Teachers Using Perfomance on the Job : The Hamilton Project Policy Brief No. 2006-1 , Brookings Institution ERIC Number:ED495040

Gottheiner M.D., & Siegel, M.A., (2012) Experienced Middle School Science Teachers' Assessment Literacy: Investigating Knowledge of Students' Conceptions in Genetics and Ways to Shape Instruction : *Journal of Science Teacher Education* volume 23, pages531–557

Green, S., Johnson, R. L., Kim, D. H., & Pope, N. S. (2007). Ethics in classroom assessment practices: Issues and attitudes. Teaching and Teacher Education, 23,pages 999-1011

Hacer, H. V., (2012) Evaluation of an In-Service Training Program for Primary school language Teachers in Turkey, Australian Journal of Teacher Education, Vol.37. No.7

Harlen, W. & James, M. (1997). Assessment and Learning: differences and relationships between formative and summative assessment. *Assessment in Education: Principles, Policy & Practice. 4*(3), 365-379.

Harlen, W. (2007). *Assessment of learning*. London: SAGE.

Heale, R., and Twycross, A. (2015). Validity and Reliability in quantitative research

Hedgcock, J. & Lefkowitz, N. (1994). Feedback on feedback: *assessing learner receptivity to teacher response in L2 composing*

Holland, T.D., (2011) how do teacher qualification impact Students' Achievement in relation to the achievement, Mississippi University

Hopkins, C.D. & Antes, R.L., (1985), Classroom measurement and evaluation, Wadsworth

Huang, F., and Moon, T. (2009); Is experience the best teacher? A multilevel analysis of teacher characteristics and student achievement in low performing schools. Educational Assessment Evaluation and Accountability.

Huba, M. E. & Freed, J. E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Boston, MA: Allyn & Bacon.

Irvine, J., (2011) Relationship between teaching experiences and teacher effectiveness: Implication for policy decisions: Brock Education Journal View Project: Brock University

Irwin, B. and Stuart, H., (2012), Examining increased flexibility in assessment formats: Pages 773-785 | Published online: 14 Jun 2011,jounal, https://doi.org/10.1080/02602938.2011.573842

Jahangir, S.F., Saheen, N. & Kazmi, S.F., (2012), In-service Training: A contributory factor influencing Teachers' Performance: International Journal of Academic Research in progressive Education and Development, Vol. 1

Jansen, J. (1998), But Our Natives Are Different : Race, knowledge and power in the academy, University of Pretoria

Joppe, M (2000). Understanding Reality and Validity Examining Increased Flexibility in Assessment Formats: Qualitative Research

Kanjee, A. & Sayed, Y.,(2013,) 'Assessment policy in post-apartheid South Africa: challenges for improving education quality and assessment, Republic of South Africa, 2013a

Kapoor, D., (2020) Flexible Assessment: The way ahead

Kappagntula, S., (2019), Top 65 data analysis interview questions you must prepare in 2020

Knighta, P.T. (2003). summative assessment in Higher Education: *practices in disarray, the open university , UK.*

Knight P., (1995), Assessment for learning in higher education

Knapik, M. (2006). The qualitative research interview: participants' responsive participation in knowledge making, Canada: International journal of qualitative methods2006: *jounals.sagepub.com*

Lessing, A. and De Witt, M. (2007). The Value of Continuous Professional Devopment: teachers' perceptions, UNISA.

Leung, L. (2015). Validity, reliability and generalisation in qualitative research: *Journal of family medicine and primary care, 2015 - ncbi.nlm.nih.gov*

Linn, R.L., & Miller, M.D., (2005), Measurement and assessment teaching

Lizzio, A. and Wilson K. (2008). Feedback on assessment: perception of quality and effectiveness. Griffith University, Australia.

Locke, E. A., and Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*, 705–717.

Lorna Earl, E., (2006), Assessment-A powerful level for learning, DOI: HTTPS:DOI.ORG/10.26522/B

Lopez, S.J. & Louis , M.C., (2009) , The Principles of Strength-Based Education

 Lubisi ,R.C., & Murphy, R.J.L., (2002**)** Assessment in African Schools, Taylor & Francis

Lumadi, W., (2013), Challenges besetting teachers in classroom assessment: An exploratory perspective: Journal of Social Sciences, volume 34, issue 3, p. 211 - 221

Lunt, T., & Curran, J., (2010) , Are you listening please? The advantages of electronic audio feedback compared to written feedback: Assessment evaluation in higher education

Lupart, J. L., Scott, S., Webber, C.F., Aitken, N. and Scott, D.E. (2013). Fair and equitable assessment for all students: pages 52-57//received 22Feb2012, accepted 12feb2013, published online 2013:*https://doi.org/1080/0969594x.2013.776943*

Mahajan K.H. (2018). Qualitative research methodology in Social sciences and related subjects, Premier University.

Maharaj L.R., Nkosi,T, and Mkhize,M.C. (2016), Teachers' experiences of the implementation of the curriculum and Assessment Policy statement (CAPS) in Primary Schools in KZN*: Africa's Public Service Delivery & Performance Review | Vol 4, No 3 | a120 |*

*DOI: **https://doi.org/10.4102/apsdpr.v4i3.120** | © 2016 **Submitted:** 09 December 2016 | **Published:** 01 December 2016*

Mandal, P.C., (2018) Qualitative Research: *Criteria of evaluation*, International journal of academic research and development.

Manu, B. (2018). Your guide to qualitative and data analysis methods

McArthur, D.L. (1987) ,Educational assessment: A brief history: Alternative approaches to the assessment of achievement ; Boston, Kluwer

McGuirk, P.M. (2016). Using questionnaires in qualitative human geography, University of Wollongong Wollongong.

