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## APPENDIX 1

1 Erika Avenue  
Netherland Park  
ERMELO  
2351

Dear Colleague

I am currently investigating, teachers' assessment of learners' work and its influence on the culture of learning. The Mpumalanga Education and the Gauteng Education Department have granted permission to have the questionnaires circulated amongst teachers. The responses will be dealt with in strict confidentiality. Professor William Fraser, head of the Department of Teaching and Training Studies, University of Pretoria, is the research supervisor.

Would you kindly assist me in this endeavour. Since I believe that this research is of great importance to teaching and learning, it could possibly bring more clarity of learning through better assessment practices.

Approximately 25 – 30 minutes of your time is needed to complete the questionnaire. Thank you once more again for your friendly assistance.

- **PLEASE NOTE:**

This questionnaire should be returned to the address of the researcher, although in some districts and circuits, the researcher will collect the questionnaire, as arrangements will be made with colleagues in those offices.

Kind regards

Mr Lesson Ndiyase Vilakazi

Cell no: 082 954 7860

Work no: 017 – 819 – 3302/017 883 – 0474/6

Submission date: 23 October 2000



SECTION A: BIOGRAPHICAL INFORMATION

Kindly complete the following personal particulars by crossing the number in the appropriate book.

1. Respondent number
2. Card number 1

Office Use:

V1

V2

Province	<input type="checkbox"/>	
	<input type="checkbox"/>	
Mpumalanga		V3      6
Gauteng		
Gender		V4      7
Male		
Female		
Age		
20 – 24		
25 – 29		
30 – 34		
35 – 39		
40 – 44		V5      8
45 – 49		
50 – 54		
55 – 59		
60+		



Teaching experience	
Less than 5 years	
Between 5 and 10 years	V6 9
Between 10 and 15 years	
More than 15 years	
Your highest educational qualification	
Std 10 (Grade 12) or lower	
Post school diploma	
B-degree	V7 10
Degree plus a diploma	
Post graduate qualification	
In which of the following learning areas/fields of specialization do you mostly teach?	
Communication, literacy and language	
Numeracy and mathematics	
Human and social science	V8 11
Natural science	
Arts and culture	
Economic and management science	
Life orientation	
Technology	



Which of the following phases do you <input type="checkbox"/> mostly teach?			
<input type="checkbox"/>			
Foundation phase			
Intermediate phase			
Senior phase		V9	12
Further education and training phase			
In which language do you mostly teach?			
Afrikaans			
English			
Afrikaans and English		V10	13
Ndebele			
Northern Sotho			
Southern Sotho			
Swati			
Tsonga			
Tswana			
Venda			
Xhosa			
Zulu			
Other (specify)			
Type of the school in which you are teaching			
Public School		V11	14
Private School			



Currently you are teaching at a	<input type="checkbox"/>
<input type="checkbox"/>	
Primary School	V12 15
Combined School	
Secondary School	
Currently level of your post	
Teacher/Senior Teacher	V13 16
Head of Department	
Deputy Principal	
Principal	
How did you become interested in assessment?	
Mark only one option	
Comprehensive reading	V14 17
Workshops	
Formal courses/programme	
Department circulars	
Media, e.g. TV. programmes	
Other (specify)	
-----	
-----	

## SECTION B

In this section and the following sections you are required to cross ONLY ONE appropriate number on the scale provided for each question.

- PLEASE NOTE:

Read each of the following statements very carefully and indicate to what extent the statement applies to your understanding regarding assessment and its influence on the culture of learning.

