



DIRECTORATE: CURRICULUM GET PROGRAMMES

Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
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ASSESSMENT INSTRUCTION 40 OF 2014

TO:
DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:
GRADES 1 – 9
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 09 JUNE 2014

**UTILISATION OF GRADE R - 9 LANGUAGE AND MATHEMATICS WORKBOOKS
FOR ACADEMIC YEAR 2014**

It has come to the attention of the Provincial Department of Education and Department of Basic Education (DBE) that some schools are not utilizing the workbooks. Workbooks were developed and supplied to enhance the quality of teaching and learning by:

- providing activities that are of a high standard and are also aligned to the Curriculum and Assessment Policy Statements (CAPS) content, and portray good practices that will assist teachers in the long term to emulate such practices;
- offering learners the opportunity to experience acquisition and application of skills in a systemic way;
- ensuring that learners are given adequate opportunities to consolidate their skills through written exercises;
- ensuring that schools that lack photocopying facilities will be supported;
- modeling good teaching practices and guiding teachers to improve their teaching;
- providing a variety of activities to reinforce (a) Mathematical concepts and skills, and, (b) literacy / language skills; and

- helping teachers to monitor learner performance in key activities; and
- prepare learners for the manner in which the activities are structured which is similar to the formats used in various standardized assessments.

Non-usage of these resources will deprive learners the opportunities to enhance their learning, as well as ensure curriculum coverage and improved learner performance. It further amounts to fruitless expenditure for which province, districts and schools must account for.

Districts are requested to provide the Province (PED to DBE) with **monthly reports** on the utilisation of workbook (Volume 1 for 2014) for a minimum of 20 schools per district. These should be split into 10 Primary schools per district reporting on Grade 3 and 6 in Mathematics and Languages. The other 10 will constitute Secondary/High schools per district reporting on Grade 9 in Mathematics.

Districts have been submitting reports on workbooks utilization without attaching the DBE Template with names of schools visited. The last report on utilisation of Workbooks (Volume 1 for 2014) will be expected by 27 June 2014; and the first monthly report on utilization for Workbooks (Volume 2 for 2014) is expected for the same grades by 31 July 2014. The instrument to be utilised for monitoring utilisation of Workbooks is hereby attached as ANNEXURE A. The Reporting Template attached as ANNEXURE B.

Section A of the monitoring instrument (Annexure A) to be completed with the Principal/HOD by the monitor, Section B to be completed with the Educator by the monitor and Section C and D to be completed by the Monitor. Reporting template (Annexure B) must be completed by the District.

Schools that performed poorly in ANA, especially in Grades 3, 6 and 9, will be targeted for monitoring. DBE will also monitor utilization of Workbooks in selected districts for which information will be forwarded in due course. Generally throughout the Province, most learners in all participating grades are not performing at the expected levels and this is irrespective of the Quintiles classification of schools.

This Assessment Instruction must be brought to the immediate attention of all Provincial LTSM managers, District Directors, Heads of Curriculum sections, Heads of Institutional Development Support & Governance (IDS&G) sections, district LTSM officials and school Principals.

Your support in this matter is both anticipated and greatly appreciated.


MR. R. TYWAKADI
DEPUTY DIRECTOR-GENERAL: IOM

12/06/2014



Province of the
EASTERN CAPE
EDUCATION

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UTILISATION OF WORKBOOKS

ABOUT THIS INSTRUMENT:

This monitoring instrument is designed to elicit information on the use of workbooks for **Grades 3&6 Home Language, Grades 3&6 First Additional Language and Grades 3, 6 and 9 Mathematics**.

This instrument needs to be completed by the official visiting the school in consultation and collaboration with the school principal and class teacher for the selected subject

Please adhere to the instructions:

Explain to the Principal and educators whose classes you will be in that you are conducting a survey on access and utilisation of workbooks.

The officials conducting the monitoring should visit two classes in each school.