McKenna, H.P., and Cutcliffe, J.R., (1999). Establishing the credibility of qualitative research findings: the plot thickens, Uister University: *Journal of advanced nursing, 1999 - Wiley Online Library*

McMillan, J.H. (2011). *Classroom Assessment: Principles and Practice for Standards-Based Instruction* (Fifth Ed.). Boston: PEARSON.

McTighe, J., and Wiggins, G. (2005). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mercy, K (2012) Assessment problems in Zimbabwe's Primary Schools Special reference to Gweru District Schools, Zimbabwe, Open University

Mege, C.A., (2014) **,** Influence of school environmental factors on **t**eaching learning process in public primary schools in lower Nyokal Division, Homa-Bay District, Kenya

Middleton A., (2015), *Smart Learning: Teaching and Learning with Smartphones and Tablets in Post-Compulsory Education* (MELSIG & Sheffield Hallam University, Sheffield

Middleton, F., (2019), Types of reliability and how to measure them: *scribb.com/methodology/types-of-reality*.

Middleton, F., (2015), Validity

Miller, Mimi. & Veatch Nancy., (2011), Choosing Instructional Strategies to Teach Reading in Content Areas for Students Grades 5-12

Moodley, G.(2013). Implementation of the curriculum and assessment policy*: challenges and implications for teaching and learning*, University of South Africa.

Moon, K., Brewer, T.D., Januchowski-Hartely, S.D., Adams, V.M. and Blackman, D.A. (2016). A guideline to improve qualitative social sciences publishing in ecology and conservation: Volume 21,No3; http://dx.doi.org/10.5751/ES-08663-210317

Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology, 95*(2), 255.

Msimang, M.R. (2017) Teach and Assess strategy: A strategy for Effective teaching and Learning in Economics and Management Sciences, UFS, SA

Mulei, K., Waita, K.J. & Kalai J., (2016), Pupil-Teacher Ratio and its impact on academic performance in public primary Schools in Central Division, Maschskos Noy, Kenya

 Muller , J. (2004) , Changing class: Education and social change in Post-Apartheid : (Assessment, qualifications and the national qualifications framework in South African schooling): Academia.ed.

Muslu, N., (2017), Exploring and conceptualizing teacher formative assessment practices and digital applications within a technology-enhanced high school classroom: Thesis

Mutch, C.(2012)Assessment for, of and as learning: Developing a sustainable culture in New Zealand Schools : Policy Futures in Education, 2012 - journals.sagepub.com: *https://doi.org/10.2304/pfile.2012.10.4.374*

Mutekwe, E. (2017) Document analysis: Academic discussions

NCTE, (2012), Research in the teaching of English: Volume 46

Newton, N., (2010), The Use of Semi-Structured Interview in Qualitative Research: Strengths and Weaknesses, p. 1 - 11

Nikolov, M. (2016). A framework for young EFL learners' diagnostic assessment: Can dostatements and task types. In M. Nikolov (Ed.), Assessing young learners of English: Global and local perspectives (pp. 65-92). New York: Springer. 15

Ntombela, B.X.S, (2018), Formative Assessment: *Revisiting the territory*, Faculty of Education, Griffith University, Australia.

Orturk, M., (2007), Multiple-Choice Items of Foreign Language Vocabulary,) Uludağ Üniversitesi Eğitim Fakültesi Dergisi

Ozoqul, G. & Sulli van, H., (2009), Student performance and attitudes under formative evaluation by teacher, self and peer evaluators: *Educational Technology Research Development* **volume 57**, pages393–410

Pandoya-Wood, R. (2014). A reflective account of trustworthiness and authenticity of data using Lincoln and Cuba (1985) work in PHD study: understanding the impact of public involvement in cancer research,

Podgursky, M. (2005). Teacher licensing in U.S. public schools: The case for simplicity and flexibility. Pedagogy Journal of Education.

Randel, B., Apthorp, H., Andrea, D., Beesky T.F. & Wang X., (2016) Impact of Professional Development in Classroom Assessment on Teacher and Student outcome

Rowlands, B. H. (2005). Grounded in practice: using interpretive research to build theory. The Electronic Journal of Business Research Methodology, 3, 81-92

Rowlands, B. H. (2005). Grounded in practice: using interpretive research to build theory. The Electronic Journal of Business Research Methodology, 3, 81-92

Ruiz-Primo, M.A., &, Furtak, E.M., (2006), Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry: https://doi.org/10.1002/tea.20163

Russell, J., Elton, l., Swinglehurst, D. and Greenhalgh, T. (2006) Using the online environment in assessment for learning: A case-study of a web-based course in primary care. Assessment and Evaluation in Higher Education 31, no. 4: 465-478.

SAQA. (2012). Level Descriptors for the South African NQF. SAQA.

Sadler, D. (1989). Formative assessment and the design for instructional systems. Instructional Science 18, 119-144

Scouller, K., (1998), The influence of assessment method on students' learning approaches: multiple-choice question examination versus assignment essay: Journal of Higher Education, volume 35, issue 4, p. 453 - 472

Shenton A.K. (2004). Strategies for ensuring trustworthiness in qualitative research project: Education for information :22(2004) 63-75 IQS Press

Shulman, J. H. (2002). Happy accidents: cases as opportunities for teacher learning. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA, USA, San Francisco Siebörger, R. (2004). *Transforming Assessment: A Guide for South African Teachers.* (2nd Ed.). Cape Town: Juta. Sighn, S., Badyal, D.K.,. & Singh, T. , (2017), Construct validity and predictive utility of internal assessment in undergraduate medical education. Volume : | Page 30 Issue : 3 : 151-15Stiggins, R.J. and Conklin, N.F. (1992), Assessment and examination conferences Sunday C.E. (2007). Qualitative data analysis, University of Western CapeSpiller, D., (2009), Principles of Assessment: Teaching development

Suskie, L. (2019). 6 Ways to ensure your assessment practices are fair and unbiased.