Please respond to each statement by expressing your opinion with regard to the assessment of learner's work and its influence on the culture of learning. Mark ONE OPTION ONLY.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

V15 Good assessment of learners' work contributes to the culture of learning.	1	2	3	4	5
V16 Teachers' assessment of learners' work enables learners to think critically and develop problem solving skills.	1	2	3	4	5
V17 Teachers' assessment of learners' work promotes a positive attitude towards learning among learners.	1	2	3	4	5
V18 Frequent assessment of learners' work allows teachers to intervene with remedial teaching at an early stage.	1	2	3	4	5





V19	Teachers' assessment of learners' work contributes to collaboration and caring between teachers and learners.	1	2	3	4	5
V20	Assessment assists teachers to review information taught to learners	1	2	3	4	5
V21	Assessment assists learners to review their own learning and look at a better ways of improving learning.	1	2	3	4	5
V22	Teachers' assessment of learners' work allows learners to see assessment as part of teaching and learning.	1	2	3	4	5
V23	Regular assessment of learners' work enhances learners' perception of success.	1	2	3	4	5
V24	Teachers' assessment of learners' work assists learners to see that teachers can identify learners learning problems.	1	2	3	4	5
V25	Teachers' assessment of learners' work assists learners to monitor progress of learning.	1	2	3	4	5
V26	Assessment of learners' work assists principals to share decision task with teachers regarding learners' work.	1	2	3	4	5
V27	Assessment of learners' work indicates to principals that teaching and learning are monitored in schools.	1	2	3	4	5
V28	Teachers' assessment of learners' work assists principals to see that assessment is an adequate evaluation mechanism.	1	2	3	4	5



V29 Assessment of learners' work ensures that principals will allocate enough time for assessment purposes.	1	2	3	4	5
V30 Feedback of assessment of learners' work to parents enables parents to play an active role in the education of children.	1	2	3	4	5
V31 Teachers' assessment of learners' work and feedback to parents create a positive relationship between parents, learners and teachers.	1	2	3	4	5
V32 Teacher's assessment of learners' work enhances learning contact between parents and children.	1	2	3	4	5
V33 Assessment of learners' work involves parental decision with regard to information assessment.	1	2	3	4	5

SECTION C:

Please respond to each statement by crossing the number on the scale provided in order to express your view regarding to traditional evaluation of learner's work and its influence on the culture of learning.

Mark ONE option only.

Strongly Disagree	Disagree	Uncertain	Agree	Strong Agree
1	2	3	4	5

V34 Traditional evaluation of learners' work is seen as a separate activity from teaching and learning processes.	1	2	3	4	5
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V35	Traditional evaluation of learners' work is based on the idea of well-defined criteria of right and wrong.	1	2	3	4	5
V36	Traditional evaluation of learners' work used reproductive evaluation strategies to assess knowledge as provided by textbooks.	1	2	3	4	5
V37	In traditional evaluation of learners' work teachers were given opportunity to make decisions about learners' performance.	1	2	3	4	5
V38	In traditional evaluation of learners' work both evaluation and measurement were used as instruments to score and grade learners.	1	2	3	4	5
V39	Teachers' assessment of learners' work in traditional evaluation used measurement and evaluation to ensure that teaching objectives have been well transmitted to learners.	1	2	3	4	5
V40	In traditional evaluation of learners' work teachers were expected to identify specific strengths and weaknesses of learners in the learning environment	1	2	3	4	5
V41	In traditional evaluation teachers were expected to ask questions checking whether pupils were listening to teachers in the learning environment.	1	2	3	4	5
V42	In traditional evaluation teachers were given opportunity to evaluate their instruction, by assessing the quality of learners' performance.	1	2	3	4	5
V43	Teacher's assessment of learner's work in traditional setting forced teachers to award good grades.	1	2	3	4	5



