

A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR

MASTER'S DEGREE IN EDUCATION

IN

THE FACULTY OF EDUCATION

AT

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

with the title:

**INCLUSIVE ASSESSMENT PRACTICES IN THE WESTERN CAPE PRIMARY
SCHOOLS FOR LEARNERS WITH DIVERSE EDUCATIONAL NEEDS**

NAME: NOKUKHANYA IMMACULATE SHABALALA

STUDENT NUMBER: 212067915

SUPERVISOR: DR K. BOOI

DECLARATION

I declare that "*Inclusive Assessment Practices in South African Primary Schools for Learners with Diverse Educational Needs*" is my own work, that it has not been submitted before for any degree or examination at any other university, and that all sources I have used or quoted, have been indicated and acknowledged by complete references.

Nokukhanya Shabalala

Signed: 

Date: __30 January 2023_____

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for allowing me to fulfil my desire to complete this project. Secondly, I thank my family, my mom, Jabulile, my sister, Philisiwe, and my children, Sibongakonke, Sibongumusa and Siphesiphle, for their continuous support, prayers and encouragement. I am also thankful for the support I received from my friend Lucretia. The completion of this thesis would not have been possible without the help and encouragement of my supervisor, Dr Kwanele Boo. Thank you, Doctor Boo, for your input and insight. I want to thank Dr Peter Nyewe, who helped at the beginning stages of this project. This project is dedicated to my children and is meant to prove to them that hard work pays off.

ABSTRACT

Assessment forms the core strategy in the successful implementation of inclusive education by supporting all the learners in the classroom to allow them to participate in the learning process to achieve academic success. This qualitative study explored how educators in Western Cape primary schools use inclusive assessment methods. A phenomenological approach was used in which data were collected using semi-structured interviews from a purposive sample of educators from schools in the Western Cape Province. Qualitative data from interview transcripts and policy document analysis were analysed using inductive methods. The data were analysed using an inductive data analysis method as proposed by Thomas (2006). This process includes the preparation of the raw data and close reading of the text to help me understand and create themes. This process led to coding and continuous revision and refinement of the themes. The study found that educators believed that some assessments present opportunities to identify their learners' strengths and weaknesses; the educators had concerns with some assessments used in South African schools, which deprived learners of opportunities to perform well. Furthermore, educators were concerned about the many assessments learners need to cope with in a few months while little learning took place. The study concluded that large volumes of continuous and summative assessments affected the performance of strong learners who obtained marks below average at the end of the year. Secondly, educators were aware of the effect of assessment methods and that assessments do not serve the purposes required for differentiated learning.

ACRONYMS

ASD	Autism Spectrum Disorder
CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
FAS	Fatal Alcohol Syndrome
IE	Inclusive Education
ISP	Individual Support Plan
LSEN	Learners with Special Educational Needs
MI	Multiple Intelligences
NCS	National Curriculum Statement
NFA	National Forum on Assessment
POPIA	Protection of Personal Information Act
SA	South Africa
SDG	Sustainable Development Goal
SIAS	Screening, Identification, Assessment and Support
SSI	Semi-structured Interviews
WP1	White Paper 1
WP6	White Paper 6

LIST OF FIGURES

Figure 1: Policy on Screening, Identification, Assessment and Support (2014) 15pp.	65
Figure 2: Educational White Paper 6 (2001) 45pp.	67
Figure 3: Educational White Paper 6 (2001) 49pp.	69

Table of Contents

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
ACRONYMS	v
LIST OF FIGURES.....	vi
TABLE OF CONTENT.....	Error! Bookmark not defined.
CHAPTER 1 RESEARCH OVERVIEW.....	1
1.1. Background	1
1.2. Problem statement.....	4
1.3. Aims of the study	6
1.4. Research Question	6
1.4.1 Sub-questions	6
1.5. Preliminary Literature Review	7
1.5.1 Diversity in the classroom.	8
1.5.2 Assessing Learning for a differentiated Curriculum.....	9
1.5.3 Theoretical Framework	12
1.6. Methodology	13
1.6.1 Interpretivist Paradigm	13
1.6.2 Methodology Approach	14
1.6.3 Research Design.....	14
1.6.4 Site.....	14
1.6.5 Sampling	15
1.6.6 Instruments	15
1.6.7 Data analysis.....	16
1.6.8 Trustworthiness.....	16

1.6.9 Ethical considerations	17
1.7. Organisation of the dissertation	17
1.8. Summary	18
CHAPTER 2 LITERATURE REVIEW.....	19
2.1. Introduction.....	19
2.2. The demands of Inclusive Education	19
2.3. Challenges in implementing Inclusive Education	22
2.4. The summative methods of assessing.....	24
2.5. The impact of summative methods of assessment on learners	25
2.5.1 Validity	27
2.5.2 Reliability.....	28
2.5.3 Fairness	28
2.6. Inclusive Assessment	29
2.7. Alternative Assessments for Learners with Diverse Learning Needs.....	31
2.7.1 Baseline Assessment	32
2.7.2 Formative Assessment.....	33
2.7.3 Importance of Formative Assessment in Inclusive Education.	34
2.7.4 Ipsative Assessment.	35
2.7.5 Strengths of Ipsative assessments.....	36
2.8 Policy on Screening, Identification, Assessment and Support (SIAS) Framework background.....	37
2.8.1 The screening processes	37
2.8.2 Teacher training	38
2.8.3 Curriculum differentiation	39
2.9. Theoretical Framework	41
2.10. Summary	42
CHAPTER 3 METHODOLOGY.....	44

3.1. Introduction	44
3.2. Interpretivist Paradigm	44
3.3. Research Approach	45
3.4. Research Design	46
3.5. Site	47
3.6. Sampling: Purposive Sampling	48
3.7. Instruments (Methods).....	49
3.7.1. Semi-structured Interviews.....	49
3.7.2. Document Analysis	50
3.8. Data analysis	51
3.9. Trustworthiness	52
3.10. Ethical considerations.....	53
3.11 Summary	53
CHAPTER 4 DATA PRESENTATION, ANALYSIS AND DISCUSSIONS	55
4.1. Introduction.....	55
4.2. Presentation and interpretation of findings	55
4.2.1 Category A1: Data collected from semi-structured interviews.....	55
4.2.2 Category A2: Causes of the challenges experienced by educators regarding the implementation of Inclusive Education and assessments.	61
4.2.3. Category B: Documents Analysis highlighting challenges in implementing inclusive assessment at Western African Primary Schools.....	63
4.3. Conclusions, Limitations and Recommendations of the Study	70
REFERENCES.....	72
APPENDICES	84
APPENDIX A: CUPT Ethical Clearance	84
APPENDIX C: Consent Forms	86
APPENDIX D: Interview Schedule for educators.....	87

APPENDIX E: Turnitin Similarity Report.....	90
APPENDIX F: Proof of technical Editing.....	91
APPENDIX G: Proof of Languge Editing	92

CHAPTER 1 RESEARCH OVERVIEW

1.1. Background

Assessment forms the core strategy in the successful implementation of inclusive education and, more particularly, in supporting all the learners in the classroom to participate, learn and succeed scholastically. However, for educators to successfully support learners in the classroom and help them to succeed, they need to understand the different inclusive education assessment methods. The fact is that all children have a basic right to receive a quality education in a regular classroom, and it is not unexpected that educators will have a diverse group of learners who present with different learning needs.