Taras, M. (2003). To feedback or not to feedback in students' self-assessment, *School of lifelong learning,* Sunderland , UK

Taras, M. (2005). Assessment- Summative and Formative-Some Theoretical Reflections. British Journal of Educational Studies, 53(4), 466-478. https://doi.org/10.1111/j.1467-8527.2005.00307.x

Tierney, R. D. (2013). Fairness in classroom assessment. *SAGE handbook of research on classroom assessment*, 125-144.

Torrance, H. (2013). Qualitative research, science, and government: Evidence, criteria, policy, and politics. In N. K. Denzin & Y. S. Lincoln (Eds.), Collecting and interpreting qualitative materials (4th ed.; pp. 355-380). Thousand Oaks, CA: Sage publications

Trumbull, S. (2008, April 03). Teacher incentive pay: Effect on student achievement and global competition. Paper presented at the MPSA Annual National Conference, Chicago, IL.

UNESCO-IBE, (19195), Fairness in assessment

Vandeyar, S. & Killen, R., (2007), Educators' conceptions and practice of classroom assessments in post-apartheid South Africa, Vol. No. 1

Venter, A., & Prinsloo, P., (2011), The paradox between technology adoption and student success : a case study**:** https://hdl.handle.net/10520/EJC119597

Wang, J., Pascarella, E., Laird T.F.N., and Ribella, A.K., (2014), How clear and organised classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition

Wang, K.H., Wang, W.L., & Haung S.C., (2006) , Learning styles and formative assessment strategy: enhancing student achievement in Web-based learning : https://doi.org/10.1111/j.1365-2729.2006.00166.x

Wyatt-Smith, C., & Cumming J., (2009), Educational Assessment in the 21st Century: Connecting Theory and PracticeWelton, T., (2017), Imaging Markers of Brain Network Disruption in Multiple Sclerosis: University of NottinghamWhite, C.J. (2003) research methods and techniques, Published by C.J. White, Mustang Rd 44, Pierre van Ryneveld, 0157, Pretoria

Wolterinck, C.H.D, Schildkamp, C., Poortman, L., Kim, C. Kippers, W.B and Visscher, A.J. (2018).Teachers' views on the use of assessment for learning and data-based decision-making in classroom practice

Woods, M., (2011), Interviewing for research and analysing qualitative data: An overview

Yong Nie (2017), Combining Narrative Analysis, Grounded Theory and Qualitative Data Analysis Software to Develop a Case Study Research

Yong, H.T., & Lim, C.S., (2009), Implementing School-based Assessment. The Mathematical Thinking Assessment (MATA) Framework Buku Koleksi Bahan Seminar Inovasi Pedagogi IPBLZenda, R., (2019) ,Impact of the Learner-Educator Ratio Policy on Learner Academic Achievement in Rural Secondary Schools: A South African Case Study :https://doi.org/10.1080/18146627.2019.1588748

Zieky, M. (2006). Fairness review in assessment. *Handbook of test development*, 359-376

APPENDIX   A

Teachers' views of their assessment practices

Thank you *for taking the time to complete this survey. It is focused on your current assessment beliefs and practices in the classroom.   This survey consists of three parts:*
Part I: Background information
Part II: Statements on classroom assessment preferences
Part III: Assessment Alternatives

Part I: In responding to the following questions, consider one grade level you are currently teaching and have taught recently. Please place a tick in the appropriate block.

At present,

1. I am teaching at:

Phase of Teaching	Tick One
Foundation	
Intermediate	
Senior	
FET	

2. The primary subject(s) that I teach is:

SUBJECT (Please list)

3. The average number of students in my class is:

Number of Students	Tick One
Less than 10	
11 – 20	
More than 20 (please specify number)	

4. I have been teaching for:

Number of years teaching	Tick One
1 – 3 years	
4 – 6 years	
7 – 9 years	
More than ten years (please specify)	

5. Have you taken in-service training on assessment or classroom testing and evaluation for the past three years?

Options	Tick One
Yes	
No	

6. Have you taken courses in classroom assessment/educational measurement during your pre service training (at teacher-training colleges and/or universities)?

Options	Tick One
Yes	
No	

7. My highest educational attainment is:

Qualification	Tick One
Diploma (please specify)	
Bachelor Degree (Please specify)	
Masters Degree (Please specify)	
PhD	
Other (Please specify)	

8. I am a:

Options	Tick One
Male	
Female	

Part II.   Classroom Assessment Preferences

Instructions: Please read each statement starting with "***IN MY TEACHING PRACTICE, I USE ASSESSMENT TO***" and then check (√) the appropriate frequency level that best matches your typical assessment practice.

> **V** - Very rarely or Never *(less than 10% of the time)*
> **R** - Rarely *(10 – 25% of the time)*
> **O** - Occasionally *(26 – 50% of the time)*
> **F** - Very Frequently *(51 – 75% of the time)*
> **A** - Always *(more than 75% of the time)*

Your honest responses are very important and highly appreciated.

