

CHAPTER THREE

PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

3.1 INTRODUCTION

The objective of this study was to investigate the experiences of secondary school management teams (SMT) in the implementation of continuous assessment. This chapter provides views of the participants on the following critical questions:

- What is the understanding of Continuous Assessment by secondary school management teams?
- What is the role of the SMT in the implementation of Continuous Assessment?
- What kind of support does the Limpopo Department of Education provide in creating a better understanding in the implementation of Continuous Assessment?
- What have been the successful experiences of secondary school management teams in the implementation of Continuous Assessment?
- What are the challenges which secondary school management teams are experiencing with regard to the implementation of Continuous Assessment?
- What recommendations would secondary school management teams offer for the successful implementation of Continuous Assessment?

3.2 PARTICIPANTS' UNDERSTANDING OF THE CONCEPT 'CONTINUOUS ASSESSMENT'

The findings of this study based on the views of the participants with regard to their understanding of Continuous Assessment will be discussed under the following headings:

- The significance of the introduction of Continuous Assessment.
- What is Continuous Assessment?
- Purpose of assessment.
- Advantages and disadvantages of CASS

3.2.1 Significance of the introduction of CASS

According to Jansen & Christie (1999: 247) “it has been widely agreed in education circles in South Africa that a paradigm shift in assessment is required in order to ensure that assessment practices guide, support and underpin our transformative outcomes-based model for education and training. It has been realized after many decades that the apartheid assessment policy emphasizes much on teaching students how to score high marks instead of better facilitating the students’ learning (Saliva & Ysseldyke, 1995). Critics of this practice includes Arasian (1994) who argues that the central focus was mainly on learners’ cognitive performance, usually on how well learners have learned what has been taught

The majority of the participants interviewed in this study shared the same sentiment that the introduction of the Continuous Assessment Policy in the South African education system marked a major breakthrough from the apartheid assessment policy. Participants indicated that the traditional evaluation practice was exam-orientated (summative) and teacher-centered in practice. According to the participants CASS generates information in order to inform and guide instructional activities. This was confirmed by Danval who remarked that the introduction of CASS was necessary and long overdue considering the educational ills of the apartheid education. In addition participants claimed that the introduction of CASS marked a dramatic shift from the traditional evaluation practice which was characterized by tests and end of the year examination to the policy which promotes learning and self-discovery on the part of the learners.

Their understanding of the significance of the introduction of continuous assessment is supported by Frankland (2007) who says that current trends on assessment advocate that authentic assessment should be learner-centred, an on-going process and that much emphasis should be placed on critical thinking. In addition, (Maree & Fraser, 2004) contends that we are seeing a shift from one dimensional assessment which focused on knowledge, to an assessment policy which will include attitudes and values. This view was also confirmed by Peterson who said that majority of the learners produced during

the apartheid education system were mentally shallow and could not look at things critically. Participants said that now that the focus is on the mental development than memorizing knowledge, learners will be able to discover their true potential.

Furthermore, while authors like Jansen & Christie (1999) claim that it has been widely agreed in the South African education circles that the introduction of CASS was a milestone towards overhauling the South African education system and in support of this, participants interviewed in this study indicated that apart from educational transformation motive, the process also had a political agenda. Participants argued that for many decades the apartheid assessment policy had failed to produce learners who were able to make a positive impact on the growth of the South African economy. This was confirmed by Tumelo (head of department) when she remarked:

For a number of years, South Africa failed to produce a competent workforce which could meet the demands of our labour market and contribute substantively to the growth of our economy.

Benny added that much emphasis was placed on acquiring knowledge contributed immensely to the ignorance of other skills and potential that learners who were not mentally gifted could have exploited and earned a better living. Khetani claimed that the high number of foreigners in the South African job market who were occupying key positions was a classical testimony that the apartheid education system was a flop in terms of producing competent and skillful workforce required by our labour market.

It is for this reason that we have many foreigners in our country who are occupying key positions which require certain expertise and skills which many South Africans do not possess.

However, there were some participants who were critical of this change in assessment claiming that the traditional evaluation practice was, in practice, better than CASS as it was easy to administer and manage. This became evident when Thapelo remarked that:

Continuous Assessment is such a difficult assessment policy to understand and implement in the classroom situation because of the learning outcomes and assessment standards. In the past, learners were simply given tests, awarded marks and eventually got promoted on the basis of their performance.

They further remarked that traditional tests were a reliable instrument to assess the performance of the learners as learners were subjected to similar questions which were objectively marked by educators for the purpose of awarding marks or scores. According to Benny this was a simple and straightforward task which did not involve analyzing marks with the aim of trying to find why learners had failed. Thulani also said: “There was no need for us to analyze the performance of the learners very closely as the general understanding was that learners who had failed did not prepare themselves well for the test”. She added that their failure served as a motivator through which they were able to put more effort in their preparation for the following test.

Participants were also concerned about the educational motives behind the introduction of CASS as the assessment policy in the Revised National Curriculum. They said that this assessment policy was imposed on them, hence their morale was very low and they were not highly motivated to implement it. This was confirmed by the remarks made by Tumelo who said: “I think the timing on the implementation of CASS was not correct as at school level SMT and teachers were not consulted when this policy was formulated or developed”. Participants said that the experiences and practical knowledge of the SMT, as leading figures at school with regard to the South African classroom context, should have been given a thorough consideration when CASS was developed. In support of participants’ view, Hargreaves et al. (1998) contend that the significance of their involvement (particularly principals) has been widely reported in many research publications such as Hargreaves et al. (1998) that change at school level cannot be successfully be implemented without the support and active participation of members of the SMT. Popleton & Williamson (2004) also claim that the more principals and members of the SMT participate in initiation and developmental roles with regard to curriculum related matters, the more positive they feel about change, and more willing to actively engage themselves in the implementation process.

3.2.2 Defining Continuous Assessment

When participants were asked about their understanding of the concept ‘Continuous Assessment’, they seemed to have a common understanding that CASS is a continuous gathering of information about learners’ performance in order to measure or assess their level of achievement. This was demonstrated by Nthabiseng quoted from a policy document that:

Continuous Assessment is a planned process of identifying, gathering, and also interpreting information about the performance of learners. It involves four steps, generating and collecting evidence of achievement, evaluating this evidence against outcomes, recording the findings of the information to understand and thereby assist the learners’ development and improve the process of learning and teaching.