Collins and O'Brien (2003) define assessment as a process used to gather information about a student's knowledge, grades, and progress. In South Africa, the approach to gathering information about learners' progress, grades and knowledge involves two processes: formative assessment and summative assessment (Kanjee, 2020). Inclusive assessment practice should align with the inclusive education policy stipulated in White Paper 6 (DoE, 2001). Inclusive Education (IE) involves welcoming every learner into the regular classroom without discrimination and ensuring that those learners are supported to participate in all the activities in the classroom, including assessments (DoE, 2001). The main goal is to support learners to succeed at each level or grade (DoE, 2001).

Accommodating learners with different educational needs has led to many changes within education in recent years. For example, the South African Government developed a White Paper 6 policy on inclusive education. The primary purpose of White Paper 6 was to give all the stakeholders guidelines on what the vision of the South African government is regarding accommodating all learners in a regular classroom. The policy highlights the plan the education department has for the implementation of inclusive education. This was based on the recommendations adopted at the Salamanca conference (UNESCO, 2017)

It is clear from the above discussion that assessment is one of the critical areas that cannot be ignored if we want to realise inclusive education in our schools. The Salamanca Statement, which was adopted by over 92 countries in Spain and South Africa was one of its signatories, stressed the importance of ensuring that education benefits all children (UNESCO, 2017). In response to adopting IE, the South African Ministry of Education appointed a committee to investigate and make recommendations on all aspects of 'special needs and support services' in education and training. After intensive research by the National Commission on Special Needs in Education and Training and the National Committee on Education Support Services in 1996, an Education White paper 6 DoE (2001) was developed. White paper 6 is a policy document which records the findings. Firstly, the findings by the National Commission on Special Needs in Education and Training and the National Committee on Education Support Services acknowledged and accepted that "a broad range of learning needs exists among the learner population at any point in time, and that, where these are not met, learners may fail to learn effectively or be excluded from the learning system". Hence it is crucial to ensure that the IE motion is adopted and carried out carefully (DoE, 2001: 17).

The National Commission on Special Needs in Education and Training and the National Committee on Education Support Services also found that the "curriculum and education as a whole have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs, and failures" (DoE, 2001: 6). The rigid curriculum is noted as one of the stumbling blocks which could slow down the adoption or implementation of IE. The education system and curriculum needed "to be strengthened and transformed so that they can contribute to the building of an inclusive system" (DoE, 2001: 16).

In line with the trends of adopting inclusive education, the South African government developed an Assessment Policy (Government Gazette No 19640 of 1998) which was meant to improve the assessment of learners and accommodate learners who experience barriers to learning (DBE, 2000). The South African government also ensured that the curriculum was aligned with the assessment policy. Educators are expected to provide continuous assessments throughout the year. Each learning area

has a detailed section on assessment. The Curriculum Assessment Policy Statements (CAPS) (DoE, 2011) states that the main objective of the assessment should be to provide indicators of learners' performance most effectively and efficiently and ensure that learners integrate and apply knowledge and skills. Assessment should also help learners make judgments about their performance, set progress goals, and trigger further learning.

It is clear from the abovementioned that assessments are meant to provide educators with information about the progress of each learner and identify learning areas where a learner needs support. This requires educators skilled in different areas when it comes to selecting the appropriate assessment because different assessment strategies help educators understand their learners in the classroom as they present with varying styles of learning (Mäkipää & Ouakrim-Soivio, 2019). This requires the educators to change their mindset as the assessment results reflect how the teacher supported the learner throughout the year.

However, Sewagen (2013) argued that not all educators are skilled and have knowledge of assessing their learners in the classroom. The situation could be worse when using inclusive education assessment practices in the classroom, as many educators are not yet trained and have less knowledge to deal with learners with diverse educational needs (Adewumi, Mosito & Agosto, 2019). Through my teaching experience, I have noticed many learners dropping out of school and some repeating the same grades. In addition, some of my colleagues feel overwhelmed by overcrowded classrooms and pressure to complete the syllabus. Other pressures educators face are having to pitch their teaching to different types of learners according to their learning needs and learning styles. However, the assessment that counts does not take all those efforts into account. The assessments that count are Summative Assessments; they are also known as Examinations. These assessments count because they determine whether or not the learners can move on to the next grade or phase. This clearly shows that educators are faced with so many challenges when it comes to supporting learners in the classroom, including challenges with assessment methods, as they are meant to give educators a broad picture of each learner's progress. This is likely to defeat the main purpose of inclusive education,

namely, to support all learners without discriminating against them to ensure free participation and success for each learner. Therefore, the main objective was to explore the inclusive education assessment practices utilised by primary school educators in the Western Cape province.

This study focussed on the inclusive assessment strategies utilised by primary school educators in South African schools. Firstly, it will focus on exploring what inclusive strategies are currently utilised by primary school educators in assessing learners. It will also focus on the challenges experienced by primary school educators when assessing learners with diverse educational needs.

1.2. Problem statement

The education system uses blanket assessments to assess the knowledge and skills of the learners, whereas learners come from different societal backgrounds and possess different prior knowledge and learning styles. Understandably, assessments are used to improve the quality of education; however, they seem to add to the challenges of implementing Inclusive Education fully in schools. These kinds of assessments are Summative Assessments, also known as examination assessments in South Africa. Herman and Golan (1990) label these kinds of assessments as one size fits all. This is unfortunate, considering that inclusion is meant to be for all and not work against anyone. The summative assessment is a set of chosen questions written by all learners in the grade at the same time. Nowhere in the literature on inclusive education, both globally and nationally, does it state that all learners are the same. On the contrary, all definitions found in the literature emphasise that learners are different. Kelly (2004: 80) quoted Albert Einstein when he said, "everyone is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid". Summative assessments somehow contribute to the segregated system because assessing all learners in a grade with the same paper and the same sets of questions will segregate them according to their exposure and access to opportunities for teaching and learning or lack thereof.