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

1. Guide students to	Very rarely	Rarely *(10 – 25% of*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of*

	set their goals and monitor heir own learning progress.	or Never *(less than 10% of the time* | *the time)*			*the time)*
2.	Demonstrate to students how to do self-assessment.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
3.	Determine how students can learn on their own in class.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
4.	Assist students to identify means of getting personal feedback and monitoring their own learning process	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
5.	Help students develop clear criteria of a good learning practice.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

6. Set the criteria for students to assess their own performance in class.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
7. Measure extent of learning at the end of a lesson or subject.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
8. Evaluate the level of competence of students at the end of an instructional program.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
9. Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
10. Make final decision about the level of learning that students achieved at the end of	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

a lesson or subject.					
11. Rank students based on their class performance to inform other school officials.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
12. Provide information to parents about the performance of their children in school.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
13. Examine how one student performs relative to others in my class.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
14. Supply information to other teachers, schools, employers regarding students' performance in class.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	
15. Help students improve their learning process and class performance.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
16. Assist students	Very rarely or	Rarely *(10 –*	Occasionally	Very	

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

to determine their learning strengths and weaknesses in class.	Never *(less than 10% of the time*	*25% of the time)*	*(26 – 50% of the time)*	Frequently *(51 – 75% of the time)*	
17. Identify better learning opportunities for students in class.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	Always *(more than 75% of the time)*
18. Periodically collect learning data from students to improve instructional process.	Very rarely or Never *(less than 10% of the time*	Rarely *(10 – 25% of the time)*	Occasionally *(26 – 50% of the time)*	Very Frequently *(51 – 75% of the time)*	

Part III. Assessment Alternatives and Teaching

A   Please read each statement and then shade the appropriate option that describes how frequently you do a typical assessment practice.

> **V** - Very rarely or Never *(less than 10% of the time)*
> **R** - Rarely *(10 – 25% of the time)*
> **O** - Occasionally *(26 – 50% of the time)*
> **F** - Very Frequently *(51 – 75% of the time)*
> **A** - Always *(more than 75% of the time)*

IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO:

1.   I use the following assessment approaches:

a. Multiple Choice	V	R	O	F	A
b. True-False or Right-Wrong	V	R	O	F	A
c. Matching-types	V	R	O	F	A
d. Fill-in the blanks or short constructed response	V	R	O	F	A
e. Essay	V	R	O	F	A
f. Performance assessment	V	R	O	F	A
g. Portfolio assessment	V	R	O	F	A
h. Graded recitation	V	R	O	F	A
i. Observations	V	R	O	F	A
j. Term Papers or Projects	V	R	O	F	A
k. Class presentations	V	R	O	F	A
l. Assignments	V	R	O	F	A

m.Classroom assessment techniques (CATs)	V	R	O	F	A
n. Others, please specify	V	R	O	F	A

2. When I do assessment, I ask questions or tasks that allow me
To know whether students:

a. Can recall or remember what is taught in class.	V	R	O	F	A
b. Explain ideas and concepts	V	R	O	F	A
c. Use learned information or concepts in a new way	V	R	O	F	A
d. Analyze a situation or condition	V	R	O	F	A
e. Justify a stand or decision	V	R	O	F	A
f. Create a new product or point of view or idea	V	R	O	F	A

3. Please rate the following areas of assessment in terms of your
need for professional development.
   (1 – not needed; 5 very much needed).
 Please shade the number that represents your response.

a. Writing learning outcomes	1	2	3	4	5
b. Constructing objective tests	1	2	3	4	5
c. Defining tasks for performance tests	1	2	3	4	5
d. Choosing the most appropriate item type for a test	1	2	3	4	5
e. Asking essay questions	1	2	3	4	5
f. Preparing observation checklists	1	2	3	4	5
g. Creating rubrics	1	2	3	4	5
h. Developing assessment plans	1	2	3	4	5
i. Linking learning outcomes with assessment process	1	2	3	4	5
j. Administering tests and exams	1	2	3	4	5
k. Scoring and marking tests and assessment tools	1	2	3	4	5
l. Reporting assessment results	1	2	3	4	5
m. Others, please list down other areas that you want to know and learn about classroom assessment;	1	2	3	4	5

Thank you for completing the questionnaire.
Please make sure that you answered all items.

\

APPENDIX B
Transcripts for the interviews

Five participants were randomly selected to sit for an interview with the researcher. The questions were selected from the questionnaire and arrangement was also derived from the questionnaire. It consisted of three sections where participants had to answer questions concerning their background information, classroom assessment and assessment alternatives. The following questions were asked

Part 1: Background information

1.1 Please introduce yourself in terms of phase you are teaching, number of learners in your class, subject you are teaching, experience and your qualifications.

1.2 How does enrolment affect your teaching?

Part 2: Classroom assessment

2.1 How do you guide learners to set their own goals and monitor their own learning progress?

2.2 What do you do to determine the degree of accomplishment of a desired learning outcome at the end of the lesson?

2.3 How are students benefiting when they determine their learning strengths and weaknesses?

2.4 Do you value the supply of information regarding learners' performance in class to their parents? Support your response

Part 3: Assessment alternatives

3.1 Which assessment approach works better for you in class and how does it benefits you and your learners?

3.2 How do you structure your assessment questions to develop high order thinking skills in your learners?

3.3 What is the impact of multiple choices, true or false and matching types questions in your assessment?

3.4 Can you share or suggest any other assessment approach that is not mentioned in this questionnaire?

3.5 Share how and when do you allow learners to justify or stand decision and create a new point of view in your classroom?

3.6 Which areas of assessment you need most for your professional development and how can you access assistance?

Participant no 1

Part 1 : Background information

1.1

I am a teacher , I'm teaching Grade 6bfor the past 19 years and I'm teaching English to be specific its been a long time since I have been teaching English and I have plus or minus 64 leaners in each my class which is quite hectic when presenting my lesson. I have a three year diploma which is STD.

