



basic education

Department of **Basic**
Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

TEST ADMINISTRATION MANUAL

Department of Basic Education

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SECTION A: INTRODUCTION TO ANA

1. SCOPE AND PURPOSE OF THIS DOCUMENT

This document provides:

- 1.1 A short background to the Annual National Assessment (ANA) explaining why it is crucial for all role players to carry out their duties to the best of their ability.
- 1.2 A step by step guide to the tasks involved in the administration of these tests, including the responsibilities of all role players.
- 1.3 Information that all officials, school principals and teachers must know where it relates to their duties in respect of ANA.
- 1.4 Information in respect of the role to be played by the independent Agent and the test administrators who will report to the Minister of Basic Education on a verified sample of learners taking the ANA.

N8. Consistent adherence to these guidelines will lead to a smooth administration of the ANA that will provide reliable and valid findings.

2. BACKGROUND TO ANNUAL NATIONAL ASSESSMENTS

Whilst there is agreement that in the last decade-and-a-half South Africa has made significant strides towards getting all children of school-going age into schools, it is widely recognised that the country's schooling system performs well below its potential. Improving basic education outcomes is a prerequisite for the country's short- and long-range development goals. The President of the Republic, in his 2010 State of the Nation Address made a commitment toward an independent ongoing national system of standardised testing in Grades 3, 6 and 9 and set improvement targets of 60% levels of performance in literacy and numeracy by 2014.

ANA are prioritized as the central tool for tracking progress towards achieving the levels of literacy and numeracy in schools.

These guidelines will ensure successful conduct of ANA to provide valid, credible and reliable information on learning achievement as a key indicator of improved quality of basic education.

3. THE PURPOSE OF ANNUAL NATIONAL ASSESSMENTS

The ANA results will be used to monitor progress, guide planning and distribution of resources to help improve language and mathematics knowledge and skills of learners in the grades concerned.

Among other things the results of ANA should:

- 3.1 Identify areas where urgent attention is required in order to help improve learning success levels of learners;
- 3.1** Assist Provinces to make informed decisions about which schools require urgent attention to improve learner performance in these subjects;
- 3.2 Inform government and the South African community** as to how well the schools are serving the country's children in literacy and numeracy;
- 3.3** Provide teachers with essential data about the language and mathematics capabilities of learners (as reflected by standardized national assessments) and thereby help them make informed decisions when planning the year's programme;
- 3.4** Inform individual teachers about how close or far they are to or from realizing the **target goals** they have set for their teaching.

FEATURES OF THE ASSESSMENT TASKS

- 4.1 All tests are **paper-and-pencil test items** that have to be answered directly on the question paper.
- 4.2 Test items range from simple to complex items based on the critical knowledge, skills, attitudes and values which the curriculum stipulates for learners at each grade level.
- 4.3 The test paper for each grade comes with a memorandum and/or rubrics for scoring the test.

COORDINATION AND MANAGEMENT OF ANA PROCESSES

5. The Principal will serve as the Chief Invigilator in his/her school. His or her duties will include the coordination of all aspects of ANA at the school.

NB: ALL persons monitoring the process or collecting test papers must present a letter of identification on a Departmental letterhead clearly stating their name and the purpose of their visit when visiting any school.

6 WRITING AND VERIFICATION OF ANA

- 6.1 Universal ANA:** All learners from Grades 1-6 and 9 will write tests under the supervision of School Principals and the School Management Teams (SMTs). Language and Mathematics are being tested.
- 6.2 Verification of ANA:** The Independent Agent will monitor the administration of the tests at the selected schools nationally. The monitor will collect the 25 scripts and questionnaires after the administration of each subject and take them to the independent Agent for marking. A sample of **25 scripts per subject per grade from the selected schools** will be marked by the Independent Agent. The invigilators will record the scripts that are removed from the school for this purpose. A copy of these records will remain at school level while the Independent Agent will also keep a record of the scripts taken for marking. The principal, subject teachers and sampled learners in the V-ANA school will respond to questionnaires.

7. MARKING OF ANA

- 7.1 All Grades 1-6 and 9 scripts, except those which are part of the verification sample, will be marked at school level by the grade teachers..
- 7.2** Samples of three (3) scripts per subject per class per grade from grades 3, 6 and 9 per school will be re-marked by teachers at central venues determined by the RED. This obviously excludes scripts that the Independent Agent has taken to assess as part of the Verification process. Scripts taken for verification will be marked by the Independent Agent. The detail of the sampling of these scripts is given under **Section 13**.