Assessments are activities given to learners to measure or assess their learning. Assessing learners may happen in many forms, such as asking them questions,

setting or giving spelling quizzes, sending homework and revising the answers, essays, and assessments designed by the teacher to pace their class; most importantly, these assessments accommodate learners as the teacher may ask questions according to the abilities of the learners. These are done to assess the knowledge of all taught content and measure growth over time. Summative assessments, however, are different as they are written at the end of each term and are used to determine who will proceed to the new grade or phase. This is a way of comparing learners, whether they are in one class or the same grade. Hence, there are awards for top achievers and learners who made it to the top ten. For instance, an assessment may include content for learners that are regarded as underperformers, average performers and high achievers. Nevertheless, all these different types of learners are expected to write the same paper (Fairman, Johnson, Mette, Wickerd & LaBrie, 2018). The Salamanca statement (UNESCO, 1994) mentions that “every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning”. This statement is only true if inclusivity of education is considered in all schools irrespective of whether the society is rich or poor. However, in South African schools, examinations or Summative Assessments are not in line with the Salamanca statement as they are the same papers meant to be written by all learners, despite their differences.

Assessment forms the core strategy in the successful implementation of inclusive education and, more particularly, in supporting all the learners in the classroom to participate, learn and succeed scholastically. However, if educators are to successfully support learners in the classroom and help them to succeed, they need to understand the different inclusive education assessment methods. The fact is that all children have a basic right to receive a quality education in a regular classroom, and it is not unexpected that educators will have a diverse group of learners who present with different learning needs. Therefore, the purpose of this study was to explore which inclusive education assessment methods are being used by educators in primary schools. This is important to study because, during this stage, learners are in the process of developing certain cognitive skills critical for learning (Kanjee & Mthembu, 2015).

1.3. Aims of the study

This study aims to explore the inclusive education assessment practices used by educators in the selected Western Cape primary schools.

1. To understand the effect of assessment practices done by three primary school educators for support and scholastic progress of learners who present with diverse educational needs.
2. To highlight challenges experienced by educators when they use inclusive education assessment methods.

1.4. Research Question

The main research question for this study is: *What inclusive education assessment practices do three primary school educators in the Western Cape use?*

1.4.1 Sub-questions

Two sub-questions to guide the study are:

1. How do the assessment practices used by primary school educators affect the support and scholastic progress of learners who present with diverse educational needs?
2. What are the challenges experienced by educators when it comes to using inclusive education assessment methods?

1.5. Preliminary Literature Review

Looking at the findings in the Salamanca Statement, it is evident that Inclusive Education (IE) is important, and advocacy to adopt it in the education system by all countries is needed. Hence, South Africa is one of the countries that supported the Sustainable Development Goal (SDG) stated above. In 1995, the Department of Education (DoE) developed the first White Paper 1 (WP 1) (DoE, 1995) in response to the concerns raised at the World Conference held in Spain in 1994. WP 1 equally addresses the need to make changes in the education system. WP 1 immediately recognised the shortfall within the mainstream schools that did not adequately meet the needs of learners with special educational needs and acknowledged that it is important to provide an effective response (DoE, 1995: 24).

However, in this study, the researcher focuses on Inclusive Education in the schooling system and highlights the need to acknowledge diversity in the classroom, which should cater for all learners by using a repertoire of teaching and assessment strategies. Furthermore, in this study, the researcher focuses on highlighting the need to acknowledge diversity in the classroom when assessing learners from different socio-cultural backgrounds, which should cater to all learners through using a repertoire of teaching and assessment strategies that will be inclusive to all learners in a classroom.

Inclusive Education is a universal discipline concerned with equality in education and with the belief that all learners, including those with special educational needs, have a right to education and that they must all be allowed to achieve and maintain an acceptable level of learning (DoE, 2001: 11). The DoE (1995) has simplified the term IE to eliminate confusion by using the term diversity in the CAPS document. The CAPS document states that “respecting diversity implies a belief that all learners have the potential to learn”. The CAPS document equally accepts that learners are different but must complete the same curriculum (DBE, 2011:2). In 2001, the DoE developed White Paper 6 (WP6) to accommodate all the diverse needs of learners.

The WP6 is a policy fostered to focus specifically on Inclusive Education. It is stated in this paper that IE “is about recognising and respecting the differences among all

learners” (DoE, 2001:17). South Africa (SA) is a country that encompasses diverse cultures, people, and other differences; hence it embraces diversity because SA has an unpleasant past, a past that was riddled with inequality amongst the racial groups in favour of White people. This brought about racial division in the everyday life of every South African because of the Apartheid policy, which was based on the separation and segregation of people based on race, colour, or creed and was in operation for decades (Sayed, Kanjee & Nkomo, 2013:7).

The South African DBE accepts the same about this country and recognises that classrooms are equally diverse. Hence, the DBE considered responding to diversity by including the concept of diversity in the CAPS document. Having merged diversity into the curriculum will possibly allow implementation in the classroom. According to the DBE (2011), a lack of employing diverse skills within the classrooms will only raise challenges, such as “mistaken separation”, where some learners are considered to be bright, and others are not, adding to the growth of barriers to learning (DBE, 2011: 3). It is therefore suggested in the CAPS document that it is of paramount importance to respond to the diverse needs in everyday teaching and learning. To respond to ever-increasing diversity challenges in the classroom, the Department of Basic Education incorporated curriculum differentiation as a strategy to ameliorate such challenges. The CAPS document, therefore, states that curriculum differentiation can be done at the “level of content, teaching methodologies, assessment, and learning environment” (DBE, 2011: 4).

1.5.1 Diversity in the classroom.

Classrooms in South African schools are as diverse as the country is. A diverse classroom is a classroom with different learners, learners with different socio-economic backgrounds, language, cultural, religious, ethnic, racial, gender, sexual orientation, ability groups etc. (DBE 2011). A classroom that embraces and accepts that learners come to school with different backgrounds is a classroom that embraces the richness of diversity in learners (DBE, 2011). DBE (2011:3) further states that a diverse classroom is an environment that is welcoming, accommodating, and accepting that learners have diverse learning needs, a classroom designed to support learner diversity such as “learners living in poverty, learners with health and emotional

difficulties; learners with hearing, visual and coordination difficulties, learners who have difficulty in reading and writing, learners experiencing difficulties in remembering what has been taught to them”. A diverse classroom should be accommodating, flowing with fairness, and most importantly, it should be accommodating to treating learners equally, although they are all different.