Carrol said: “CASS is the kind of assessment which involves assessing learners regularly and the process forms part of everyday teaching and learning”. Participants further indicated that Continuous Assessment is not a ‘once-off’ kind of an activity, but a continuous process.

Participants’ understanding of the concept CASS is also supported by Van der Horst & McDonald (1997:172) who define continuous assessment as an integral part of teaching and learning, not just a means of monitoring or auditing learners’ performance. This view is also shared by Dreyer (2008: 16) who claims that the term ‘continuous assessment’ is used to describe the constant process of assessment that spans throughout the entire learning process. In addition, the Namibian Education Department in (Jacobs et al., 2004) suggests that assessment is continuous if it occurs at various times as part of the instruction, and it follows a lesson.

The South African Department of Education (2007) contends that assessment in the National Curriculum Statement (NCS) is driven and guided by the achievement of the

Assessment Standards (ASs) and Learning Outcomes (LOs), which can be defined or described as the statement of the intended goals or results of teaching and learning. This is also supported by Meree & Fraser (2004: 41) who define learning outcomes (LOs) and assessment standards (ASs) as “the descriptive minimum requirements which are linked to specific grades which determine whether or not learners are able to progress to the next grade”. In support of this, Jacobs et al. (2004: 89) says that: claim, “It is an ability to demonstrate, at the end of a learning experience, a pre-determined task, skill or set of behavior in a manner that involves understanding and truthfulness. It is for this reason that Jacobs et al. (2004: 91) further contend that “without a written learning outcome the educator will be unable to say whether the real outcome has been achieved and, therefore, assessment will be unreliable”.

Participants in this study were in agreement that the performance of the learners in CASS is measured against the achievement learning outcomes and assessment standards. They further indicated that unlike in the past where there were no targets against which the performance of learners was measured in CASS through learning outcomes, learners are made aware of the skills or knowledge they will be expected to demonstrate at the end of the lesson. When asked: *What are the learning outcomes and what do they represent in this assessment policy and the National Curriculum Statement?* The majority of the participants in this study failed to demonstrate a deep understanding of what learning outcomes and assessment standards are and the role they play in the current assessment approach. It was only Tumelo, Benny, Maggy and Moyana who demonstrated a common understanding of what LOs and ASs are, and described them as the ‘criteria’ which provided evidence which assist educators to judge what learners were able to do or not. They further indicated learning outcomes and assessment standards represent the kind of knowledge, skills, values and attitudes which learners must achieve or demonstrate in order for them to progress from one grade to the other.

Many participants particularly school principals struggled to demonstrate a clear understanding of the role that LOs and ASs play in both teaching and learning. This was demonstrated by Mapawa who hesitantly claimed that learning outcomes were what in

the past (referring to the apartheid education system) were referred to as aims or objectives of a lesson. He added that in fact they are statements which educators aim to realize or achieve at the end of a lesson.

3.2.3 Objectives of conducting informal assessment

Informal assessment refers to all the information that educators gather about the performance of the learners from various sources other than structured testing or exam procedures (Dreyer, 2008; Peckham & Sutherland, 2000). In line with the above definition, participants indicated that in continuous assessment educators are required to continuously assess the performance of the learners, not only through tests, but also through daily activities like class work, homework and assignments. Participants felt that these activities, despite being considered informal, play a significant role in promoting effective learning if used in a positive way. Thapelo remarked: “Through activities like home work and oral presentations, learners are able to realise where they are still lacking in terms of mastering the required skills or subject content”. In addition, they argued that although the marks achieved through these activities were not recorded for promotional purposes, they play a critical role in indicating to them if learners were understanding what they are being taught or not. Moyana indicated that it is sometimes only after learners have failed a particular task that one is able to realise that the kind teaching method used to present a particular section of subject content was ineffective. Authors like Arasian (1994), Mentowski (2006) are also in agreement with the participants that the information gathered through some of these activities varies from learner to learner and from lesson to lesson. As a result, they are rarely recorded or saved in the formal records instead they are mainly used to guide educators on their interactions with learners during instructional and non-instructional classroom encounters.

Participants indicated that learners react differently to instructional activities and as a result through information gathered from informal activities, they are able to identify learners with learning difficulties or problems at an early stage of the learning process. Tumelo supported this by saying that:

Although learners in a classroom situation are taught at the same time, they grasp information at a different pace hence we have fast learners and slow learners. Activities like class work and home work assist us to identify learners who are yet to master particular skills before we engage them in the informal tasks like tests.

Jamson and Peterson (Curriculum Advisors) also shared the same view that informal assessment plays a critical role in promoting effective learning. However, they were doubtful if the SMT, as the ‘watch-dogs’ of the implementation of CASS, were closely monitoring the administration of these (informal tasks) and ensured that they were given with the intended purpose of monitoring the progress of the learners. Jamson (Curriculum Advisor) remarked that “it looks like informal tasks are still given to the learners with the traditional view of ‘winding’ the clock when educators do not have substantive information to present to the learners”. In support of this Peterson claimed that in many schools he had visited he found that there were assignments and homework which had been structured in a manner which resembled the old assessment practices and completely irrelevant to the requirements of CASS. Curriculum Advisors also indicated that this practice reveals that the introduction of CASS did not have a strong impact on the understanding of some of the educators, particularly those who had served the education system even during the apartheid period.

3.2.4 Objectives of conducting formal assessment

Participants were aware that although continuous assessment is formative in nature in practice it incorporates summative assessment. They claimed that apart from informal activities, learners are assessed formally. According to the participants this takes the form of well-structured and standardized tests, projects and oral presentations in which learners are awarded marks. Gregory said that “... apart from this (informal activities) learners are assessed formally through tasks like tests, research projects and practical activities in which we give them scores which subsequently form part of the 75% and 25% of their overall year mark in the GET and FET Band, respectively”. The Department of Education (2005b) confirms that the Revised National Curriculum Statement requires that

a formal year programme of assessment should be developed. This is aimed at monitoring the performances of the learners formally and continuously. Theorists, like Ebel (1979) maintains that tests and examination have a positive influence on education, and therefore end-of-year exams and CASS should complement one another.