8. MODERATION OF ANA

- 8.1** Marked scripts at school level will be moderated by SMT members.
- 8.2** The principal will sample scripts for re-marking at a central venue.

9. RECORDING OF ANA

For uniformity the teachers' mark will be used for recording the final mark at school level after scripts have been returned to the school from centralized re-marking or verification ANA.

SECTION m ADMINISTRATION OF- ANA

NB: At all stages of the administration process, all ANA documentation, including test papers, must be kept in sealed self-adhesive envelopes provided by DBE.

10, PRIOR TO TESTING; PREPARATION FOR ADMINISTRATION OF ANA =\ • 'C'	
10.1 Provincial ANA Coordinators must:	Attend an orientation session organised by DBE on how ANA processes will be managed. DBE will provide Test Administration Manuals (TAMs) to the core Provincial Team. PEDs will provide TAMs to all schools and Teacher Guideline documents to invigilators.
	Organise and facilitate the training of all District ANA Coordinators and other delegated officials who will serve as ANA administrators/Chief Invigilators/monitors.
	Ensure that sufficient number of monitors for all Independent and multi-grade schools have been trained and allocated to the appropriate schools.
	Ensure that he/she has received, from the DBE, the list of sampled schools for Verification ANA in the province in time to draw up the monitoring schedule.
) Ensure that the province has received the appropriate test materials.
	Draw up management plans for printing, packing and distribution of test materials.
) Draw up provincial distribution and collection plans for all test materials
) Arrange for central venues and markers for sampled scripts to be re-marked at the central venues.
	i) Draw up a provincial schedule for monitoring ANA.

	j) Draw up a provincial moderation programme.
10.2 District ANA Coordinators must:	a) Attend training organized by the province on how ANA processes will be managed.
	b) Arrange the training of all Principals /Chief Invigilators and hand out manuals at the training session.
	c) Draw up district distribution and collection plans for all test materials.
	d) Arrange a central venue and markers for the re-marking of sampled scripts.
	e) Draw up a district ANA monitoring programme.
	f) Draw up a district ANA moderation programme.
10.3 Chief Invigilators must:	1) Ensure that the school has received the ANA timetable from the District Office.
	1) Make sure that he/she receives tests and memoranda for all grades relevant to his/her school.
	c) Ensure that test packages are securely stored and remain sealed until they are opened in front of learner on the day of writing.
	d) Draw up an invigilation roster.
	e) Arrange for teachers to do cross-class invigilation for all grades. Grades 1 and 2 must cross- invigilate as questions must be read out to learners in these grades.
	f) Ensure that teachers draw up seating plans for the learners in their classes.
	9) Provide copies of the Teacher Guideline document (1 pager) to all teachers who will invigilate the writing of ANA tests and ensure that each teacher knows exactly how to invigilate the allocated class.

Annual National Assessment Test Administration Manual	
11.1. Chief Invigilator must:	Ensure that teachers swap classes for invigilation and do not invigilate classes that they teach.
	Ensure that Grade 1 teachers invigilate Grade 2 classes and that Grade 2 teachers invigilate Grade 1 classes. Explain to the teachers that they are expected to read out each question to the learners, giving them time to answer the questions, as directed on the respective tests.
	c) Issue tests and ANA mark sheets to respective invigilators.
	d) Make sure that all learners are seated as planned and are issued with appropriate tests.
	e) Inform invigilators that the duration of the tests as indicated on the paper must be adhered to and ensure that it is.
	Ensure that invigilators provide learners with the relevant administrative information requested on the cover page e. g. school's 9 digit EMIS number, district name.
11.2, Invigilator must:	Begin preparations for testing 45 minutes before the starting time of the tests to be administered.
	Discuss the timetables and the school breaks (e.g. morning break and lunch break) with the Chief Invigilator (Principal).
	c) Ensure that each learner receives an appropriate test.
	Strictly adhere to the duration of the tests as indicated on the test papers, except for concessions approved in writing by the FED. All learners with special needs should be allowed 15 minutes more per hour of the duration of the test. PEDs must manage concessions outside blind and deaf disabilities.
	Provide learners with and verify some of the information requested on the cover page e.g. the school's 9 digit EMIS number, name of

	the district, etc.	
	Make sure that, although they are expected to read questions to Grade 1 and 2 learners, they guard against giving learners clues to questions.	
	Make sure that from Grade 3-6 independently from the beginning	and 9 learners work to the end of the test session.
	Take learners through practice exercises in Grade 3-6 and 9 but must not assist learners to answer the actual test questions.	
11.3 DBE/ RED/ District ANA monitors must	Prioritise the monitoring of Independent schools and Verification ANA schools.	
	Announce their presence to the school principal, on arrival, and present identification letter.	
	Monitor the test administration process in all grades in line with the time table.	
	Complete appropriate monitoring administration process.	instruments for the test
	Submit written reports on the test Provincial ANA coordinator.	administration process to the