Nel, Tlale, Engelbrecht, and Nel (2016) mention that what happens in the classroom is important that learners are inclusively accommodated so that it makes their participation meaningful when learning and engaging in various learning activities. They further argue that acceptance of learning barriers emanating from diversity in the classroom could result in creating a welcoming and effective diverse classroom (Nel *et al.*, 2016: 2). Hence, this study argues that a diverse classroom needs to be inclusive and accommodative to diverse learning styles because of acknowledging that learners have different learning styles. Learning styles embrace multiple intelligences as proposed by Howard Gardner (Hawker, 2014; Davis, Christodoulou, Seider & Gardner, 1987), defined by Hawkar (2014: 241) as “the complex manner in which, and conditions under which learners most effectively perceive, process, store, and recall what they are attempting to learn”.

1.5.2 Assessing Learning for a differentiated Curriculum

In light of different learning styles, educators in different classrooms are expected to rely on a variety of teaching styles or methods to suit the needs of learners. The DBE suggests that differentiated curriculum content will be best in accommodating different learning styles in the sense of diversity in learning. Curriculum content is information that is provided or taught to learners. The learners are expected to learn the content, know, understand or be able to put the knowledge into practice and or carry out a task. Curriculum content “includes facts, concepts, and skills that learners will acquire within their learning environment” (DBE, 2011:4). The differentiated content will allow educators to modify their teaching plans to accommodate different learning styles. Ballone and Czernaik (2001) note that accepting and accommodating different learning styles means that there is a belief that all learners are capable of learning as

long as they are afforded ample time and different opportunities to acquire knowledge and skills content knowledge.

There are benefits to understanding different learning styles for both the teacher and the learner. When educators understand or learn to identify the different learning styles of their learners, it will benefit them because they may modify their lesson planning in a balanced approach to manage and accommodate various learning styles and limit frustrations on how to include all learners. It is equally important for learners to understand their learning styles as this will benefit their learning process by making it easier, faster, and attainable. As soon as learners understand their learning style, they can easily merge it into a learning process. Learners who have identified their learning style become independent or even effective at solving problems within their learning (Hawkar, 2014).

Dube and Ma (2010: 44) argue that learners' learning styles significantly contribute to how they assimilate information during the learning process. Therefore, learning becomes easy when the learning style is known or considered. While learning is a process, there is a need to measure how learners are progressing within the process of learning, and therefore, assessment is used as a tool to measure the acquisition of outcomes of content knowledge and attainment of envisaged skills (Killen, 2015; Carl, 2018). Hence, the DoE (n.d.:8) asserts that the purpose of assessing learners is to determine how the individual learner grows and develops from the imparted knowledge. Therefore, assessments are tools used to establish to what extent a learner has developed an understanding of content knowledge, skills, and other competencies required by the curriculum. Therefore, when lesson objectives are planned, assessments should be included to ensure that the learning process takes into consideration that the planned activities are planned with learners' success in acquiring knowledge in mind (Dube & Ma, 2010: 44).

The DoE (n.d.) states that it is necessary to include assessment strategies to help educators make the decisions that will influence learners' progress. The DoE advocates for continuous assessments to monitor the learning progress, and this process could inform educators on how to improve their teaching methods. This means that assessments are important within the teaching and learning process as it

is not only fixated on the learner's attainment of a pass or fail designed for progression but will equally help educators continuously improve their instructional pedagogy (Killen, 2015). Ongoing assessment allows educators to employ various forms of assessment, as expressed by Dube and Ma (2010: 45) as having the benefit of ensuring the accommodation of different learning styles. To be able to employ varying assessment strategies, it is required that different learning styles should be taken into consideration. Hence, the National Curriculum Statement (NCS) asserts that the different types of assessment adopted in South African schools "is based on the thinking that the needs of learners cannot all be met in the same way" (DoE, 2011: 12).

This study argues that, firstly, learners are accepted as being different in a classroom. However, in the summative assessment, the paper that determines the learners' progress within grades and phases is not differentiated according to different learning levels or abilities, as advocated by the proponents of progressive learning theories that embrace differentiated learning. Differentiating is intended to cater for different learners within the same classroom who follow distinct developmental trajectories (Davis *et al.*, 1987; Woofolk, 2015; Killen, 2015). It is without a doubt that learners need to be tested for mastery and progression purposes to ensure that learners move on to complete school as they grow. However, the challenge is that these assessments are purposely designed to be in a linguistic form of communication where learners must show their knowledge mastery through written work (Sayed *et al.*, 2014). This study contends that an examination tool that is supposed to determine the progress of all diverse learners in a class should use multiple forms of assessment of diverse skills and competencies that are inclusive of all learners' natural abilities, including different learning styles (Sayed *et al.*, 2014). The DoE (n.d.: 11-12) declares that "all teaching, learning and assessment needs to consider and embrace all learners in its approach to assessing learners' performance". Inclusivity is a central principle of the NSC, and it is therefore critical that alternative forms of assessment must be planned according to the different needs and learning styles displayed by learners. Hence, educators need to have a deep conceptual understanding of different approaches to assessment to cater to different learners' learning needs (Bourke & Mentis, 2014). According to Bourke and Mentis (2014), "there is a need to ensure that educators have frameworks

to support their understanding of assessment to meet the diverse needs of their learners within inclusive classrooms”.

1.5.3 Theoretical Framework

Gardner’s theory of multiple intelligences underpins this study as it focuses on the diversity and progression of learners based on their unique attributes and different styles of learning unique to them. The theory of Multiple Intelligences (MI) was coined by Howard Gardner in 1983. Gardner believes that people are different and, therefore, they possess different bits of intelligence. He was troubled by the philosophy that defined intelligence narrowly, by measuring the scores, by answering questions by some form of aggregate. This is what triggered Gardner to challenge the notion that intelligence can be measured (Stanford, 2003: 81). Gardner defined intelligence as “the ability to solve problems or to create products that are valued within one or more cultural settings” (Sree-Nidhi & Tay, 2017: 204). Gardner poses that the human organism possesses Multiple Intelligences, eight to put a number to it. The eight MI are namely: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner & Hatch, 1989: 4).