3.3 PARTICIPANTS' UNDERSTANDING OF THE PURPOSE OF ASSESSMENT

When participants were asked what the purpose of Continuous Assessment is, as compared to the evaluation practice, they indicated that in CASS learners were assessed for different purposes which, in return, assisted them to make a wide range of decisions in the classroom. Participants were critical of the apartheid assessment policy arguing that it was content based and exam focused. Benson and Talent indicated that the old assessment policy was for promotional purpose hence marks and percentages were the dominant features. Tumelo added that during the apartheid era “teaching and learning were geared towards ensuring that learners pass the final examination”. Participants’ criticism of the objective of assessment during the apartheid education system is supported by authors like Darling-Hammond (1991), Frankland (2007), Jacobs et al., (2004) who argue that during the apartheid education, the purpose of assessment was to determine learners who, on the basis of their performance had to progress to the next grade and those who had to be retained.

According to Mothata et al. (2003:86) “the overall message (emerging from the new approach in assessment) is that assessment is now more about learning than testing; assessment for the benefit of the learner and teacher rather (than) for accountability to some outside body or programme”. This supports Leahy et al. (2005:19)’s view that the ultimate aim of assessment is to improve teaching, the curriculum and conditions for learners’ learning. Participants claimed that with the introduction of CASS the purpose of assessing learners has shifted from grading in order to determine those that should progress or retained, to holistic development of the learners (formative). They indicated that for assessment to be authentic, it must be aimed at promoting and improving both the teaching and learning process. This was confirmed by Dickson who said: “the ultimate

aim of assessment in the NCS is to ensure that learners are able to realize what they know best and what they do not know”. Participants indicated that this kind of assessment keeps learners motivated and educationally focused.

Participants unanimously agreed that one of the fundamental objectives underlying the assessment of the performance of the learners is to provide them with feedback. Tsakisa claimed that feedback, when provided with the aim of improving the performance of the learners, was like a ‘mirror’ in which a learner is able to look into and see what he/she can do best and what he/she cannot do. According to the participants, teaching becomes meaningful and interesting only when learners are provided with feedback on how they are performing towards achieving the targeted learning outcomes or goals. This was demonstrated by Maggy who remarked that teaching was no longer a one dimensional activity. According to her, “the current approach on assessment involves regular interaction or exchanges of views with learners in a form of giving them meaningful feedback, particularly in aspects which they did not perform well”. Khetani added that “the current generation of the learners is too inquisitive and critical. They do not simply accept any explanation given to them without asking questions as to why things are like that. Sometimes they will stop a lesson and ask for clarity on certain concepts of a lesson”. Participants claimed that this kind of classroom environment plays a critical role in promoting effective learning as it makes learners feel motivated and eager to explore new things.

According to Arasian (1994: 6) teachers are constantly on the lookout for learners who are having learning, emotional, or social problems in the classroom so that they could be provided with the necessary support in their learning process. Arasian further claims teachers try to identify these problems, document their frequency, understand their basis, and select remedial activities. Participants in this study expressed a common understanding that the significance of analysing the performance of the learners was to identify learners who seem to struggle to achieve the targeted learning outcomes so that they could be supported. Tumelo claimed that after each formal task, marks were recorded and analysed using a rating scale. She added that through this kind of exercise

they were able to identify learners who were lagging behind in terms of achieving the learning outcomes. Participants indicated that when learners who seem to be struggling are provided with support, they feel motivated and subsequently begin to improve their performance.

When participants were asked about the strategies they used to support learners with learning problems or difficulties, they had divergent views with regard to the kind of supportive strategies (remedial activities) they use to improve the performance of the learners. This, according to the participants, was due to the fact that there was a range of factors which contribute significantly to learners failing to achieve the set learning outcomes. They indicated that some of the factors contributing to learners underperforming were behavioral and inherited from their parents or ancestors which, in their understanding, required special knowledge outside the scope of their profession. Maggy explained it in this way:

We all know and understand that learners come to school with a common purpose and that is to learn. However, their progress in terms of mastering the skills subject content differs due to different factors. Some, for example under-perform due to behavioral disorders of which there is very little one can do to improve the situation.

In challenging this assertion, Khetani and Benny said that in their school they had established a Health Advisory Committee which, apart from elected educators to serve in the committee, includes personnel from other career paths like nursing, pastors and retired police personnel to support learners with learning problems that are beyond educators' abilities. Khetani further indicated that the primary responsibility of the committee was to gather the necessary information about the family background of the affected learner(s) and if need be, provide him/her with proper counseling.

In addition, participants indicated that some of the learners underperform due to lack of internal motivation, rather than learning difficulties. They claimed that in instances like this, the involvement of parents had proved to be the best strategy in igniting the seriousness

and motivation for effective learning. Benny said that it was through making parents aware of the attitudes of their children towards learning that sometimes make learners improve their performance. This was confirmed by Gregory who said that “At our school last year (2009) we had a group of learners in Grade 9 who had a tendency of not writing tasks and dodging classes. It was after I reported them to their parents that they became serious and many of them passed at the end of the year”. They further indicated that after making parents aware of the attitude of their learners, some parents even went to the extent of monitoring their learners when they were at home and ensured that they also studied during the time which they were supposed to do so. Their understanding is in agreement with the view of the Department of Education (2005b) which suggests that parental involvement in teaching, learning and assessment has been identified as one of the critical factors leading to a successful schooling experience.

Furthermore, participants indicated that learners who seem to be having learning problems were given extra-lessons. They said that after marks or scores for all the formal tasks have been recorded in the mark sheet and analysed using a rating scale, it was easy to see learners who were doing well and those that were struggling. Thapelo said: “This exercise although taxing, gives us a clear indication of learners who consistently perform at a particular level. For example, those whose performance is at Level 6 (Meritorious) and Level 7 (Outstanding) are encouraged not to go down”. Participants indicated that they often target learners who perform at Level 1 (Not achieved) and Level 2 (Elementary). According to the participants, these learners are taken out of the mainstream classes, grouped together and provided extra-lessons in the afternoon. In support of this, Maggy claimed: “Underperforming learners usually pick up learning momentum when they are grouped together because they are not intimidated by the high performance of gifted learners”. Mapawa indicated that at their school they even invite educators from good performing schools to come and teach them on Saturday. He added: “We also encourage our educators who offer learning areas in which learners did not do well to observe the presentation of the lesson so that they could learn new approaches from these educators”. In addition, participants indicated that this strategy works because the majority of the learners end up passing at the end of the year. Nthabiseng said that in

the 2009 matric results, there were two learners at her school who during the course of the year were classified as underperformers, but surprisingly did very well in the final examination.