V44					
In traditional evaluation teachers' assessment of learners' work had to ensure higher authorities that standard policies of education are maintained.	1	2	3	4	5
V45					
In traditional evaluation teachers used formative assessment in order to make moment-to-moment decisions about pupils' learning.	1	2	3	4	5
V46					
In traditional evaluation teachers used summative assessment to indicate their approval and disapproval on learners' work.	1	2	3	4	5
V47					
In traditional evaluation teachers used summative assessment results to show parents how their children were doing in schools.	1	2	3	4	5
V48					
Homework and assignments in traditional evaluation was used by teachers as an assessment tool to prepare learners to do well in the final examination.	1	2	3	4	5
V49					
In traditional evaluation teachers used homework and assignments to monitor instructional work in classes.	1	2	3	4	5
V50					
In traditional evaluation teachers used classwork and official tests to check and balance work which had been done by them.	1	2	3	4	5
V51					
In traditional evaluation teachers used classwork and official tests to support and encourage learners to perform better.	1	2	3	4	5
V52					
In traditional evaluation teachers expected formal examination to be a mechanism of identifying talents and measure learners' performance.	1	2	3	4	5



V53					
Teachers in traditional evaluation believed that formal examination was an assessment tool of developing knowledge, skills and attitudes that learners would use when entering either the work-force or higher education.	1	2	3	4	5
V54					
In traditional evaluation teachers were expected to be more active in preparation of the formal examination of learners.	1	2	3	4	5
V55					
Formal examination results in traditional evaluation were used to judge the pass and failure of learners.	1	2	3	4	5
V56					
Formal examination in traditional evaluation assisted teachers and departmental officials to select learners for secondary education and higher education.	1	2	3	4	5
V57					
Teachers' evaluation of learners' work in traditional settings was examination driven.	1	2	3	4	5
V58					
In traditional evaluation norm-referenced-assessment was used to compare learners' performance with one another.	1	2	3	4	5
V59					
In traditional education teachers used norm-referenced assessment to group and place learners according to norms, scores and achievements.	1	2	3	4	5

SECTION D:

Please respond to each statement by crossing the number on the scale provided, in order to express your views about Outcomes Based Education Policies of Assessment and its influence on the culture of learning. Mark ONE option only.

KEY

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

V60	Assessment of learners' work in Outcomes-based-Education is regarded as an integral part of the teaching and learning processes.	1	2	3	4	5
V61	Assessment of learner's knowledge in Outcomes – Based Education aims towards assisting learners to apply such knowledge in life processes.	1	2	3	4	5
V62	Outcomes-based Assessment strategies assist both teachers and learners to measure progress of learning and teaching.	1	2	3	4	5
V63	Outcomes-based Assessment allows teachers to determine whether learners have achieved outcomes of learning.	1	2	3	4	5
V64	Teachers' assessment of learners' work in Outcomes-based Education is meant to improve skills, attitudes and value of learners.	1	2	3	4	5
V65	Teachers' assessment of learners' work in Outcomes – Based Education assesses learners' progress and development	1	2	3	4	5





V66	1	2	3	4	5
Outcomes-based Education expects assessment to assist learners to understand the content of a subject in order to demonstrate the learning outcomes.					
V67	1	2	3	4	5
In Outcomes-based Assessment teachers assess specific learning outcomes such as social and personal skills, values and good disposition of learning.					
V68	1	2	3	4	5
Outcomes-based Assessment is expected to assist learners to make use of specific outcomes at the end of their learning experiences.					
V69	1	2	3	4	5
Teachers' continual assessment of specific outcomes promotes the achievements of critical cross-field outcomes in Outcomes-based Education.					
V70	1	2	3	4	5
Teachers' assessment of critical cross-field outcomes in Outcomes-based Education enhances the interest of learning to learners.					
V71	1	2	3	4	5
Assessment criteria are applied by teachers during assessment to indicate to learners what has to be achieved.					
V72	1	2	3	4	5
Performance indicators assist both teachers and learners to assess the quality and quantity of what learners have achieved in Outcomes-based Education.					
V73	1	2	3	4	5
Teachers use assessment criteria to help learners to demonstrate what is expected from them.					
V74	1	2	3	4	5
Teachers use performance indicators to assess whether learners have mastered both the process as well as the contents of learning.					