Gardner found different ideas to qualify intelligence as different. According to Gardner, everyone possesses eight bits of intelligence without a doubt. However, some bits of intelligence may be stronger than others, which will determine each person’s learning style. To explain the nature of various intelligence, Gardner proposes that Linguistic Intelligence and Logical-Mathematical Intelligence are defined as “superior sensitivities”. Music Intelligence and Bodily-Kinesthetic Intelligence are defined as “abilities”. Another pair, Spatial Intelligence and Interpersonal Intelligence, are described as “capabilities”, and Intrapersonal Intelligence is described as “access to one’s feelings” (Morgan, 1992: 6). The above reference serves as evidence that each intelligence within a person is different, and some can be more dominant than others. For example, Morgan (1992: 7) states that it is Gardner’s view that intelligence has

the power to direct a person's career choice because an individual's intelligence will drive their preferences. In the same instance, learners will find a compatible intelligence that will determine or be preferred as their learning style. It is important to note that within the MI theory, it is a misconception to mention that some learners do not possess some intelligence. However, Gardner says it is true that some learners may demonstrate a lack of intelligence. Nevertheless, everyone possesses all eight bits of intelligence (Davis *et al.* 1987: 488).

1.6. Methodology

1.6.1 Interpretivist Paradigm

The problem being investigated in this study requires answers about the knowledge and experiences of educators on assessment in primary schools in the Western Cape province. Educators agreed to describe their experiences when asked questions, providing the researcher with qualitative data. To understand the meaning of the data collected, the researcher used the interpretivist paradigm. Based on these arguments, this study was placed in the interpretivism paradigm, which sought to construct knowledge about assessments based on the experiences of the educators involved. Interpretivism is a philosophical worldview which places subjectivity at the centre of knowledge construction based on the notion that there is no absolute truth to daily experiences or a phenomenon being studied. Meaning and understanding are interpreted in this paradigm as figuring out what the speaker is saying and the ability to capture the expression of the speaker's thoughts (Cohen, Manion & Morrison, 2015). The interpretivist paradigm allows the researcher to be considerate of the different participants' personalities, feelings and how they need the conversation to flow during the interview to elicit the responses to interview questions, and meaning may be reconstructed according to the participant's intentions (Creswell *et al.*, 2013).

1.6.2 Methodology Approach

Studies that use interpretivism tend to be qualitative, whose intention is to understand the phenomenon in its natural setting (Maxwell, 2013; Creswell *et al.*, 2013). Qualitative studies use qualitative approaches to study human beings in their natural settings, workplaces, classrooms, or homes. Due to the types of data needed and the methods of collection, the qualitative approach was chosen. This study was informed by several existing studies in the selection of the qualitative approach (Creswell *et al.*, 2013; Maxwell, 2013). Maxwell (2013) explains that qualitative research is a design that intends to understand the perspectives and meanings of the study's participants, a way to redirect one's view of the world to look at it from the participant's point of view. In this case, the study sought to understand the perspectives and views of two educators per school on differentiated teaching, learning, and assessments. Maxwell (2013:8) further explains that qualitative research helps create an understanding of how participants' perspectives are shaped physically, socially, and culturally.

1.6.3 Research Design

The purpose of this study was to explore the inclusive assessment practices employed by primary school educators in South Africa. The study used the explorative multiple case study design to achieve this. Creswell *et al.* (2013: 79) state that to select participants purposively is to choose participants who possess attributes or qualities of participants deliberately. In purposive sampling, participants are sources of information; in this study, the educators.

1.6.4 Site

In order to select the site for the case study, the quintile system was used to select three primary schools. South African schools are categorised according to the quintile system based on the socio-economic status of the environment in which the school is located and its history. The quintile system has been used to address inequality within the funding of schools (Van Dyk & White 2019, 1). The authors assert that "a school's quintile ranking is of paramount importance as it determines the status of the school in respect of fees and funding". The study was conducted at three primary schools.

The first school was a Quintile 1 school; the second school was a Quintile 3 (former model C school), and the third was a private primary school, a Quintile 5. All these three schools are located within the same radius and easily accessible by the researcher without incurring travel costs.

1.6.5 Sampling

1.6.5.1 Purposive Sampling

Purposive sampling is widely used in qualitative studies because it is based on the researcher's judgement about the population or unit of study. According to Creswell *et al.* (2013: 79), a purposive sampling technique allows the researcher to choose participants who possess attributes or qualities of participants deliberately. In purposive sampling, participants are sources of information. The researcher deliberately chose to interview two to three educators at each school. The choice of participants was guided by Creswell *et al.* (2013: 79), who stated that the researcher chooses participants considered to have the correct information about the phenomenon being studied. In this study, the appropriate participants were primary school educators who had the right information about what happens in the classes, school and teaching and learning to investigate the depth of strengths and challenges in differentiated teaching and learning as well as the strengths and challenges posed by administering formative and summative assessments.

1.6.6 Instruments

1.6.6.1 Semi-structured Interviews

Semi-structured Interviews (SSI) were used for this study. The researcher opted to use SSI so that both the interviewer and the participant are free and have reasonable time to converse deeper about the questions and answers. SSI is regarded as conversations that allow the interviewer to probe questions using open-ended and close-ended questions. In SSI, questions are asked to make the participant relaxed, enabling the researcher to delve into unforeseeable issues as the interviewer probes further (Adams, 2015). When using SSI, participants can give honest and well-thought answers that can assist the researcher in understanding the phenomenon being

studied (Adams, 2015:493). A section in Chapter 3 has been allocated to a detailed elaboration of the use of the SSI data collection technique.

1.6.6.2 Document Analysis

“Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge” (Bowen, 2009:27). The WP6 (2001) and the SIAS document (2014) are the policy documents that were analysed in light of the problem the study intended to investigate to ascertain how educators relate their assessment practices to the differentiated learning environment.

1.6.7 Data analysis

The data were analysed using an inductive data analysis method as proposed by Thomas (2006). This process includes the preparation of the raw data and close reading of the text to help me understand and create themes. This process led to coding and continuous revision and refinement of the themes.

1.6.8 Trustworthiness

Lincoln and Guba (1985) list four strategies that are used to ensure the trustworthiness of the research, namely: credibility, transferability, dependability, and confirmability. To be considered trustworthy, qualitative researchers must demonstrate that data analysis was performed precisely, consistently, and exhaustively by documenting, systematising, and revealing the techniques of analysis in sufficient detail to allow the reader to evaluate if the process is credible (Lincoln & Guba, 1985). The process used in data explication is precise and thorough, ensuring the study’s trustworthiness.

Among these strategies, triangulation was used to reduce the risk of biases. This study was subjected to the review of two supervisors to ensure the trustworthiness of the results.