12. AFTER TEST ADMINISTRATION	
12.1 Invigilator must :	a) Check that all information on the test cover page of each learner is filled in and is correct.
	b) Tally scripts with number of learners that wrote the test.
	c) Submit the scripts to the Chief Invigilator.
12.2 Chief Invigilator must:	a) Receive and record scripts from the invigilators immediately on completion of testing.
	b) Distribute scripts and memoranda to relevant subject teachers for marking.
	c) Receive marked scripts and completed ANA mark sheets before 26 September 2012.
	d) Distribute marked scripts to the SMT for moderation.
	e) Ensure that the final school mark is filled in under test mark column on the ANA mark sheet. The school should not fill in marks in the Moderated mark column.
	f) Sample 3 scripts per class per grade as explained under Section 13, pack, label and forward all sampled Grades 3, 6 and 9 scripts which are not part of Verification ANA together with the ANA mark sheets to the districts/ delivery points by the given date (28 September 2012)
	g) All ANA mark sheets of Grades 1 , 2, 4 and 5 should also be forwarded to the central venue.
	h) Keep remaining scripts in a safe place until national and provincial reports are released.
	i) Ensure that ANA scores are reported to parents once the school has completed marking, and sampled scripts have been returned, using the schools' protocol.

	J) Submit the schedule of ANA results to the District Office.
	k) Keep a copy of all learner marks at the school.
12.3 Teachers must:	a) Receive and record scripts and memorandum from the Chief Invigilator.
	b) Mark all scripts according to the memorandum.
	c) Ensure that marking is completed before 26 September 2012.
	d) Submit marked scripts to the Head of Department (HOD) for moderation.
	e) After moderation by the HOD, enter the final learner marks on the ANA mark sheet.
	f) Submit marked scripts and ANA mark sheets to the Chief Invigilator.
12.4 Provincial ANA Coordinate rs must:	a) Coordinate the sampling and collection of the scripts from all schools for re-marking at the central marking venue.
	b) Coordinate and monitor all provincial ANA processes from distribution of tests to reporting of Universal ANA findings.

1113. SAMPLING OF SCRIPTS FOR RE-MARKING

How to select the 3 learners per class for remarking

After marking is complete and all the marks had been filled in on the ANA Mark Sheets, the principal will be responsible for selecting certain ANA scripts for remarking at a central marking venue. The selection has to be done **strictly according to the procedure described below.**

In Grades 3, 6 and 9 three learners per class will be selected for remarking. A random sample of 3 learners per class is to be selected as follows with the help of the random numbers appearing in the tables below. (Note that 3 learners will be selected in each class of each of these grades.) However, in small schools, e.g. farm and schools with multi-grade classes, where the number of learners is **five or less in a grade** all the scripts will be taken for centralised moderation.

Procedure

For every class for the Mathematics ANA Mark Sheet:

1. Number the names appearing on the ANA Mark Sheet accompanying the stack of scripts along the left side of the ANA learner number from top to bottom starting with **Only learners who received a mark for ANA are to be numbered.**
2. The last number will be the total number of learners in the class who have marks. Only they will be considered for selection.
3. Look for the TOTAL number of learners in the class among the bolded numbers in the top line of each of the tables below.
4. Below that bold number are the 3 numbers of the learners in that class whose scripts are to be selected.
5. Make a red tick mark to the left of those 3 learners on the ANA Mark Sheet.
6. Remove those scripts from the stack for remarking.
7. The sample for Language will be the same as for Mathematics. Mark those learners on the ANA Mark Sheet for Language and remove their scripts from the Language stack for remarking. If a learner was absent for Language no replacement should be made.
8. Put all the sampled scripts per subject per grade along with the relevant ANA Mark Sheets into the self-sealing envelope and forward it to the central marking venue

See the two examples following below the tables. **TABLES**

FOR SELECTING 3 LEARNERS PER CLASS

The bolded number in the top of each column gives the total number of learners in the class. The 3 numbers below that one are the numbers of the learners to be sampled in a class of that size.