3.4 DIFFERENCES BETWEEN THE TRADITIONAL EVALUATION PRACTICE AND CASS

3.4.1 Continuous assessment as an integral of teaching and learning

According to Le Grange & Reddy (1998) continuous assessment is an on-going process which forms an integral part of teaching and learning. This implies that assessment starts when the process of learning starts and continues throughout the lesson (Leahy et al., 2005). In line with this definition, participants claimed that, unlike in the past where assessment was separated from teaching, continuous assessment forms part of the everyday learning activity. In support of this, Moyana said: “In every lesson that I plan, I must ensure that there is an assessment task. It could be in the form oral presentation or class work depending on the LOs that I want to test them on”. According to the participants this has positive effects since educators are able to identify learners who seem to have some difficulties in understanding some of the concepts of the lesson. They said that this was in contrast to what happened in the past when they had to wait for the end of the term or a particular period to have insight into how learners were coping with the subject matter. This was confirmed by Khondhema who said that:

In the past it used to take us a series of tests to identify learners who were not doing well. Now that assessment takes place at any stage of a lesson we find it easier to identify learners who are struggling to achieve the learning outcomes and eventually assist them forthwith.

In addition, participants claimed that this approach enhances learning as learners were constantly provided with valuable information which makes them realise the limitations of their work and correct their mistakes while the lesson was continuing. Khangela remarked that this exercise has positive effects on the development of the learners as they were periodically monitored and nurtured. Their understanding is also supported by

Shepard (2000) who contends that if assessment insights are to be used to promote learning rather than awarding scores, it has to occur in the middle of instruction, not just at end points.

3.4.2 CASS is transparent and learner-centered in approach

During the Apartheid education system, assessment was viewed as a private matter between an educator and learner where learning and experiences of a student had no wider audience than the educator himself/herself (Boud, 1997). In contrast, Riding & Butterfield (1990) contend that in continuous assessment specific principles of classroom assessment require that expectations and immediate steps for improvement be made visible to the learners and that students be actively involved in evaluating their own work. The success of this model though, according to Butterfield (1990) depends upon the educator having clear objectives and upon learners knowing what these objectives are at the beginning of the lesson.

In addition, Jacobs et al. (2004: 60) claim that learners must be more active than they were in the old system. They should take responsibility for their own learning, while teachers should act as facilitators and motivators to help each learner achieve the required outcomes. Participants were also very critical of the past evaluation practice, arguing that the approach was teacher-centred and lacked clarity on what was going to be assessed and also how it was going to be assessed. With regard to continuous assessment, participants indicated that the approach is transparent and learner-centred. They claimed that at the beginning of the lesson, through clearly defined learning outcomes and assessment standards, learners are made aware of the kind of skills they would be expected to demonstrate at the end of the lesson. This became evident when Mapawa explained:

What happens is that at the beginning of each learning activity, we firstly discuss the learning outcomes which are going to be assessed with the learners. This makes the learners to be focused as they are aware of what will be expected of them at the end of the lesson.

Participants' understanding is that this helps learners to be motivated as they perceive learning as an interactive process which also contributes significantly to their mental development.

When asked what kind of assessment methods they used to actively engage learners in both learning and assessment practice, participants had a common understanding that involving learners in assessment activities is one of the basic principles of continuous assessment. They indicated that in order to promote effective and stimulating learning, they are required to create opportunities for learners to share ideas and assess their own work. This became evident when Benny said: "It is within the framework of this assessment policy that learners should be afforded opportunities to assess their own work through assessment methods like self-assessment, peer-assessment and group work activity". However participants were concerned that the classroom dynamics of their schools were not conducive for these kinds of assessment activities because of overcrowding. Burisani confirmed this when he said: "In a classroom of about eighty learners, just imagine how many days it would take me to listen to individual learners' reports on how they thought their peers had performed". In support of the SMT's claim that overcrowding was one of the critical factors impacting negatively on educators' ability to engage learners in assessment activities like self-assessment and peer-assessment, Jamson and Peterson confirmed that many schools do not have adequate classroom. They also indicated that this was a serious challenge which the SMT could not successfully address on their own without the intervention of Limpopo Department of Education.

3.4.3 Learners are assessed holistically

Participants demonstrated a common understanding that, unlike during the apartheid education system, where the performances of the learners were assessed only on how learners had mastered the subject content, in CASS learners are assessed holistically. They indicated that in continuous assessment, all the attributes which make a learner 'a complete and balanced human being' are assessed. They were critical of the apartheid assessment practices in which learners were expected to memorize the subject content in

order to pass at the end of the year. They said that, in the past, many learners who probably could have been musicians, soccerites, dancers and so on were denied opportunities to discover their true potential because much emphasis was on the acquisition of the prescribed knowledge. Participants' understandings are supported by Heywood (2000) who contends that the subject content assessed during the apartheid education system did not represent the totality of a person's achievement or range of aptitudes that some of the learners possessed. In addition, Riding & Butterfield (1990) claim that on numerous occasions, many of the skills which were not adequately tested by such a system were those skills considered to be of particular value after learners had completed part of their education. Tumelo added that it was encouraging to note that learner-development was no longer focusing much on the mental aspect, but also on the physical aspect of a child. This understanding is also supported by Somers & Skirova (2002), who contend that the current debate on assessment is that for assessment to be authentic and be able to develop the intellectual capacity and skills of the learners it must mirror the world outside the classroom in a realistic way.

However, the majority of the participants lacked insight and clarity on values and attitudes which should be incorporated in both teaching and assessment. When asked: *Which attitudes and values, according to the NCS, are you supposed to incorporate in your everyday teaching and assessment?* Participants came up with the following concepts: 'honesty', 'love', 'patriotic', and 'passionate'. However, others said that they were not sure of the kind of values and attitude they were expected to teach learners, but they believed that they were imbedded in the learning activities they always give to the learners. This was confirmed by Carrol who said: "Although I am not sure of the kind of attitude I should teach my learners, I believe they form part of what I teach them every day".

3.5 DISADVANTAGES OF CONTINUOUS ASSESSMENT

3.5.1 CASS involves a lot of paperwork

Participants had divergent views with regard to the disadvantages of CASS. Many of them believed that continuous assessment involved a lot of reading and paper work which in their view was time consuming. They said that they spent a lot of time analysing the performance of learners and updating their portfolios than teaching. Mbhoni remarked that “the past assessment policy was much easier to administer because educators were not required to analyse marks”. Peter added that “CASS has now turned educators into full time administrators”. Participants’ concerns are shared by Barlach (2004) who contends that the new curriculum suffers from assessment overload. This has increased the responsibility placed on educators, who must also adapt the new classroom instruction to each learner. Although it was not yet officially communicated to schools by the National Department of Education, participants were delighted after receiving the news that learners’ portfolios were going to be phased out. They felt that the idea, if implemented would take much pressure off educators’ shoulders.