1.6.9 Ethical considerations

Important ethical issues were considered in this study as required by the Faculty of Education Higher Degrees committee. The first requirements were obtaining ethical clearance from the Cape Peninsula University of Technology and permission to conduct research in schools from the Western Cape Education Department. Before data collection, informed consent was sought from participants and confirmed by signing the form. The right to privacy of participants was granted as required by the Protection of Personal Information Act (POPIA) (Dala & Venter, 2016). Finally, the Data Management Plan was submitted to the university system. This plan ensured that the researcher binds herself to ensure that the data is handled in a manner that will protect the privacy of participants and ensure that it is used solely for what it has been intended to do. Issues relating to data storage and how the data will be used and discarded have been addressed in the Data Management Plan.

1.7. Organisation of the dissertation

Chapter 1 presents the overview of the study in which the problem was initially identified and clearly described.

Chapter 2 is a detailed synthesis of the relevant literature from existing published studies. The chapter elucidates the Theoretical Frameworks in the study.

Chapter 3 outlines the research design and methodology adopted for this study are discussed critically in this chapter. This chapter presents the data collection and analysis techniques used in the study.

Chapter 4 is presented and interpreted within the context of the purpose of the research tools. A synthesis of the findings of the study is presented in the context of the research aims and objectives, as well as the literature and theory selected for this study. This chapter goes further to summarise the findings of the study, providing conclusions drawn from the discussion of the research. Conclusions and

recommendations are made in this chapter, as well as suggestions for further research are made, presented recommendations.

1.8. Summary

The purpose of this chapter was to introduce the research study being undertaken. This study aimed to explore the inclusive education assessment practices educators in South African Primary Schools used. After identifying and describing the problem, the chapter provided research questions, background literature, the research design and methodology. In this chapter, the researcher developed an understanding of the nature of the problem pursued and prepared how to conduct the study by providing the outline of the study. The next chapter is on literature review, a key aspect of the study.

CHAPTER 2 LITERATURE REVIEW

2.1. Introduction.

This chapter presents an in-depth synthesis of the literature relevant to the current study, including the theoretical framework selected for this research.

2.2. The demands of Inclusive Education

Inclusive Education is a vast phenomenon that needs much unpacking to be understood conceptually. There are so many definitions of IE, and each time IE is defined, a threat of misconceptualisation is posed (Makoelle, 2014; Boyle & Anderson, 2020). Arduin (2015) mentions that two different definitions of IE may be a cause of all the misconceptualisation; that is, one is perceived to be narrow because its focus is only on Special Needs education. The other definition is perceived to be broad, and its focus is on every learner who is at risk of discrimination due to marginalisation (Arduin, 2015: 110; UNESCO, 2000). The confusion around the conceptualisation opens a gap within the construct when looking at it from the angle of educators and how comprehensive their understanding might be around it. It, therefore, presents a challenge that might add to the difficulties of implementing the curriculum and the success of inclusiveness in the education system.

This study has considered literature that has attempted to define Inclusive Education. Even though there are several definitions of this construct, all have not failed to identify and present that IE is about putting the learner and their needs first. Villa and Thousand (2005: 43) state that Inclusive Education is child-centred, while DoE (2001:16) further states that Inclusive Education has a core belief that all children are beings that can learn and are all able to learn. Therefore, Inclusive Education as a discipline acknowledges that all children can learn by advocating that the core of the learning process is the belief that all learners need to be supported. IE advocates for the acceptance that all learners are different, have different needs and acquire knowledge differently. However, the inclusive education system operates along with the assumption that all learners still need to be treated equally with an understanding

that they have different human and life experiences (DoE, 2001:16). UNESCO argues that the concept of inclusion is “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.” Therefore, the education system should be adjusted to meet the different needs of all learners (UNESCO, 2005:13).

It is important to note that inclusive education’s role in education is not only about putting learners and their needs first, but it serves as a reform strategy for education whose goal is to create social integration and cohesion is achieved. In the past, learners were segregated according to their challenges in learning (Armstrong, Armstrong & Spandagou, 2011: 29). The importance of creating unity and harmony among learners is that the world will become a better place harbouring decent civilians.

Brendtro, Brokenleg, and Van Bockern (2019) mention that in the past, people had a sense of belonging because everyone was involved in each other’s lives, and anyone could ask for help when there was a need. This notion applies in Inclusive Education, social integration and cohesion and is seen as a way of promoting a sense of belonging because learners will not feel inferior to others that are academically gifted, but they will be free to ask for help and support from their peers. This provides all learners with opportunities to grow up knowing that each person is equal and everyone matters regardless of their abilities (Villa & Thousand, 2005: 6). Furthermore, Pather and Slee (2018: 5) state that inclusion in the African context can be easily described as Ubuntu. Ubuntu is an ideology that promotes a sense of belonging and acceptance of humans as they are. “Ubuntu values humanness, interdependence and dependence, deep caring, understanding of one another and supportiveness through sharing means of meeting each person’s needs within a community” (Pather & Slee, 2018: 5).

The Salamanca Statement attests that when IE is implemented in schools, it will contend against discrimination faster; the process can create peaceful communities and inclusivity in societies while achieving education for all. The above statement is the most important aspect of IE as it builds transformation in people’s lives through improving lives and societies through education. Furthermore, Inclusive Education

strengthens human rights and freedom, as it further deepens the “understanding, tolerance and friendship among all nations, racial or religious groups”. (The Constitution of South Africa, 1996:14; UNESCO, 2000:8; DoE, 2001:11; UNESCO, 2005:12; UNESCO, 1994). The WP6 supports the latter argument in that through inclusion, learners are empowered, and the process of individual growth is inevitable as an individual’s confidence in participation and involvement within learning and the process of learning is encouraged in this manner (DoE, 2001:16).

Above all else, one of Inclusive Education’s foci is equality; hence, all learners should be treated fairly and equally despite their varied educational needs (Haug, 2017: 206). Furthermore, the WP6 states that because Inclusive Education learners are different but equal, they certainly need to be empowered “by developing individual strengths and enabling them to participate critically in the process of learning” (DoE, 2001:16). Therefore, Inclusive Education is guided by the principle of a human right to education, which works hand in hand with the Human Rights Charter that acknowledges that all humans, young and old have the right to free education. Therefore, society must acknowledge that learning needs should be met to have communities whose citizens gain life skills as well as awareness of their strengths, personalities, and abilities (UNESCO, 2000:8).