V75 Range statements assist teachers to provide valuable quality of learning when assessing learners' work in Outcomes-based Education.	1	2	3	4	5
V76 Teachers' assessment of learners' work allows learners to master unit standards are regarded as national and international statements.	1	2	3	4	5
V77 Teachers' assessment of learners' work assists learners to know units standard for each learning area of that particular level of learning.	1	2	3	4	5

3. Respondent number V78

4. Card number 2 V79

KEY

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

V80 In Outcomes-based-Education teachers use performance-based assessment approaches to engage learners in performing substantial tasks of importance in their own right .	1	2	3	4	5
V81 Teachers use performance-based assessment to assist learners to apply skills and knowledge that learners have learned.	1	2	3	4	5
V82 Performance-based assessment empowers learners to perform beyond the information which has been taught by teachers.	1	2	3	4	5



V83	In performance-based approach teachers use performance criteria so that learners could be aware of the performance results during assessment.	1	2	3	4	5
V84	Teachers in Outcomes-based Education use portfolio assessment strategies to assist learners to monitor their own progress	1	2	3	4	5
V85	Teachers' assessment of learners' work through portfolio strategies allow learners to be actively involved in assessment exercises.	1	2	3	4	5
V86	Portfolio assessment strategies enable teachers to evaluate learner's performance on an individual basis.	1	2	3	4	5
V87	Portfolio assessment allows learners to apply assessment criteria performance indicators and range statements in their own right.	1	2	3	4	5
V88	Portfolio assessment strategies promote communication between teachers and learners in teaching learning situation.	1	2	3	4	5
V89	In Outcomes-based Education teachers use self-assessment to allow learners to be active in the assessment practices.	1	2	3	4	5
V90	In Outcomes-based Education teachers use peer-assessment so that learners could share and contribute to the work of their classmates.	1	2	3	4	5
V91	Teachers use self-assessment to promote self-thinking and self-development among learners.	1	2	3	4	5



V92 In Outcomes-based assessment teachers and learners can break-down teaching and learning tasks into different components through continuous assessment strategies.	1	2	3	4	5
V93 In Outcomes-based Education teachers use continuous assessment to support learners and to give feedback into teaching and learning processes.	1	2	3	4	5
V94 Continuous assessment takes place while learners are actively involved in daily classroom activities.	1	2	3	4	5
V95 Continuous assessment assists learners to be able to construct meaning and concepts about the learning task	1	2	3	4	5
V96 Continuous assessment allows teachers to use varieties of assessment strategies.	1	2	3	4	5
V97 In Outcomes-based Education criterion-referenced assessment is used by teachers to assess learners' work against set standard or criteria.	1	2	3	4	5
V98 In Outcomes-based Education teachers use criterion-referenced assessment to assist learners to achieve learning outcomes according to the agreed learning criteria	1	2	3	4	5

THANK YOU FOR YOUR INPUT BY RESPONDING TO THIS QUESTIONNAIRE



## APPENDIX 2

Enquiries: L.N. Vilakazi  
Cell No.: 082 954 7860 Work  
Phone: 017-8193302/3

ERMELO

1st Ericalaan  
Nederlandpark

2351

15 September 2000

The Deputy Director-General Mpumalanga  
Department of Education Private Bag X251863  
MIDDELBURG

### RE: CONDUCTING EDUCATIONAL RESEARCH IN YOUR PROVINCE

I am currently towards the completion of PhD research study with Pretoria University. I am investigating on "Teachers' opinion of classroom assessment and its influence on the culture of learning".

Basically I am looking at the type of assessments which could form the benchmarks for the promotion of the learning culture, either from traditional product driven assessment or from Outcomes-based-Educational assessment policies.

I started to glean the theoretical background of this study in 1998. At this juncture my theoretical assumptions have been approved by Professor W.J. Fraser of Pretoria University. Hence I would appreciate if you could give me permission to collect data from teachers of the following Districts, viz. Eerstehoek District, Ermelo, Standerton, Witbank and Moretele, with regard to this research.

