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225


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

<table>
<thead>
<tr>
<th>Province</th>
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<tr>
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Office Use:

V1   
V2   
V3  6
V4  7
V5  8
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<thead>
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<th>Teaching experience</th>
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<td>Less than 5 years</td>
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<td>Between 5 and 10 years</td>
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<tr>
<td>Between 10 and 15 years</td>
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<tr>
<td>More than 15 years</td>
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</table>

<table>
<thead>
<tr>
<th>Your highest educational qualification</th>
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<tr>
<td>Std 10 (Grade 12) or lower</td>
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<tr>
<td>Post school diploma</td>
</tr>
<tr>
<td>B-degree</td>
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<tr>
<td>Degree plus a diploma</td>
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<tr>
<td>Post graduate qualification</td>
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<table>
<thead>
<tr>
<th>In which of the following learning areas/fields of specialization do you mostly teach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, literacy and language</td>
</tr>
<tr>
<td>Numeracy and mathematics</td>
</tr>
<tr>
<td>Human and social science</td>
</tr>
<tr>
<td>Natural science</td>
</tr>
<tr>
<td>Arts and culture</td>
</tr>
<tr>
<td>Economic and management science</td>
</tr>
<tr>
<td>Life orientation</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Which of the following phases do you mostly teach?</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<tr>
<td>Foundation phase</td>
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<tr>
<td>Intermediate phase</td>
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<tr>
<td>Senior phase</td>
</tr>
<tr>
<td>Further education and training phase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In which language do you mostly teach?</th>
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</thead>
<tbody>
<tr>
<td>Afrikaans</td>
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<tr>
<td>English</td>
</tr>
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<td>Afrikaans and English</td>
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<tr>
<td>Ndebele</td>
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<td>Northern Sotho</td>
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<td>Southern Sotho</td>
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<td>Swati</td>
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<td>Tsonga</td>
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<td>Tswana</td>
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<tr>
<td>Venda</td>
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<tr>
<td>Xhosa</td>
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<tr>
<td>Zulu</td>
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<tr>
<td>Other (specify)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of the school in which you are teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
</tr>
<tr>
<td>Private School</td>
</tr>
</tbody>
</table>
Currently you are teaching at a

- [ ] Primary School
- [ ] Combined School
- [ ] Secondary School

Currently level of your post:

- Teacher/Senior Teacher
- Head of Department
- Deputy Principal
- Principal

How did you become interested in assessment?
Mark only one option

- Comprehensive reading
- Workshops
- Formal courses/programme
- Department circulars
- Media, e.g. TV. programmes
- Other (specify)

| V12 | 15 |
---|---|
| V13 | 16 |
| V14 | 17 |
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.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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</table>

V15
Good assessment of learners' work contributes to the culture of learning.

V16
Teachers' assessment of learners' work enables learners to think critically and develop problem solving skills.

V17
Teachers' assessment of learners' work promotes a positive attitude towards learning among learners.

V18
Frequent assessment of learners' work allows teachers to intervene with remedial teaching at an early stage.
| 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 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.

V30
Feedback of assessment of learners’ work to parents enables parents to play an active role in the education of children.

V31
Teachers’ assessment of learners’ work and feedback to parents create a positive relationship between parents, learners and teachers.

V32
Teacher’s assessment of learners’ work enhances learning contact between parents and children.

V33
Assessment of learners’ work involves parental decision with regard to information assessment.

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.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

V34
Traditional evaluation of learners’ work is seen as a separate activity from teaching and learning processes.