3.5.2 CASS promotes laziness among learners

Many participants were critical of the principle of CASS which advocates that no learner must be disadvantaged on the basis of being absent from school when other learners were assessed either due to illness or other circumstances. Participants claimed that other learners take advantage of this arrangement and deliberately absent themselves from school knowing that they would be given a second chance. Participants were concerned that this practice works against the objectives behind the introduction of CASS which, among others, is to make learners think critically. Participants indicated that the arrangement promotes laziness among learners instead of motivating them to learn. Maggy remarked, “I think this is unfair since by the time such learners were given a chance to write that task they already have an idea of what the task was all about”. They further indicated that, although such learners, as per policy, were required to fill the

forms as evidence that they were absent from school by the time others learners wrote the task. Participants claimed that the practice did not promote effective assessment as sometimes they were obliged to give those learners a chance to write the task missed since they were afraid that their lack of marks might negatively affect the results of the school at the end of the year.

3.6 ROLE OF THE SMT IN IMPLEMENTATION OF CASS

According to Botha (2004) school management teams (including the principal) should not only be experts on managerial and administrative duties, but also in areas of teaching and learning or classroom practice. This implies that members of the SMT have a great responsibility of providing clarity and guidance to the educators on how CASS should effectively be implemented. Participants had different views on the role of the SMT in the implementation of CASS. However, participants have unanimously indicated that school management teams have a significant role to play in the following areas which, in their views, are critical for the successful implantation of CASS.

- Planning for the availability and management of support materials,
- Managing the administration of assessment,
- Managing the development of staff,
- Managing and supervision of educators' work,
- Managing classroom visits,
- Managing school based assessment moderation.

3.6.1 Planning for the availability and management of support materials

According to Marx (1981) the SMT, as part of their planning, must ensure that the required resources are available for the realization of targeted goals. Participants have indicated that the SMT (in the context of CASS) has the responsibility of ensuring that educators have all the necessary policy documents like assessment guidelines and subject policy statements for guidance and reference. They said that these policy documents play

a critical role in terms guiding educators how to structure lesson plans and identifying the learning outcomes which are supposed to be assessed. Khangela confirmed this when he said: “through constant reading and reference to the subject curriculum statement, for example, one gets a deep understanding of the subject content that one is supposed to focus on and the kind of formal tasks which one must give to learners”. In appreciation for the critical role that availability of policy documents plays to the successful implementation of CASS, Benson remarked that he considered policy documents like the assessment guidelines the ‘Holy Bible’ of CASS since one could not do without them. Peterson said that the SMT, in liaison with the curriculum section, have the responsibility to ensure that all the required resources for the successful implementation of CASS are available at school for educators to use. He further emphasised that there was no way in which educators would have successful implementing this policy without an informed understanding of how the LOs integrate with the ASs.

However, members of the SMT were concerned that some educators do not properly follow the assessment guidelines and other relevant assessment policy documents when drawing lesson plans and setting formal assessment tasks. When asked the question: *What do you think could be the reason(s) for these educators to have negative attitudes towards using these documents?* Participants attributed educators’ failure to properly follow the policy guidance to two factors. They said that the first reason could be that many educators did not receive formal training for the implementation of CASS, and as a result they probably find it easy and convenient to stick to what they knew best. Dreyer & Loubser (2005) contend that many educators are still teaching in traditional ways and assessment similar is still based on the traditional pencil and paper.

3.6.2 Managing the administration of continuous assessment

Participants agreed that it was part of their managerial responsibilities to ensure that there is a School Assessment Plan to direct and coordinate the administering of formal assessment tasks. Participants described this assessment plan as a composite plan which shows the date and term of a year in which a particular formal assessment task, as per

learning area in different bands or phases would be written. They further indicated that although it is a document through which the SMT could use to monitor the administration of formal tasks at school level, the Department of Education uses it as a tool to bring parents on board in terms of monitoring the progress and performance of their children. According to the participants, it was believed that through this plan, parents would be able to see if their children were being assessed regularly and also to see how they were performing so that they could make the necessary intervention and provide support. Maree & Fraser (2004), contend that educators need to involve parents from the start of the school year by explaining the assessment that is going to take place during the year.

The significance of the School Assessment Plan was also emphasised by the Curriculum Advisors. This became evident when Peterson remarked: “It is mandatory that a school must have this plan not only for internal use, but also for monitoring and the provision of support by the District or Provincial officials”. However, Curriculum Advisors were also concerned that in some of the schools they had visited there were no School Assessment Plans. They claimed that in schools where they were available, educators were not following them when giving formal tasks. Jamson summed it by saying that:

The Department of Education is doing its best to make sure that schools are given the necessary support for the successful implementation of CASS. However, it is discouraging to find that in many schools educators are still giving informal tasks at their own pace, which in my view, compromises the pace setters issued by the Department.

Curriculum Advisors said that in their own interpretation, the unavailability of the Annual School Assessment Plan at schools does not only indicate that assessment was not conducted according to the requirements of NCS, but also illustrates that parents were not being involved, as required by policy.

3.6.3 Managing staff development

In this continuous assessment approach, educators are required to demonstrate a high level of competency on how to facilitate the learning process, using facilitative methods and variety of assessment techniques (Wolf & Reardon, 1996). Spady (1993), suggests that to achieve this, the SMT must create opportunities during the course of the day for educators to meet and discuss ways in which they can improve their teaching methods and assessment techniques in order to improve the performance of learners. Participants indicated that one of the key responsibilities of the SMT is to ensure that educators are always capacitated with the latest skills and knowledge about the CASS. They said that when educators meet and share their classroom experiences other educators (particularly newly appointed ones) feel motivated in such a way that after such meetings they are anxious to go and try what they have learnt. Tumelo confirmed this when he said: “It is the responsibility of the SMT to ensure that there is a staff development programme early at the beginning of the year. He said that part of the activities of this programme, inter alia, the provision of the in-service training to keep educators updated with the latest development in the education system”. In addition, Peterson confirmed that the SMT has the responsibility of ensuring that newly appointed educators are inducted and provided with the necessary skills required for the successful implementation of continuous assessment. In support of this, Joseph, (2003) contends that educators need change, and it is clear that they need support in the form of in-service training so that they could cope with the challenges which comes along with the implementation process of a curriculum change of this nature. If adequate pre-and in-service training is continuously provided, educators would be able to implement assessment strategies that meet high standards. This requires the support and guidance of the SMT.