I am looking forward to receive your permission in order to support the completion of my PhD study.

Yours faithfully

MR. LESSON N. VILAKAZI



## APPENDIX 3

Enquiries: L.N. Vilakazi  
Cell No.: 082 954 7860  
Work Phone: 017-8193302/3

1st Ericalaan  
Nederlandpark  
ERMELO  
2351

15 September 2000

The Deputy Director-General Gauteng  
Department of Education P.O. Box 7710,  
Johannesburg, 2000

### RE: CONDUCTING EDUCATIONAL RESEARCH IN YOUR PROVINCE

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I started to glean the theoretical background of this study in 1998. At this juncture my theoretical assumptions have been approved by Professor W.J. Fraser of Pretoria University. Hence I would appreciate if you could give me permission to collect data from teachers of the following Districts, viz. N1, N2, N3, N4 and N6 with regard to this research.

I am looking forward to receive your permission in order to support the completion of my PhD study.

Yours faithfully

MR. LESSON N. VILAKAZI





APPENDIX 4

Appendix 4

MPUMALANGA PROVINCIAL GOVERNMENT

Private Bag 9, 2010

WENTREBURG 1000

Road 357, The Galleries,

Corner van der Byl and

Verdoorn Streets

WENTREBURG 1000 S.A.



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E-mail: [mpm-prov@net.mpa.gov.za](mailto:mpm-prov@net.mpa.gov.za)

*Office of the Deputy Director-General*  
**DEPARTMENT OF EDUCATION**

*Litiko leTefundvo*

*umNyango wefundo*

*Departement van Onderwys*

**URGENT MEMO**

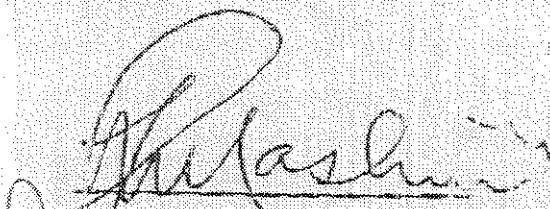
**TO WHOM IT MAY CONCERN**

This is to confirm that Mr Lesson N Vilakazi has permission to do research in the following districts:

Eerstehoek, Witbank, Ermelo, Standerton and Moretele.

Mr Vilakazi is at present completing his Ph D with regard to

*"Teachers assessment of learners work and its influence on the culture of learning"*

  
**DR MT MASHININI**  
**HEAD OF DEPARTMENT**

22 February 2001

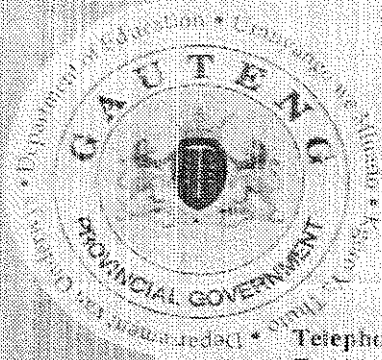




APPENDIX 5

Gauteng Department of Education

*OFFICE OF THE  
DEPUTY DIRECTOR-GENERAL*



Telephone No.: (011) 355 1513  
Fax No.: (011) 333 5545

111 Commissioner Str.  
P O Box 7710, Johannesburg, 2000

27 September, 2000

Mr Lesson N Vilakazi  
1<sup>st</sup> Erica Avenue  
ERMELO  
2350


Fax No 017 819 1808

**CONDUCTING EDUCATIONAL RESEARCH IN THE  
PROVINCE**

Your letter dated 14 September 2000 regarding the above is hereby acknowledged.

Permission is hereby granted for you to conduct a PhD study in the Province and to collect data from the Teachers of Districts N1, N2, N3, N4 and N5.

Kind regards

  
RON SWARTZ  
DEPUTY DIRECTOR-GENERAL