Total No. of learners	1	2	3	4	5	6	7	8	9	10
The numbers of the learners to be selected	1	1	1	1	1	3	1	1	3	2
		2	2	2	3	4	2	2	6	4
			3	4	4	6	4	7	7	8

Total No. of learners	11	12	13	14	15	16	17	18	19	20
The numbers of the learners to be selected	2	2	1	2	8	5	5	4	7	9
	9	4	2	3	10	6	13	11	9	10
	11	10	7	12	11	7	15	14	15	19

Total No. of learners	21	22	23	24	25	26	27	28	29	30
The numbers of the learners to be selected	6	9	3	3	9	4	5	9	7	11
	16	15	10	12	14	20	18	24	20	27
	18	20	12	24	25	23	19	25	21	29

Total No. of learners	31	32	33	34	35	36	37	38	39	40
The numbers of the learners to be selected	4	3	7	6	1	1	3	15	11	6
	8	16	20	9	24	15	33	21	22	32
	20	19	23	34	32	21	35	24	32	33

Total No. of learners	41	42	43	44	45	46	47	48	49	50
The numbers of the learners to be selected	6	4	22	1	8	7	16	3	14	11
	26	18	36	7	22	21	30	25	35	28
	33	34	42	34	25	44	44	30	45	41

Total No. of learners	51	52	53	54	55	56	57	58	59	60
The numbers of the learners to be selected	2	9	6	5	2	11	1	33	3	15
	15	11	14	32	16	17	24	43	24	25
	39	51	41	34	37	32	46	56	42	49

Total No. of learners	61	62	63	64	65	If the number of learners in the class is larger than 65, take the learners indicated in the column for 65.
The numbers of the learners to be selected	6	15	3	23	9	
	22	18	21	24	35	
	54	33	51	56	62	

The ANA Mark List of a fictitious class is below.

Note that one learner in this class was absent and that the test books of four learners were removed by the Verification agent and could therefore not be marked. So these learners will have no mark in the column for Test Mark.

ANA MARK SHEET							
Prov. 2 EC District: 8 Grade: 6 Class: B							
EMIS/School!: 200073216 Alabama Primary Subject: 13342							
Mathematics							
Selected learners	Principal numbering	ANA learner number	Surname and Names	ID NO/DOB	Code 'A' for absent; 'V' for item analysis	Test Mark	Moderated Mark
	1	1000015	Bodibe, S	9901305726086		34	
		1000016	Chauke, W	etc.	V		
	2	1000017	Digoro, R			23	
		1000018	Kabinde, t		V		
	3	1000019	Kekana, Y			34	
	4	1000020	Kheswa, H			23	
	5	1000021	Kubeka, G			15	
	6	1000022	Ledwaba, F			16	
		1000023	Links, D		V		
S	7	1000024	Mahlangu, U			8	
	8	1000025	Maita, J			0	
J	9	1000026	Maleka, KN			12	
	10	1000027	Mantashe, M			33	
		1000028	Mashaba, G		A		
	11	1000029	Masilela, D			11	
	J2	1000030	Matlala, C			23	
	13	1000031	Mhlongo, Q			16	
	14	1000032	Mokone, E			12	
/	15	1000033	Mthombeni, U			13	
		1000034	Ngobeni, O		V		
	16	1000035	Nkosi, P			23	
	17	1000036	Radebe, U			17	
	18	1000037	Skosana, L			24	
	19	1000038	Tsahbalala, H			34	

Example 1:

1. Number only learners with test marks along the left side of the page starting with number 1. The last number in Example 1 above was 19.
2. Then find the bolded 19 in the TABLES FOR SELECTING 3 LEARNERS PER CLASS.
3. The three numbers below the bolded 19 are: 7, 9, 15.
4. Find these numbers on the ANA Mark Sheet and make a red tick mark next to each one.
5. Remove these scripts from the stack for remarking.

Example 2:

1. Number learners along the left side. This time the last number was 82.
2. The highest bolded number is 65.
3. Then find the bolded 65 in the TABLES FOR SELECTING 3 LEARNERS PER CLASS.
4. The three numbers below the bolded 65 are: 9, 35, 62.
5. Find these numbers on the ANA Mark Sheet and make a red tick mark next to each one.
6. Remove these scripts from the stack for remarking.