It is very important that the classrooms which are visited have been selected randomly. Do not allow selection using any other means.

Ask the school principal to provide you with the school timetable and identify the period when the Language lessons, at the Grade 3/6 level and Mathematics at Grade 3/6/9 (as required) level, are taking place.

This instrument needs to be completed by the official visiting the school in consultation and collaboration with the class teacher for the selected subject. One monitor will visit the Grade 3 language class (FAL) and the other the Grade 6 mathematics class. If there is only one District/ Provincial/ DBE official visiting the school, the same official must complete the instrument for the Grade 3/6 Language class and the Grade 3/6/9 (as required) Mathematics class.

If you are not fluent in the predominant Language that is used to teach in this class, ask the educator to translate any questions or instructions for the learners.

Section A: Questions to the school principal - Completed by monitors

Section B: Questions to the educator- Completed by monitors

Section C: Questions to the learners - Completed by the Monitor

Section D: Monitor to check the books and complete by the section

MONITORING INSTRUMENT

Section A: Background To be completed by Principal/HOD		
1	Data collector: First name, Surname	
2	Date of visit: dd/mm/yyyy	
3	School name:	
4	EMIS No. :	
5	District:	
6	Province:	
7	Contact Details for the school:	
8	Principal's name & surname:	
9	Class visited:	
10	When did the school receive workbooks Volume 1 for 2014 academic year?	
11	Have all the grades received the relevant workbooks Volume 1 with ALL subjects?	
12	Are there any Volume 1 shortages?	
13	If the answer to question 12 is yes, what are the shortages? Please provide the workbook details and numbers	
14	Were shortages reported to the call Centre no 086 100 4357? OR indicated on the POD form? (Please attach PoD)	
15	What were reasons for the Volume 1 shortages? (Short supplied/ New or late	

	admissions/ wrong language)		
16	Has the school received workbooks Volume 2 already and was it checked?		
17	If Volume 2 workbooks were received, are there any shortages?		
18	If the answer to question 12 is yes, what are the shortages? Please provide the workbook details and numbers		
19	Were shortages reported to the call centre no 086 100 4357. OR indicated on the POD form? (Please attach PoD)		
20	What were reasons for the Volume 2 shortages? (Short supplied/ New or late admissions/ wrong language)		

Section B: Questions to ask the educator- To be Completed by the Monitor

1. Grade:										
2. Subject:										
3. Class teacher's name & surname										
4. Information about the Language						What is the Language in which the subject is taught in this class? [Tick (☑) only one option.]				
Afrikaans	English	isiXhosa	isiZulu	Ndebele	Sepedi	Sesotho	Setswana	siSwati	Tshivenda	Xitsonga
1	2	3	4	5	6	7	8	9	10	11
5. At which language level is this Subject being offered? [Tick (☑) only one option.]										
Home Language level					First Additional Language level					
1					2					
6. Count and record the number of learners present in this class [If it is a multi-grade class, only count the Grade 3 or 6 learners.]						Number				
Indicate the number of learners that should be in the class, (including absent learners-attach class register)						Number				
7. Which CAPS documents is the teacher using?										
8. Are the DBE workbooks being used for this subject?										
						No		Yes		
8.1	Volume 1 Workbook (was it used?)					0		1		
8.2	Volume 2 Workbook					0		1		

-If **NO** to question 8.1 or 8.2, skip question 9-12 and answer question 13 and complete the remaining questions.

-If **YES** to question 8.1 and 8.2, then answer question 9-12 and skip question 12 and complete the remaining questions.