1.2

It affects me adversely in the basis that there is not enough space in moving around and is quiet difficult in most cases but we try to improvise making those smaller groups at times try to involve learners themselves in number of ways in our lessons.

Part 2 : Classroom assessment

2.1

To get learners motivated, it is important that they set goals for themselves so that they see what future holds for them. Sometimes I make use of case studies, read them some success stories of previous learners in terms of how far they have gone , regarding their education and also making some interviews ,sometimes informal interviews just to sort of encourage them.

2.2

Practically speaking , asking all round questions and at times giving them some classwork whether its 5or 6 questions so that I can see if they have understood the lesson and if there are any shortcomings in lesson then I try probably repeat the lesson or give them homework.

2.3

They are benefiting in a number of ways in terms confidence and you will see sometimes learners who were shy in the beginning of the year being able ask questions, the interaction between myself and them improving and we discuss with other learners who are still having some weaknesses. I always try to follow up with them, to check with them what could be the cause.

2.4

It is important to communicate with their parents cause if you don't do that you might not be able to diagnose their problems back at home so at times I write some notes in their in their classwork books at times I would even phone a parent if I have the phone number to come to school, but sometimes the parents don't show up for the meetings which makes it quite difficult for us to get to the problem of the child back home especially if it's a problem happening at home.

Part 3 : Assessment alternatives

3.1 I basically use variety of some teaching lessons sometimes multiple choice and true or false. I believe when you make use of multiple-choice, you allow the child to see if she understood the lesson and test the level of his or her understanding regarding the lesson and because true or false I don't really make use of it since a child may guess and might have misinterpretation his or her grasping of the content.

3.3

I think it gives even learners who are not as capable not as good as compared to other learners because such questions are designed for different cognitive levels of understanding. In a true or false question a child who is not doing well might get a point or two but in multiple-choice questions they require a child to have studied well.

3.4

I don't think there is any other one.

3.5

Sometimes I ask questions that seek to stimulate their thinking ability like in a situation where I'm teaching a story and I'll ask about their point of view regarding the story or communicate the story to other learners that had not heard or test their opinions regarding the story.

3.6

Regarding the fact that we have overcrowded classrooms I think if we could be assisted especially in assessing learners individually. I'm not grasping any other techniques when it comes to assessing learners individually or trying to establish their weaknesses and strengths as individuals since we have big numbers of learners in our classrooms.

Participant no 2

Part 1: Background information

1.1

 I am a teacher, female, and 26years of age teaching in a combined primary school. I've got three years of teaching experience teaching life skills and Social sciences. In my class there are 75 learners, I'm teaching 3 classes other 75 per class and other is 74 but I think the overall is 210 learners.

1.2

 Since you have heard the number of learners per class, it really affects the teaching and learning process. For the class, it's too overcrowded; there is no space in between to move around looking at the work of the learners. You hardly get time to give learners that full attention. Others while you are teaching, they are busy because the teacher is too far due to the space in class.

Part 2: Classroom assessment

2.1

I foster and growth mind-set by motivating them by motivating them. The first I do is to notice all small efforts they do to achieve their small goals like finishing their work in class, I see that if a learner is too concentrating and she did her best to finish her assignment, I notice and acknowledge that. That gives them self-esteem, that confidence that they can do better more than what they have done now.

2.2

Every afternoon lesson I assess them formally and sometimes informal. Firstly I sometimes ask them orally or verbally like what have you learned, what is the definition of the word, what was our topic and so forth and formally I give them do class activities, give them homework and when they come back, I mark it and give them feedback.

2.3

I think it helps them to accept themselves who they are and they also gain confidence since now they know this is my learning style; I have to do this in order to pass. So then once they gain confidence and somehow their self-esteem gets boosted.

2.4

Yes I do value it because once their parents know how their children are doing at school, they get involved. Once parents know that his or her child is not doing well at school they work together with the teacher to make a child do well. And if the child is doing well they motivate him or her to keep on doing good work.

Part 3: Assessment alternatives

3.1

Its performance assessment I think where learners are required to write individually like do the activities. Once they do activities, I as a teacher get to know where the child is lacking and when I'm marking, I call the children one by one. I give him or her feedback and then the child realise the mistake and then be able to correct that mistake accordingly so that one is working for me and my learners.

3.2

My assessment question paper starts with the low order questions which is true or false, choose from this and that. The second question will be like match where I give them the word then they will have to match it with the definition and then higher order is where they will have to recall like answer with the reason where they have to define things and where they have to explain why is that happening. So that's how I structure my question paper.

3.3

These types of assessments , since are normally on be like first questions in the paper, I think they boost learners' marks cause normally when I set a paper start with low order , that lower order if the child's IQ is not that high, she will be able to earn marks from that lower order questions. So it helps them to recall the information and boost their marks.

3.4

No, not one that I know of.

3.5

I sometimes have an informal session with them where I get to ask them general questions like may be ask them if they want to review their classroom rules , what charts they think we have to add on our walls. So when I'm doing that session with them, I allow them to express their views, like to give me more ideas. Yah, I think that is when they give me some points.

3.6

I'm kind of like struggling with diagnosis assessment, you know, whenever you start a lesson , you have to like get prior knowledge , ask like ask learners few questions just to know which level they are , but these learners when you like ask those questions generally in order to for me to start a new lesson they do not respond. So like I think I need some more skills to get them. A skill that I can gain in order for them to be able to me like whenever I ask to make them feel free to tell me whatever they know in that moment. Cause if I use a question like let's say I'm going to teach about the Egyptian history, if I ask them is there anything they ow about Egyptians, they just stare at me. So I think I need some more skills for me to gain in order to be able to communicate with them to diagnose, to know what they do not know before I even start a lesson. And also when I'm trying to get to know their strengths and weaknesses others do not share. They are too private they just come to school and answer those questions formally and they do not share more information, so I sometimes feel like I don't know them.