The rationale behind Inclusive Education is to build societies with holistically concerned people and positive cultures, irrespective of any challenges. Everyone is different, and there is no dispute about that; however, there must be a common goal that will be able to bring humanity together without any form of discrimination. Inclusive Education is about observing and accepting people as humans in light of the existing difference. The South African Constitution asserts that good citizens need to be presented and to achieve the goal of creating good citizens, the school curriculum needs to ensure that it goes beyond “traditional academic domains” to help learners to become responsible and good citizens (The Constitution of South Africa, 1996: 8, Villa & Thousand, 2005: 43).

According to DoE (2005), Inclusive Education should consider assessing learners’ abilities in a differentiated classroom by considering the fact that learners have different learning styles, and therefore pacing of the learning process should be at the

core of teaching, learning and assessment. Assessment standards could therefore be broken into components, and therefore a lesson plan time allocation can range from a single activity up to a term's teaching or more time, depending on the needs of a learner. Therefore, flexibility in the selection of appropriate assessment standards according to the individual needs of a learner could be considered when assessing learners.

Gordon (2013: 755 & 757) defines a human right as “a universal moral norm that binds all people in all places at all times, independently of any legal recognition”. Therefore, Inclusive Education can be argued to be a human right. Everyone has the right to quality and free education to “ensure the excellence of all to ensure that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills. Everyone has a right to having their learning needs to be met through fair and impartial access to appropriate learning and life-skills programmes” (UNESCO, 2000: 8; RSA, 1996:14).

2.3. Challenges in implementing Inclusive Education

The uppermost challenge in Inclusive Education implementation is that there are many long definitions of the concept. Different policies or legislations explain the term lengthily, which might be the cause of the challenge in effectively implementing Inclusive Education in schools (DoE, 2005)

Meijer and Watkins (2016: 3) mention that one of the factors that make it difficult to come up with a single concept that will classify the inclusion terminology is the use of language. Languages are different, and inclusion might mean many things to different language speakers; therefore, this factor is the inception of the challenges arising in identifying and reaching a shared understanding of the terminology. Furthermore, the language on its own is broad as there are different languages, and other countries do not use English as a National language. Therefore, terms and concepts may not mean or necessarily refer to the same thing, which may be the reason for the misconceptualisation of the concept of Inclusive Education (Meijer & Watkins, 2016: 3). Makoelle (2014) reports on different conceptualisation views of Inclusive Education which proved that it depends on an individual's understanding and not what is

documented. In his interview with two inclusive educators, he established that their understanding of the construct differs. One practitioner stated that inclusive pedagogy means facilitating the learning process for both abled and disabled learners in the same class. Another practitioner expressed a divergent view by referring to Inclusive Education as giving special support to learners with special needs within the mainstream class (Makoelle, 2014: 126). The two practitioners mentioned by Makoelle are the epitome of how difficult it is to try and implement inclusivity while there is no clear definition.

Makoelle (2014: 1260) further defines Inclusive teaching and learning (education) as an approach designed to promote a culture of accommodating all and ensuring practice based on the use of diverse teaching strategies". The Salamanca statement states that Inclusive Education's fundamental principle is that "all children should learn together, wherever possible, regardless of any difficulties or differences they may have" (UNESCO, 2014: 7). According to the Education White paper 6 (2001), inclusion is about recognising and respecting the differences among all learners and building on the similarities, which means that the first step to implementing inclusion is to acknowledge and embrace that, learners are diverse, and therefore the education system must reach out to learners by adapting the teaching methods, approaches, forms and principles to enhance learner participation (Makoelle, 2014: 1260).

The Education White Paper 6 equally acknowledges that, because learners are diverse, it is pivotal that,

- all children and youth need supportive environments to learn effectively;
- it is important for education structures, systems, and learning methodologies to meet the needs of all learners;
- to acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV status, or other infectious diseases; and
- to maximise the participation of all learners in the culture and the curriculum of educational institutions and to uncover and minimise barriers to learning (DoE, 2001: 6).

Therefore, despite many competing definitions of Inclusive Education, there is consensus that it is a fundamental right for all children to be given access to quality

education to ensure they reach their full potential as individuals (Pather & Slee, 2018:3).

2.4. The summative methods of assessing

Taras (2005) posits that an assessment is a practice or an activity that happens throughout almost every aspect of our lives because, as Knight (2002: 275) says, “life is about learning”. In education, assessments happen daily; therefore, for different purposes, different types of assessments happen on different levels. Scholars argue that assessments imply observing the outcomes of something and assigning a value to what is observed (Huber & Skedsmo, 2016: 201). Moss (2013: 235) asserts that assessment is a process of collecting and interpreting evidence of student progress to inform reasoned judgements about what a student or a group of learners knows relative to the identified learning goals. Therefore, assessments, as stated above, are different and are given for different purposes. South African schools adopted four types of assessments, namely, (a) Baseline assessment, (b) Formative assessment, (c) Diagnostic assessment and (d) Summative assessment.

A *baseline assessment* is described as one assessment form that establishes the learner’s prior knowledge, abilities and value (DoE, n.d.: 9). *The formative assessment* establishes where the learners are in the process of learning, where they are headed as well as finding ways to teach them to get them to where they need to be (Kanjee, 2020: 3 & 4). Further, *Diagnostic assessment* is another form of formative assessment that informs the educators if any intervention is needed for the individual (learner). This assessment also helps with the identification of the strengths and weaknesses of the learners. Thus, the result of this assessment helps educators to develop supportive documents that will help with the intervention (DoE, n.d.: 9). Finally, *summative assessment* has a distinguishing factor among all the other types of assessments mentioned above. Its main purpose is to regulate the learner’s accomplishments in a specific area of learning at a particular time (Moss, 2013: 235). It is a type of assessment that is considered to capture student knowledge and therefore affect their progression of understanding (Tabonea & Weltsekb, 2019: 165).

Summative assessment is explained by Taras (2005) as the type of assessment that judges the specific basis by collating information on learner performance at a certain period in the form of examinations. Taras (2005: 468) further states that examinations are seen as a finality at the point of judgement. The intention behind the summative assessments is to document the achievements of the learners (Kashif, Rana, Majid & Zin, 2020: 24). However, Moss (2013: 236) argues that summative assessments can produce valuable information about the learners if the assessed content includes valuable achievement targets. Even though summative assessments are important, they can also be damaging to learning as they can increase learners' confidence or decrease it. It is, therefore, vital to note the importance and the impact of these assessments in the schooling years of learners, whether young or old.