9.	Are workbooks the primary or secondary or homework book that learners use?	Primary	Secondary	Homework
9.1	Please indicate the reason for your answer to 9.			
10.	What additional resources to the workbooks, do teachers use? Please provide details including titles			
11.	Do learners use the DBE workbooks in class only, at home only, or both?	In class only	At home only	In class and at home
		1	2	3

12.	If DBE workbook volume 1 is still being used, please indicate why? [Tick (✓) the reason given by the educator. Do not read out the options.]	
12.1	For remedial purposes, e.g. some learners haven't mastered the concepts in the first workbook yet.	1
12.2	We have not completed all the exercises in DBE workbook volume 1 because they arrived late.	2
12.3	Other:	3
12.4	Please specify other	

ANSWER ONLY IF NO to question 8.1 or 8.2

13.	If you are NOT using the DBE workbooks, please indicate why? [Do not read out the responses below. On the basis of the educator's response, tick (✓) the reason given by the educator. More than one reason can be given.]	
13.1	The school did not receive DBE workbook (volume 1) from the DBE.	
13.2	The school did not receive DBE workbook (volume 2) from the DBE.	
13.3	Some or all of DBE workbook (volume 1) received were in the incorrect language.	
13.4	Some or all of DBE workbook (volume 2) received were in the incorrect language.	
13.5	The school received either Volume 1 and/or 2 workbooks too late.	
13.6	There were not enough Volume 1 and/or 2 workbooks for all learners.	
13.7	The DBE workbooks were at the incorrect language level	
13.8	The school received the DBE workbooks, but is not using them or any other workbooks.	

14	The school received the DBE workbooks, but is using their own selection resources. Please indicate the type of resources used:			
14.1	Other workbook, please indicate the title:			
14.2	Teacher developed exercises			
14.3	Textbook exercises			
14.4	Other (please specify)			
The following questions relate to utility of the workbooks for usage by teachers. Answers should be provided through a Yes/No response as well as provision of motivation for the response provided				
		Yes	No	Motivation
15.	Has the workbook assisted you in covering the required curriculum?			
16.	Is the pace of the workbook appropriate to ensure curriculum is covered in a holistic meaningful manner?			
17.	Have the workbooks assisted in teaching?			
18.	Have the workbooks assisted in assessing core skills for learners			
19.	Have the workbooks assisted you in providing learners with feedback?			

Section C: Questions for learners -To be completed by the Monitor

1	For learners who have their workbooks on the day of the visit count the number of learners who are able to show you the DBE workbooks? [Only count the DBE workbooks. Do NOT count workbooks that were published by an organisation other than the DBE, that were photocopied, that are in a language other than the one specified above, or that are used by learners not currently present in the class.]	Volume 1	Volume 2
		#	#

Note: If workbooks are kept by the educator, please count the number of workbooks (Volume 2) available.

2.	For learners who DO NOT have their DBE workbooks present on the day of the visit, ask them to stand up and count the number of learners that say YES by show of hands for each of the questions listed below.		
		Volume 1	Volume 2
2.1	Did you receive the DBE workbook?	#	#
2.2	Did you leave the DBE workbook at home?	#	#
2.3	Did you lose the DBE workbook?	#	#
2.4	Are you sharing a DBE workbook with anybody else?	#	#
2.5	Any other reasons?	#	#
2.6	Please specify other	#	#
	Specify		

SECTION D: TO BE COMPLETED BY THE MONITOR

1. Identify the first and last date for which written exercises have been recorded.

Note:

- In order to respond to the questions below the monitor is required to request 4 workbooks from the teacher; 2 of the best learners, 2 from the worst performing learners.
- When recording the date of the first exercise, look at all the books that you have been given for the learner and record the earliest date when work was done. This should be at the beginning of the book/s.
- When recording the date of the last exercise, look at all the books that you have been given for the learner and record the date of the last (or most recent) exercise.
- If work is not dated, use the date given by the teacher when signing. If this is not evident, specify that no date was provided.

Date of first exercise

Date of last exercise

2. Number of exercises covered each month in the DBE workbooks

Note:

- Page through the DBE workbook/s and record the number of written exercises that of 1 of the best learners and 1 of the weaker learners completed in each month. An exercise or task in this case is defined as any work covered on a given date in a workbook (refer to the guideline on exercises)
- If more than one exercise is done on a particular day, do not count each exercise as a new exercise for that day. Count this only once.
- If no evidence of a particular exercise was seen in a month, record the month as zero.