Participant no 3

Part 1: Background information

1.1

I am a Pl1 foundation phase teacher, I teach Mathematics and IsiZulu grade 2. I have about 64 learners in my class, I have been teaching for 3 years now. I have Bachelor's degree, I'm a female, yah that's all.

1.2

Like in my class the children are overcrowded and it makes it hard to do one on one assessment so that is hard for me. As well as marking their exercise books, I struggle with that a lot sometimes because sometimes I have to take work home. And with the resources as well, like if have counters; they may not be able to use counters individually. They have to use counters in groups, like alternate and group leaders even with the readers they have the same issue.

Part 2: Classroom assessment

2.1

Like in Mathematics when I do a lesson, I use different structures, like different ways to do sums, then I show them all different ways they can use. The learners choose method to use, that suit them. So that's how I see that ok, this learner is good when we doing multiplication, struggles with subtraction. So this is how I measure and monitor their progress by teaching different ways in tackling different obstacles.

2.2

Like if learners ask me questions, then I know that ok, they heard what I was teaching them they are interested on the topic, so that's how I see and know that they understand or by asking me asking me question or even coming up with their own sums and ask may be Miss what if I do this sum like this or when they give more examples. Like if was doing tens, hundreds and units, then I use hundreds and the number is 200 or 300, I then speak about hundreds, they will ask Miss, why are you using hundred instead of 200 then I will tell them that 200 and 300 fall under hundreds. That's when I know that they understand when they are asking questions and give more examples.

2.3

They get comfortable with their work like if they are doing something, they don't come to me saying Miss can you please help cause they know that I'm god at this so I can do it myself and finish their task quickly if they do know they are not struggling. Where they find themselves struggling they go to someone in class that they know, e.g. Amahle in my class or come to the teacher and ask Miss how I do this.

2.4

Yes, I do but I've struggled in that most of the time cause most parents do not want to be involved in their children's learning , like I write letters and they will not respond, they will not come to school , they will not even come to collect their children's reports in time but I try.

Part 3: Assessment alternatives

3.1

Most children in grade 2 struggle with written assessment. Mostly what I do is observation. I observe them like when we are reading or when they are writing. And also, when they are talking, like we do class presentation as well, when they talk I observe and that is better for them to talk then to write, so mostly we talk.

3.2

I structure my questions like open-ended questions like for an example when we are doing a story I will ask learners to give their own topic of what we are reading instead of telling them the topic. That allow learners to discuss the topic according to their own understanding and also to conclude the story on their own or suggest how the story will end.

3.3

Normally I don't use true or false but I do like matching pictures with word or opposites match like cold to match with hot. So, the impact it has on learners like it they get much understanding instead they just guess the answers without even getting the understanding of what the question is really about.

3.4

I don't think there is something else that is missing.

3.5

Like I've just said, I ask them ask them to tell their own understanding or create their own point of view regarding the story and also to draw their own conclusions and they must support their statements.

3.6

I struggle mostly with written assessment, like when learners have to write a test. I struggle with that a lot because some of them do not want to write, they leave spaces, it takes them a long time to finish. I'm not really sure how could I get assistance to make learners write without forcing them.

Participant number 4

Part I: Background information

1.1

I am a grade 7 teacher, I teach Economic management sciences and Technology. I have a total number of 189 learners in my class; it means I have about 63 or 62 per class. I hold a Bachelor degree and Honours specialising in educational management. I have 4 years in the field. Thank you.

1.2

Because of overcrowding I find it difficult to pay full attention to each and every learner which makes it impossible to know their strengths and weaknesses. Even the spaces in the classroom are making it difficult to move around the so as to monitor their work while they are busy with it. So, this affects the process of teaching and learning.

1.3

No , not one at all.

Part 2 : Classroom assessment

2.1

I normally give them clear instructions of what is expected from them. I assist learners in developing the love of their work first, then come up with checklist they complete after each and every lesson to check their progress. That checklist will assist each and every learner to know their weaknesses and strengths and they will know where to improve and also it will become easier for me to know that this certain learner needs assistance in this particular section. So, I think that assist learners to set their own goals.

2.2.

I ask questions based on the lesson or give them a short activity to check if he outcomes of the lesson have been met. Once the lesson is complete, we mark the activity together as a class and do corrections. So obviously by doing that, I will be able to see if the outcomes have been met. To be honest, I do that occasionally.

2.3

I assist learners in knowing which areas they are good at, which areas that need improvement in order to excel. So, if they are able to determine their strengths and weaknesses, obviously it's not necessary for them to stick on what they know. So that will give them a guidance to concentrate on what needs to be improved at all times.

2.4

Yes, I do value the supply of information because it gives parents a clear picture of their children's performance which makes it easier for them to know how they can assist their children.

Part 3: Assessment alternatives

3.1

Normally I use question and answer method, I find it easier for me and also, I think it benefits my learners in a way that it boost their self-esteem and allow them to express their feelings. In that way I'm to see if they understood or not while still on a lesson.

3.2

To help learners reach their full potential I always structure my questions following cognitive levels. I always start by asking them to choose answers from the list (multiple choice questions) making them easier first then also ask them if the statement is true or false , followed by matching column A with B then ask them short questions where they have to explain in details.

3.3

That really has a negative impact most of the time because it makes learners lazy to read so if they are given such questions they just guess instead of reading and understand the question. So it does have a negative when it comes to learners.

3.4

Nothing comes to my mind at a moment. I did look at the list.