3.6.4 Management and supervision of educators’ work

Participants demonstrated a common understanding that it is the responsibility of the SMT to ensure that when educators go to their respective classes, they have ‘one objective’ in mind, and that is to deliver quality educational information to learners. This

can only be realized by ensuring that educators go to the class with proper lesson plans which are informed by work schedules which are also in compliance with the NCS requirements. Participants indicated that it is the responsibility of the SMT to ensure that the availability of the Work Schedule is always a pre-requisite for quality teaching and learning as it is the programme which not only directs the teaching and learning process, but also reflects the learning outcomes and assessment standards which are supposed to be assessed. Khetani remarked: “My responsibility is to make sure that all educators in my department have Work Schedules at the beginning of the year”. This was also supported by Jamson who indicated that when they visited schools, part of their objective was to check if the SMT have evidence to prove that they constantly supervise and ensure that educators have lesson plans when they go classes.

In addition, participants indicated that as part of the monitoring process the SMT must, collect learners’ portfolios on a quarterly basis and control them. The underlying objective of this exercise is to check if learners were assessed regularly not only through formal assessment tasks, but also through informal assessment tasks. Participants claimed that it was through controlling learners’ portfolios that as managers, they were able to see how learners were progressing towards the achievement of the learning outcomes. They further said that by controlling learners’ portfolios they were able to see if learners were given regular feedback in all the assessment tasks they were given or assessed on.

3.6.5 Managing classroom visits

Participants had different views with regard to the significance of conducting class visits as part of providing support and guidance to educators for the successful implementation of continuous assessment. Of the six selected secondary schools only participants from Gembani and Ndhengeza demonstrated a common understanding that it was part of their managerial responsibilities of the SMT to ensure that class visits were conducted on a regular basis. Gregory said that at his school they have a programme which indicates how class visits would be conducted. He added: “We never experienced any form of resistance from our educators because they have realized they through the feedback provided by

members of the SMT at the end of the lesson, educators are able to see areas where they are still lacking in terms knowledge and classroom management”. Some participants said that through classroom observation, members of the SMT were therefore, able to determine how educators who need support could be developed and guided on how they could make improvement on their instructional methods or classroom management. In addition, Benny felt that it was through being in the classroom that they could be able to see if things like sitting arrangement and teaching methods used by educators really promote learners’ participation and group work activities.

In support of the participants’ views, Jacobs et al. (2004: 270) contend that “it cannot be assumed that educators always have the required conceptual knowledge to make valid assessment judgement. At times educators make poor judgement”. Gold & Evans (1998: 119) contend that educators claim that the only way a manager can really know how the other members of the staff teach the agreed curriculum is by entering the classroom. According to Orstein & Huskins (2009), it is during such classroom visits where members of the SMT should demonstrate their knowledge of assessment by conducting demonstration lessons to both educators and learners.

However, participants from other selected schools vehemently opposed and criticized the idea of conducting class visits. They indicated that they did not conduct class visits at their schools as educators consider the exercise a ‘witch-hunt’ and a fault finding mission by the SMT. They said that classroom visits, by implications, undermine the competence of educators to work confidently and independently with the learners. Consequently, critical learners view educators incompetent hence they were being followed by their seniors. In criticizing this practice, Thandeka remarked that there was no need for him to follow educators to their classes as if he, himself was an expert with regard to CASS. In support of this Maggy said “Honestly speaking, some of these educators have better insight and understand about what CASS entails than many of us, and as such I don’t see the value of subjecting them under unnecessary pressure by following them to the class”

In confirming that in some schools members of the SMT do not conduct classroom visits, Jamson and Peterson claimed that in some of the schools they had visited for monitoring and support there were virtually no evidence in the portfolios of the SMT to show that members of the SMT do sometimes conduct class visits. According to them such circumstances raises doubts if the SMT had the capacity to provide the kind of leadership and classroom support required for the successful implementation of this policy. In justifying his claim, Peterson said that given the fact that there is a vast difference in the approach between CASS and the apartheid policy, there was no doubt that educators would need assistance and support in developing classroom dynamics in which learners would be in the centre of the learning process. He then concluded by asking a question, “Who should then take a lead if principals and heads of departments do not have the requisite knowledge and skills to do that?”

3.6.6 Managing school based assessment moderation

Participants demonstrated a clear understanding of the fact that conducting school based assessment moderation is one of the critical roles of the SMT for the successful implementation of continuous assessment. They indicated that school based assessment moderation is divided into stages, namely pre-moderation and post-moderation. According to them, pre-moderation was all about ensuring that all formal tasks were moderated before they were given to learners. *What aspects are you looking for when you conduct moderation?* In response, participants said that in pre-moderation they usually check if the questions set were standardised and also if they assess the understanding of the learners towards they achievement of the targeted learning outcomes and assessment standards. Participants indicated that they also check if the questions set assess all the cognitive level of the learners and if marks had been distributed accordingly. Participants said that in post-moderation they check if educators have followed the set marking guidelines or rubric when marking the scripts of the learners and also if marks were distributed according to the memorandum.

When asked how different the current role is from the one the SMT played during the apartheid education system with regard to assessment, in response many participants claimed that their current role with regard to assessment was very demanding and exhaustive as they were required to read many policy documents. They claimed that in CASS, for one to exercise his/her role effectively, one must have a clear understanding of the LOs and ASs which are supposed to be assessed in all the learning areas.

In disagreement, Burisni and Maggy claimed that in their own analysis there were no difference between what they did during the apartheid assessment policy and what they were doing in the implementation of CASS. They argued that what had actually changed in their views was the assessment policy not their role. In their view, the role of monitoring the delivery of quality teaching through classroom visits was not a new exercise since even in the past they used to so.

3.7 SUPPORT PROVIDED TO THE SMT BY THE DEPARTMENT OF EDUCATION FOR THE IMPLEMENTATION OF CASS

The discussion on the kind of support provided by Limpopo Department of Education to the secondary school management teams for the successful implementation of CASS will be discussed under two sections: support prior to the implementation process and support during the implementation process.