235
<table>
<thead>
<tr>
<th>V35</th>
<th>1</th>
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<tr>
<td>Traditional evaluation of learners' work is based on the idea of well-defined criteria of right and wrong.</td>
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<td>V36</td>
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<tr>
<td>Traditional evaluation of learners' work used reproductive evaluation strategies to assess knowledge as provided by textbooks.</td>
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<td>V37</td>
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<tr>
<td>In traditional evaluation of learners' work teachers were given opportunity to make decisions about learners' performance.</td>
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<td>V38</td>
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<td>In traditional evaluation of learners' work both evaluation and measurement were used as instruments to score and grade learners.</td>
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<td>V39</td>
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<tr>
<td>Teachers' assessment of learners' work in traditional evaluation used measurement and evaluation to ensure that teaching objectives have been well transmitted to learners.</td>
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<td>In traditional evaluation of learners' work teachers were expected to identify specific strengths and weaknesses of learners in the learning environment.</td>
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<td>In traditional evaluation teachers were expected to ask questions checking whether pupils were listening to teachers in the learning environment.</td>
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<td>In traditional evaluation teachers were given opportunity to evaluate their instruction, by assessing the quality of learners' performance.</td>
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<td>Teacher's assessment of learner's work in traditional setting forced teachers to award good grades.</td>
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<td>V44</td>
<td>In traditional evaluation teachers’ assessment of learners’ work had to ensure higher authorities that standard policies of education are maintained.</td>
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<td>V45</td>
<td>In traditional evaluation teachers used formative assessment in order to make moment-to-moment decisions about pupils’ learning.</td>
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<td>V46</td>
<td>In traditional evaluation teachers used summative assessment to indicate their approval and disapproval on learners’ work.</td>
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<td>V47</td>
<td>In traditional evaluation teachers used summative assessment results to show parents how their children were doing in schools.</td>
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<tr>
<td>V48</td>
<td>Homework and assignments in traditional evaluation was used by teachers as an assessment tool to prepare learners to do well in the final examination.</td>
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<tr>
<td>V49</td>
<td>In traditional evaluation teachers used homework and assignments to monitor instructional work in classes.</td>
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<tr>
<td>V50</td>
<td>In traditional evaluation teachers used classwork and official tests to check and balance work which had been done by them.</td>
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<tr>
<td>V51</td>
<td>In traditional evaluation teachers used classwork and official tests to support and encourage learners to perform better.</td>
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<td>V52</td>
<td>In traditional evaluation teachers expected formal examination to be a mechanism of identifying talents and measure learners’ performance.</td>
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</table>
**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.

**V54**
In traditional evaluation teachers were expected to be more active in preparation of the formal examination of learners.

**V55**
Formal examination results in traditional evaluation were used to judge the pass and failure of learners.

**V56**
Formal examination in traditional evaluation assisted teachers and departmental officials to select learners for secondary education and higher education.

**V57**
Teachers’ evaluation of learners’ work in traditional settings was examination driven.

**V58**
In traditional evaluation norm-referenced-assessment was used to compare learners’ performance with one another.

**V59**
In traditional education teachers used norm-referenced assessment to group and place learners according to norms, scores and achievements.
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

<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1</td>
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</table>

V60
Assessment of learners’ work in Outcomes-based-Education is regarded as an integral part of the teaching and learning processes.

V61
Assessment of learner’s knowledge in Outcomes – Based Education aims towards assisting learners to apply such knowledge in life processes.

V62
Outcomes-based Assessment strategies assist both teachers and learners to measure progress of learning and teaching.

V63
Outcomes-based Assessment allows teachers to determine whether learners have achieved outcomes of learning.

V64
Teachers’ assessment of learners’ work in Outcomes-based Education is meant to improve skills, attitudes and value of learners.

V65
Teachers’ assessment of learners’ work in Outcomes – Based Education assesses learners’ progress and development.
Outcomes-based Education expects assessment to assist learners to understand the content of a subject in order to demonstrate the learning outcomes.

In Outcomes-based Assessment teachers assess specific learning outcomes such as social and personal skills, values and good disposition of learning.

Outcomes-based Assessment is expected to assist learners to make use of specific outcomes at the end of their learning experiences.

Teachers' continual assessment of specific outcomes promotes the achievements of critical cross-field outcomes in Outcomes-based Education.

Teachers' assessment of critical cross-field outcomes in Outcomes-based Education enhances the interest of learning to learners.

Assessment criteria are applied by teachers during assessment to indicate to learners what has to be achieved.

Performance indicators assist both teachers and learners to assess the quality and quantity of what learners have achieved in Outcomes-based Education.