3.5

I do that by giving those questions that will require them to think and be able to give their opinions. Once they have given their opinions they must support their statements as to why the answer given is correct. In that way they will be able to stand with their own decisions and be able to justify their own reasons.

3.6

I would say constructing objectives test and developing assessment plan and I think I will be able to access that assistance by attending workshops and getting assistance from my peers. I think that will be a huge assistance.

Participant number 5

Part 1: Background information

1.1

 I am a female teacher. I teach grade 10 – 12 my classes vary in size, but none are less than 40 per class. I have been teaching for 23 years now, I have a diploma in education plus one year ACE certificate.

1.2

Our classes are overcrowded. Firstly it takes longer to get to know each learner. This leaves lot of learners in the dark. Learners learn differently and assisting each learner is next to impossible. There is too many disruptions in the classroom, You tend to spend too much time disciplining learners instead of teaching.

1.3

Academically challenged learners are neglected as to much focus is on the intelligent learners as on finishing the syllabus. When a teacher uses repetition and note learning to grasp concepts, intelligent learners get bored and they lose focus which they consequently perform poorly.

Part II: Classroom Assessment

2.1

Formal and informal assessment can assist with assessing the level of comprehension learners have achieved immediately after lesson or in the end of a topic taught. From short memory (level one) questions to complex (high order) questions.

2.2

Asking questions and giving class exercises so learners can discuss answers with their peers. Later homework is given and marked.

2.3

Learners benefit from knowing their strengths and weaknesses because their strengths lay down a foundation for determination and focus. It is easier to ask help when they need it and are not ashamed to ask for it because this is directly linked to their strengths becoming stronger.

2.4

Very much so parents tend to be scared of receiving feedback from the school, at times we have to use unconventional methods to make them interested. Teachers, parents and learners should all be positive contributors to success. Reports are not completely informative about the learner performances.

Part 3: Assessment alternatives

3.1

Baseline assessment assists with the basic information learners have on the topic at hand. It helps assess loop holes and misinformation. It can also assist with an educator to see the learning gap between high flyers and average learners in the classroom. It also provides the educator with

3.2

It is always imperative to consider Blooms taxonomy. This assist in testing low order and high order question from basic memory questions to complicated analytic question that test the depth of a learner's thinking. Starting with basic memory questions and ending with both analytic and synthetic questions.

3.4

These are first order questions that lay the foundation for learners to be able to synthesise information in order to create a kind of answer that will cover all the work done on the topic being discussed. When it comes to analysing information they are able to solve tricky questions by understanding basic concepts that assist with solving complex problems.

3.4

Problem solving kind of questions that may both be fun to unravel and challenging at the same time brings about the use of general information not learnt in class, but observed in reality which is outside the classroom.

3.5

It is always fun and exciting for learners to share their own experiences from outside the classroom. If an educator brings about real life situations to learners of different backgrounds and culture , it makes every ones opinion matter as they can be able to justify their stand or decision to bring their point of view forth.

3.6

Studying further can open one's mind to new development in their field of study. High order questions need a great effort because in some instances they can be ambiguous or more centred in in certain cultures and traditions out of reach for learners. As much as answers can expose them to certain experiences unfamiliar to them but does not help them achieve expected marks. Professional development can assist learners and educators achieve the desired outcome.

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma	Tel: 033 392 1063	Ref.:2/4/8/1859

Ms G Hlongwane
J1955 Umlazi
PO Umlazi
Durban
4031

Dear Ms Hlongwane

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TEACHERS VIEWS OF THEIR ASSESSMENT PRACTICES"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 24 July 2019 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 25 July 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203• Email:Phindile.Duma@kzndoe.gov.za •Web:www.kzneducation.gov.za

...Championing Quality Education - Creating and Securing a Brighter Future

1

EDUCATION
REPUBLIC OF SOUTH AFRICA

UMLAZI DISTRICT

Date: 26 August 2020

TO: Ms Gugu Hlongwane (Isidingo Combined Primary Educator)
1955 Umlazi
P.O. Umlazi
4031

REQUEST FOR PERMISSION TO CONDUCT SCHORLARY RESEARCH AT ISIDINGO COMBINED PRIMARY S CHOOL

1. Your letter dated 24 August 2020, requesting permission to conduct research in Umlazi District (Maphundu Circuit) has reference.

2. The approval letter signed on the 25 July 2019 by the Head of Department is explicit in terms of the conditions of such a study and limitations imposed there of

3. The Umlazi District Manager hereby allows you to conduct such a scholarly research in line with the dictates of the approval by the Head of Department of the KwaZulu Natal Education Department.

4. Umlazi District Office is willing to assist in any educational endeavour as requested by yourself in the quest of improving educational outcomes.

5. Wishing you well in your scholarly research.

Mr P.N. Cele
Umlazi District Manager
26 August 2020

PROVINCE OF KWAZULU-NATAL
DEPT OF EDUCATION
UMLAZI DISTRICT

17 MARGARET MNCADI AVENUE

DURBAN

Ms. Gugu Hlongwane

guguh66@yahoo.com

0823964815

1955 Umlazi   P.O. Umlazi 4031

26 June 2019

The Principal

DEPARTMENT OF EDUCATION
SHUMAYELA SECONDARY SCHOOL
OFFICE OF THE PRINCIPAL

2019 -06- 2 7

Unit Q 108, Umlazi Township, 4031
Tel: 065 907 0478
Email: shumayelahighschool@gmail.com

/ Sir

Re: Request for permission to do scholarly research in your school

I hereby request you to allow me to conduct a scholarly research at your school to interview and issue questioners to teachers. I am currently doing a Masters Degree in Education, at the University of KwaZulu-Natal.