3.7.1 Support provided by the department prior the implementation process

According to Msila (2007: 157) “if society is to embrace the new identity partly through formal education, teachers need to be consulted and trained so that the implementation in the classroom can be hassle-free”. In addition, Naicker (2006) argues that given the history of the South African education system which was characterised by poor training, it can be argued that teacher training (development) should have been a priority in the implementation of continuous assessment. Contrary to what many authors have observed, many participants claimed that they were not provided with training for the successful implementation of CASS. They claimed that as a result of lack of knowledge, the early

stages of the implementation process were challenging and frustrating as educators looked up to them for guidance and clarification of certain concepts. In expressing the kind of frustration he went through, Danval said “The lack of direction in terms of what I was supposed to tell my educators had a negative impact on my confidence and leadership abilities. Honestly speaking, I felt very much disconnected to this profession”.

However, there were participants who excitedly claimed that they were mentally ready for implementation process since they were fortunate to have been part of those who had received one week training organised by the Department of Education. They indicated that although the training was more of a classroom orientation, at least it helped them since they came back with an idea of what they were supposed to do when they get into the classroom. It is for this reason that some of the members of the SMT who received training claimed that they went there not to be provided with knowledge and skills to guide the process, but by virtue of being educators who were offering those subjects. In support of this, Khetani remarked that the focus of the training was mainly on assisting them to understand how to develop lessons plans which are learner-centred in approach and incorporates assessment activities. Fumani summed it up by saying that:

I am the Head of Department for Natural Sciences at our school and I also had an opportunity of attending the workshop which was organized for Life Sciences educators before the new curriculum was implemented. What I had observed was that the focus was on helping us understand how to conduct a lesson in a facilitative approach incorporating various assessment methods.

Jamson and Peterson also admitted that the objective of the workshops was to provide educators with basic skills so that they could be able to make a swift paradigm shift from their traditional way of teaching to facilitative approach and be able to assess learners continuously.

3.7.2 Effect of the training

According to Naicker (2006), continuous assessment requires educators to be innovative and qualitatively effective in facilitating the learning process. Naicker (2006) contends though, that being qualitatively effective is an intellectual task and therefore the intellectual tools in the form of training must be provided. Although many participants who had received training were appreciative of the conceptual knowledge gained after attending the workshop, they were critical of its effect for the successful implementation CASS. Many participants were concerned that the time allocated for training was too short. In their views, CASS is such a complex assessment policy with many integrated aspects which needed adequate time not only to understand, but also to apply in a real classroom situation. Peterson concurred with the participants' concern that the time allocated was too short to unpack all the aspects of CASS except to focus on what educators were supposed to do in the class.

Participants were also concerned that some of the trainers or facilitators lacked the required conceptual knowledge of what CASS is all about and how it should be implemented. Participants expressed doubt as to whether some of those trainers had actually received training before they were assigned the responsibility of conducting workshops of such magnitude. In providing details of what the workshops were all about, Benny said:

Let us take for instance they want to teach us how to present a lesson which incorporates self-assessment in the classroom situation. Instead of firstly demonstrating to us, they would ask each group to draw a lesson plan and thereafter ask us to make presentation. Surprisingly, after our presentation they would not tell us if what we did was what they expected or not.

In support of participants' concerns, Nieuwenhuis (2003) explains that the current framework of thinking requires educators to be dynamic, creative and innovative since fundamental objective of CASS is to illuminate and improve the performance of the learners. This kind of dynamism does not emerge if the 'training' and orientation are

restricted to policy goals. Instead, the training should be of in-depth nature that takes on board theories about knowledge and relationship between theories and practice (Guskey, 1991; Naicker, 2006).

3.7.3 Support provided during the implementation process

- **Workshops for SMT at circuit level**

When participants were asked what kind of support the Limpopo Department of Education provides to the SMT for the successful implementation of CASS, they were in agreement that the Limpopo Department of Education, always organizes a one-day workshop on a quarterly basis in order to equip the SMT with the required skills and knowledge to manage and monitor the implementation process. According to participants, the focus of the workshop was mainly on showing them how to conduct school-based moderation. The central objective was to ensure that members of the SMT are able to judge if a formal task is of the required standard and also complies with the requirements of this policy. This was confirmed by Jamson and Peterson who remarked: “We continuously hold assessment meetings or organize workshops for school management teams in which we show them how a standardized task should look like and other aspects of assessment which they should look for when they conduct moderation at school level”.

- **Visits to schools by the Curriculum Advisors**

Participants were in agreement that Curriculum Advisors also visit schools for monitoring and provision of support for the implementation of CASS. They indicated that when Curriculum Advisors visit their schools they often request to meet the HOD and the educators for the subject which they intend to provide support. According to the participants the purpose of such visits are usually informed by some of the mistakes they might have picked or detected during the cluster moderation. This includes, amongst others, things like the use of wrong recording mark sheet, or a question paper which in

their analysis was not of the required standard. Talent remarked that they sometimes asked for educators' portfolios in order to check if there were lesson plans, work schedules and pace setters. The impression was that the kind of support provided to schools for the SMT's focused much on moderation. This was confirmed by Benson who, out of frustration, said "I no longer attend their workshops because there is nothing new that one comes back with, except school based moderation".

When asked if the support provided by the Department of Education was adequate for the successful implementation of CASS, participates unreservedly indicated that the support provided was not adequate. According to them, there were still many aspects of assessment that they would like to be supported on for the successful implementation of CASS. Participants were concerned that, in practice, CASS is not all about moderation, but assisting learners to improve their performance and discover their true potential. Their view was that the support provided should focus on equipping educators with skills and knowledge necessary to help learners who seem to have learning problems. In emphasizing the significance of this, Benny indicated that there were many Grade eight learners at his school were still struggling to read and write some of the English words and that many educators were unable to provide them with the necessary educational support in order for them to master the skills. Nthabiseng also indicated that at her school one educator once sought advice from her about learners who were consistently underperforming in Accounting. She concluded by saying "Really I didn't have a clue where to start. I think this is the kind of knowledge and skills we need most as heads of departments".