Teachers use assessment criteria to help learners to demonstrate what is expected from them.

Teachers use performance indicators to assess whether learners have mastered both the process as well as the contents of learning.
<p>| | | | | | |</p>
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<tbody>
<tr>
<td>V75</td>
<td>Range statements assist teachers to provide valuable quality of learning when assessing learners' work in Outcomes-based Education.</td>
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<td>2</td>
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<tr>
<td>V76</td>
<td>Teachers' assessment of learners' work allows learners to master unit standards are regarded as national and international statements.</td>
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<td>2</td>
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</tr>
<tr>
<td>V77</td>
<td>Teachers' assessment of learners' work assists learners to know units standard for each learning area of that particular level of learning.</td>
<td>1</td>
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</table>

3. Respondent number  
4. Card number 2

**KEY**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
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</table>

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>V83</th>
<th>In performance-based approach teachers use performance criteria so that learners could be aware of the performance results during assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>V84</td>
<td>Teachers in Outcomes-based Education use portfolio assessment strategies to assist learners to monitor their own progress.</td>
</tr>
<tr>
<td>V85</td>
<td>Teachers' assessment of learners' work through portfolio strategies allow learners to be actively involved in assessment exercises.</td>
</tr>
<tr>
<td>V86</td>
<td>Portfolio assessment strategies enable teachers to evaluate learner's performance on an individual basis.</td>
</tr>
<tr>
<td>V87</td>
<td>Portfolio assessment allows learners to apply assessment criteria, performance indicators and range statements in their own right.</td>
</tr>
<tr>
<td>V88</td>
<td>Portfolio assessment strategies promote communication between teachers and learners in teaching learning situation.</td>
</tr>
<tr>
<td>V89</td>
<td>In Outcomes-based Education teachers use self-assessment to allow learners to be active in the assessment practices.</td>
</tr>
<tr>
<td>V90</td>
<td>In Outcomes-based Education teachers use peer-assessment so that learners could share and contribute to the work of their classmates.</td>
</tr>
<tr>
<td>V91</td>
<td>Teachers use self-assessment to promote self-thinking and self-development among learners.</td>
</tr>
<tr>
<td>V92</td>
<td>In Outcomes-based assessment teachers and learners can break-down teaching and learning tasks into different components through continuous assessment strategies.</td>
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</tr>
<tr>
<td>V93</td>
<td>In Outcomes-based Education teachers use continuous assessment to support learners and to give feedback into teaching and learning processes.</td>
</tr>
<tr>
<td>V94</td>
<td>Continuous assessment takes place while learners are actively involved in daily classroom activities.</td>
</tr>
<tr>
<td>V95</td>
<td>Continuous assessment assists learners to be able to construct meaning and concepts about the learning task.</td>
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<tr>
<td>V96</td>
<td>Continuous assessment allows teachers to use varieties of assessment strategies.</td>
</tr>
<tr>
<td>V97</td>
<td>In Outcomes-based Education criterion-referenced assessment is used by teachers to assess learners’ work against set standard or criteria.</td>
</tr>
<tr>
<td>V98</td>
<td>In Outcomes-based Education teachers use criterion-referenced assessment to assist learners to achieve learning outcomes according to the agreed learning criteria.</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR INPUT BY RESPONDING TO THIS QUESTIONNAIRE
Enquiries: L.N. Vilakazi  
Cell No.: 082 954 7860 Work  
Phone: 017-8193302/3

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

[Signature]

MR. LESSON N. VILAKAZI
APPENDIX 3

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

1st Ercalaan
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
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. 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

[Signature]

MR. LESSON N. VILAKAZI
TO WHOM IT MAY CONCERN

This is to confirm that Mr. Lesson N Vilakazi has permission to do research in the following districts:
Herstebroek, 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
17 September, 2000

Mr. Lesoon N Vilakazi
1st Erica Avenue
ERMELO
2350

Fax No 017 819 1808

CONDUCTING EDUCATIONAL RESEARCH IN THE PROVINCE

Your letter dated 13 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