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Undated
Total no. of exercises (best learner)												

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Undate d
Total no. of exercises (weaker learner)												
2.1	Does the teacher provide any feedback in the books?											
	No						Yes					
2.2	If yes to 2.1; how often					Always	Sometimes					

If YES, to question 2.1, complete question 3. If NO, leave blank.

3.	What kind of feedback is provided?	
	Only indicates correct and incorrect (i.e. ticks and crosses only)	Indicates with ticks and crosses as well as comments
	1	2
4.	Any comments or recommendations on usage and assessment?	
4.1	Additional comments	

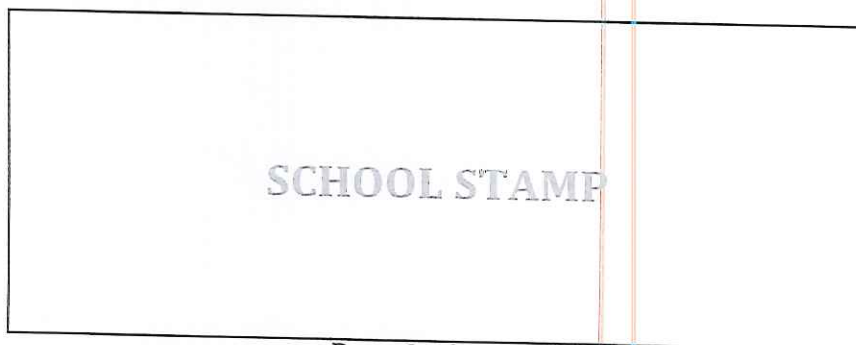
Name of Educator: _____

Signature: _____

Name of District/Provincial/ DBE Official: _____

Signature: _____

DATE: _____





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DISTRICT: _____

REPORT ON THE UTILISATION OF WORKBOOKS GRADES 3, 6 & 9

All 23 districts were informed to monitor the utilisation of the DBE workbooks in a sample of 20 schools on a monthly basis. The monitoring instrument that was provided by the Department of Basic Education (DBE) must be filled in by the management of the schools, the teachers and by the District Monitor. The information gleaned from the monitoring tools must be captured in the reporting template below by the districts and forwarded to the provincial office as per the time frames indicated in the Assessment Instruction 40 of 2014:

A. Report on the Monitoring by School Management

1. Have all the grades received the relevant workbooks Volume 1 with all Subjects?

2. Are there any Volume 1 shortages?

3. What are the shortages? Please provide the workbook details and numbers

4. Were shortages reported to the call Centre no 086 100 4357? OR indicated on the POD form?

5. What were the reasons for the Volume 1 shortages? (Short supplied/ New or late Admission/ wrong language)

B. Report on the Monitoring Tools filled in by Teachers

1. Are the DBE workbooks being used?

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2. Are workbooks the primary or secondary or homework book that learners use?

--

3. What additional resources to the workbooks, do teachers use? Please provide details including titles

--

4. Do learners use the DBE workbooks in class only, at home only, or both?

--

5. If you are NOT using the DBE workbooks, please indicate why?

--

6. Has the workbook assisted you in covering the required curriculum?

--

7. Is the pace of the workbook appropriate to ensure curriculum is covered in a holistic meaningful manner?

--

8. Have the workbooks assisted in the teaching and learning?

--

9. Have the workbooks assisted in assessing core skills for learners?

--

C. Report on the Monitoring by the District

1. Identify the first and last date for which written exercises have been recorded.

--

2. Number of exercises covered each month in the DBE workbooks

--

3. Does the teacher provide any feedback in the books, how often?

--

4. Any comments or recommendations on usage and assessment?

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District Official: _____ Signature: _____

Curriculum CES: _____ Signature: _____

DATE: _____