3.8. SUCCESSFUL EXPERIENCES OF THE SMT IN THE IMPLEMENTATION OF CASS

Participants had different views with regard to what they considered as their successful experiences in the implementation of continuous assessment. Many participants remarked that despite the fact that they had no practical knowledge of the assessment policy, they managed to allay the fear that some educators had with regard to this change in assessment and motivated them to get the implementation process underway. Dickson

also indicated that the expectations of the other stakeholders were high and this brought much fear to everybody who was involved in the process. He concluded by saying: “Despite all these, as a leader I had to motivate and keep the confidence of educators high”. The understanding of the participants is also shared by Wang & Punc (1987) who believe that educators’ perception in the implementation of change depends on many variables, including the extent that fears and uncertainties associated with change are alleviated”. These comments confirm the earlier contention that the early stages of CASS implementation were very demanding and frustrating for the SMT.

In addition, the majority of the participants used the Grade 12 end-of-year examination results as a yardstick through which they measured their success with regard to the implementation of CASS. Tumelo said that for the past three years their school got position one in their circuit in the Grade 12 results. According to him, that was a great success as it showed that their internal assessment standard was high and also at the level of the external examination. Maggy who also claimed that her school always performed at above 80% and that they were justified in being proud of their achievement when considering how the school performed in the past (referring to the apartheid education system). She then remarked: “it shows that we adapted very well and quickly to this change in assessment”. In support of this, Peterson excitedly said that given the fact that a number of examinations had been written and accreted by Umalusi, he considered his effort in ensuring that informal tasks for History in the Circuit complied with CASS requirements a great success. This comment confirms the contention discussed earlier in this study that the kind of support provided by the Department of Education was limited to providing the SMT with knowledge to conduct school based moderation.

3.9 FACTORS THAT CONTRIBUTED TO THE SUCCESS OF THE SMT IN THE IMPLEMENTATION OF CASS

On what they attributed their success to, participants interviewed in this study had divergent views on what they could attribute their successful experiences to. However, they demonstrated a common understanding on the following factors:

3.9.1 Reading policy guidelines

Many participants particularly principals and deputy principals attributed their success in leading and managing CASS implementation to extensive reading of policy documents. Khetani indicated that in the absence of practical knowledge about what CASS entails, she had to keep on reading the policy documents. In a way of showing how extensive the reading was, she concluded by saying: “it was like when one was about to sit for the final examination”.

3.9.2 Support from educators

Although earlier on during the interviews process, some participants claimed that it was frustrating and embarrassing since they had to rely on some of the educators who received training to get the implementation process started. Later on some were very much appreciative of the support they received from their educators. They claimed that educators who were trained had to take a lead and guide the SMT and other educators on what was supposed to be done. This became evident when Dickson remarked, “I was fortunate to have had three educators who were trained and their knowledge made a great difference in terms of leading us to where we are today with regard the implementation of this policy”.

3.9.3 Attending workshops

Despite having expressed the concern earlier on that the time allocated for the training of educators was very short, some of the participants were appreciative of the little knowledge gained in those workshops. They said that although the focus was not on the role members of the SMT were supposed to play, but the information gained through the training laid the foundation for a better understanding of what they had to do in terms of providing support and guidance for others who did not receive training.

3.10 CHALLENGES EXPERIENCED BY SMT IN THE IMPLEMENTATION OF CASS

After analysing the data collected from the participants interviewed in this study, it emerged that the following were considered challenges in the implementation of CASS:

3.10.1 Lack of parental involvement

According to the Department of Education (2005b), parental involvement in teaching, learning and assessment has been identified as one of the critical factors leading to a successful schooling. All participants have agreed that against the background of educational transformation, parents have a critical role to play in the education of their children. However, participants were concerned that many parents do not actively participate in the education of their children. They indicated that ideally parents were expected to visit schools on a regular basis and enquire about the performance of their children. This would help them have insight into some of the learning difficulties their children often experience at school and develop ways in which they could support them at home.

In expressing her concern about the lack of parental involvement, Maggy remarked: “I consider the homes of our learners as a first level of formal education. It is through support and motivation that they receive at home which makes learners perform at the highest level”. Tumelo claimed that at his school parents do come in large numbers when invited, particularly when school closes for end of term when they know that they would get the report cards for their children. However, Tumelo was concerned that the majority of them remain silent when they were engaged on discussing issues related to the performance of their children. In support of this, Joseph (2003) claims that parents, particularly from poor and disadvantaged communities feel that they are ill-equipped to understand the way of assessment, and prefer the old system where percentages were allocated to tests and examinations.

3.10.2 Over-crowding

Participants have unanimously agreed that due to a lack of infrastructure, over-crowding was a common experience in many secondary schools in Malamulele East Circuit. They claimed that classroom enrolment in many schools was as high as seventy learners, and this makes it difficult to engage learners in meaningful group discussions. Moyana claimed that at his school some of the classes had more than eighty learners and that in his Geography class for example, he had eighty-six learners. She then asked: “Can you imagine how difficult it is to control such a big class?” In confirming how frustrating it is to manage an over-crowded class, Burisani had the following to say:

I understand that CASS encourages us to engage learners in group discussion and thereafter give them opportunity to report back. However, the conditions that we work in sometimes force us to stick to the basics. How many periods do you think it would take to listen to feedback of a class of eighty learners? You should remember that the department pushes us to complete the syllabus by the end of the second quarter or term.

In support of the SMT’s concern, Barlach (2004) contends that an individual educator must continuously monitor each learner’s work, determine what skills and tasks each student has mastered, and provide immediate feedback-not an easy instructional task in a class of 25 or more.

3.10.3 Poor command of the language of learning and teaching

According to Crooks (1988), learners often learn more from the comments which are made by their peers than educators. They tend to understand or perceive comments from their peers as much less intimidating than comments from educators. Participants agreed that CASS is learner-centred in approach which demands an extensive reading and research of information on the part of learners. They indicated that for learners to be able to cope with this challenge, they have to be proficient in the language teaching and learning, that is, English. However, participants were concerned that many learners

lacked good command of the English language, and as a result it is difficult for them express their views even if they were given opportunities. Participants further indicated that although there were few learners who could confidently expressed themselves in English, they claimed that during open discussion less talkative learners hide behind the ideas of those intelligent learners. They felt that the practice often makes it difficult for them to see the true potential of learners who are less talkative.

3.11 Conclusion

This chapter focused mainly on the presentation, analysis and interpretation of the responses of the participants interviewed in this study. Participants' experiences in the implementation of CASS were analyzed purely on the basis of how they responded to the questions they were asked during the interviews. The following chapter will present a summary of the findings of this study