My topic seeks: to explore teachers' views of their assessment practices. Participants in this study involve teachers. Ethical issues will be observed throughout the study.

Should you wish to verify above information concerning my research. You can contact my supervisor, Dr Lokesh Maharajh. His contact details are: 072 43 569 68 and Email address is

You may also contact the Research Office through:

P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail:
I am looking forward to your co-operation to my request.

Yours faithfully

Gugu Hlongwane

Student Number: 212558708

Cell No: 082 396 4815

Ms. Gugu Hlongwane

guguh66@yahoo.com

0823964815

1955 Umlazi   P.O. Umlazi 4031

26 June 2019

The Principal

██████████████████████

Sir

Re: Request for permission to do scholarly research in your school

I hereby request you to allow me to conduct a scholarly research at your school to interview and issue questioners to teachers. I am currently doing a Masters Degree in Education, at the University of KwaZulu-Natal.

My topic seeks: to explore teachers' views of their assessment practices. Participants in this study involve teachers. Ethical issues will be observed throughout the study.

Should you wish to verify above information concerning my research. You can contact my supervisor, Dr Lokesh Maharajh. His contact details are: 072 43 569 68 and Email address is

You may also contact the Research Office through:

P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail:
I am looking forward to your co-operation to my request.

Yours faithfully

Gugu Hlongwane

Student Number: 212558708

<u>**Cell No: 082 396 4815**</u>

Ms. Gugu Hlongwane

guguh66@yahoo.com

0823964815

1955 Umlazi   P.O. Umlazi 4031

26 June 2019

The Principal

Sir

Re: Request for permission to do scholarly research in your school

I hereby request you to allow me to conduct a scholarly research at your school to interview and issue questioners to teachers. I am currently doing a Masters Degree in Education, at the University of KwaZulu-Natal.

My topic seeks: to explore teachers' views of their assessment practices. Participants in this study involve teachers. Ethical issues will be observed throughout the study.

Should you wish to verify above information concerning my research. You can contact my supervisor, Dr Lokesh Maharajh. His contact details are: 072 43 569 68 and Email address is

You may also contact the Research Office through:

P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail:
I am looking forward to your co-operation to my request.

Yours faithfully

Gugu Hlongwane

Student Number: 212558708

Cell No: 082 396 4815

Ms. Gugu Hlongwane

guguh66@yahoo.com

0823964815

1955 Umlazi   P.O. Umlazi 4031

26 June 2019

The Principal

■■■■■■■■■■■■■■■

Sir

Re: Request for permission to do scholarly research in your school

I hereby request you to allow me to conduct a scholarly research at your school to interview and issue questionets to teachers. I am currently doing a Masters Degree in Education, at the University of KwaZulu-Natal.

My topic seeks: to explore teachers' views of their assessment practices. Participants in this study involve teachers. Ethical issues will be observed throughout the study.

Should you wish to verify above information concerning my research. You can contact my supervisor, Dr Lokesh Maharajh. His contact details are: 072 43 569 68 and Email address is

You may also contact the Research Office through:

P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail:
I am looking forward to your co-operation to my request.

Yours faithfully

Ms. Gugu Hlongwane
guguh66@yahoo.com
0823964815
1955 Umlazi   P.O. Umlazi 4031

Dear Participant

INFORMED CONSENT LETTER

My name is Ms. Gugu Hlongwane. I am M Ed student studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in teachers' views on their assessment practices. To gather the information, I am interested in asking you some questions.

Please note that:
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		

I can be contacted at:
guguh66@yahoo.com
0823964815

My supervisor is Dr L R Maharajh who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.
Contact details: email: maharajhlr@ukzn.ac.za   Phone number: 031 2603829

You may also contact the Research Office through:
P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I………………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   **DATE**

…………………………………   ……………………………………

EDITING LETTER

696 Clare Road

Clare Estate

Durban

4091

30 January 2021

To: Whom it may concern

Editing of Master's thesis: GUGU HLONGWANE

TEACHERS' VIEWS OF THEIR ASSESSMENT PRACTICES

This letter serves as confirmation that the aforementioned thesis has been language edited.

Any queries may be directed to the author of this letter.

Regards
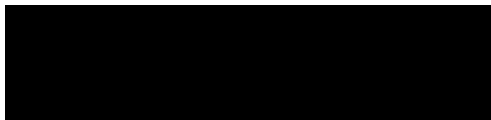
MP MATHEWS

Lecturer and Language Editor

Mercimathews4@gmail.com

Turnitin Originality Report

- Processed on: 23-Feb-2021 11:11 AM CAT
- ID: 1516041162
- Word Count: 30507
- Submitted: 1

Teachers' views on assessment By Gugu Hlongwane

Similarity Index
6%

Similarity by Source
Internet Sources:
4%
Publications:
0%
Student Papers:
5%

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Gugu Hlongwane
Assignment title:	Thesis
Submission title:	Teachers' views on assessment
File name:	Turnitin_Version_2.doc
File size:	374.5K
Page count:	84
Word count:	30,507
Character count:	174,522
Submission date:	23-Feb-2021 11:10AM (UTC+0200)
Submission ID:	1516041162

18 November 2020

Miss Gugu Hlongwane (212558708)
School Of Education
Edgewood Campus

Dear Miss Hlongwane,

Protocol reference number: HSSREC/00001904/2020
Project title: Teachers views of their assessment practices
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 27 August 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL** on the following condition:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 18 November 2021.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: http://research.ukzn.ac.za/Research-Ethics

Founding Campuses: ▬ Edgewood ▬ Howard College ▬ Medical School ▬ Pietermaritzburg ▬ Westville

INSPIRING GREATNESS