2.5. The impact of summative methods of assessment on learners

According to Munzur (2014), assessments, in general, were formed not only to measure the learners' knowledge of the curriculum but to inform learners of how well they are doing in their learning. The marks the learners receive after writing an assessment serve as a motivator to keep them eager. When learners see their results, it may spark the desire to want to do better in the future (goal setting) or build up their self-esteem, which will make it easier for them to take assessments at any time they are expected to (Munzur, 2014: 73). However, the above just indicates the positive aspects of what assessments can do. In life, there is an opposite to every situation; good marks will serve as a source of motivation for the achiever. However, low marks may discourage someone who obtains them. When learners are not motivated, they may easily get distracted and grow anxious about taking assessments or develop low self-esteem, which may result in decreased effort when taking assessments (Moss, 2013: 237). The summative assessments have no way to aid the downfalls which might have been caused after taking them because "there is no follow-up on success or failure" (Overall & Sangster, 2006: 20).

As this study has highlighted earlier, summative assessments are taken at a certain time of the year, and their sole purpose is to determine if learners have done enough

or have acquired adequate knowledge to proceed to the next grade, phase, and exit stage. Therefore, it is important to highlight that these are assessments, also known as examinations (exams,) that require learners to be well-prepared. The learners must ensure they know enough to succeed in the examinations. However, the impact of this is (a) during preparing for the exams, the learners overprepare and get exhausted when they have to write an assessment. (b) They are required to study, so they spend so much time taking in a lot of information which might sometimes not be a part of the questions in the assessments or what they have studied will not be emphasised in the assessment. This often leads to the disappointment of learners or decreasing motivation for learners (Munzur, 2014: 73; William, 2017: 394). Kefallinou and Donnelly (2016:212) state that “assessment forms a bridge between teaching and learning” since assessments can either be inclusive or serve as a segregation tool.

Overall and Sangster (2006: 8) states that the purpose of these assessments is mostly to ensure that the schools can account for teaching and learning progress to the education department or other stakeholders. Summative assessments are not concerned about an individual learner but the records or data that is collected (Overall & Sangster, 2006: 7&8). Therefore, there is no feedback or follow-up for success or failure. Regarding the purposes mentioned above of the summative assessments, the researcher argues that the summative assessments are not the best in teaching and learning as they are not concerned about the learners’ attainment but rather the growth of the standard and the evidence of school improvement. Furthermore, Overall and Sangster reiterate the sentiments of Clarke (2001: 6), stating that when teaching and learning are good, the learning standards will rise on their own, whether summative assessments were taken or not. Kashif *et al.* (2020: 24) add that Summative assessments are concerned with what the learners can master at the time an assessment is given and disregard all the other information known by the learners as it applies specific information (Kashif *et al.*, 2020: 24).

When considering the diversity in South African schools, one cannot stop thinking about how inclusion will work when assessing learners. Kratochvílová (2014) states that in Inclusive Education, we consider educational outcomes to be *any changes in the quality of life of the learner achieved in lessons* and that the evaluation method

affects the quality of life of a learner in all dimensions of human existence, including their self-development, and thus the ability to direct their behaviour towards the realisation of the set objectives. Therefore, it is evident that assessments play a vital role in human existence as the learners' holistic personal development is dependent on the quality of the assessment methods used. Because assessments play such an important role in the development of the entire being of the learner, it is also important that assessment practices be redesigned in a way that teaching and learning focus on acquiring the right skills rather than on assessing the content of learning. Looney (2009: 1) says that assessments should focus on cognitive processes rather than content if much focus is placed on assessments, especially on the accountability system, which uses the assessment outcomes to weigh the success of schools and educators' teaching skills. There will be a lack of innovation and motivation in teaching and learning. This causes an injustice with regard to teaching and learning because educators, learners and parents may be limited from taking risks or going the extra mile in cultivating knowledge and skills (Looney, 2009: 1). Looney also states that it is important to establish systems that will support diversity as well as find ways that work to assess learning so that rich opportunities may be gained to strengthen knowledge.

Assessments in education have several purposes, as some assessments are meant to be acted upon immediately; as soon as the results display a lack of mastery, then planning can be developed to aid the lack thereof. Furthermore, some are meant to continue monitoring the progress of the learners, while others are for measuring achievement (Overall & Sangster, 2006: 30). However, all assessment processes need to be of good quality, and therefore the quality of assessment is measured by ensuring that assessments are valid, reliable, and fair. Hence, "Validity, reliability, and fairness are three prominent indicators for evaluating the quality of assessment processes" (Wesolowski, 2020: 29).

2.5.1 Validity

According to Stobart (2012: 233), validity is at the core of all assessments and is all about the purpose of the assessment. If the assessment's purpose is unknown, the intention of the assessment will not be met and will also be vague; therefore, the validity of an assessment would be compromised as the assessment's results would

be misleading. A valid assessment should therefore be “fit-for-purpose, or it should achieve its purpose” (Ibid: 233). Therefore, the purpose of an assessment must be clear. Validity in assessment also includes the effectiveness of interpretation and use of the results in serving the purpose of the assessment (Stobart, 2012: 233). Further, Carmines and Zeller (2011: 17) define “validity as the extent to which any measuring instrument measures what it is intended to measure”. It is evident that if the purpose of the assessment is known and clear, then the assessment might attempt to be as valid as possible. Therefore, Stobart (2012: 234) argues that there should be clarity about what is being learned and taught for the purpose to be established. According to Taylor (2013: 1), “Validity is drawing inferences and making interpretations as well as conclusions”. Drawing inferences is a practice that allows the process of declaration among unseen connections between a situation that is observed. In addition, Black and Wiliam (2012: 243) assert that “when we know an assessment result, we should know what kinds of inferences can justifiably be drawn based on the result”.

2.5.2 Reliability

According to Black and Wiliam (2012: 244), “an assessment can be made more reliable by asking more questions on a particular topic so that the score a student receives depends less on the particular selection of questions”. Black and Wiliam (2012: 248) posit that no assessment is flawlessly reliable simply because reliability draws conclusions on the interpretation of the results. Therefore, the reliability of the assessment can be undermined, seeing that there might be inconsistency in the learners’ concentration from one day to the other and yet, it is impossible to assess the learners in one day. Stobart (2012: 234) adds that reliability is a part of validity in an assessment, as unreliable results will weaken the interpretation of the results (Stobart, 2012: 234).

2.5.3 Fairness

According to Rasooli, Zandi and DeLuca (2018: 174), fairness is ensured in learning before the assessments can demonstrate that learning has taken place. Fairness is about providing opportunities to learn and accessing quality resources at the learner’s

disposal. If educators are competent and educational facilities are good, it makes it easy for learners to learn the content and prepare for the assessments (Rasooli *et al.*, 2018: 174; Gipps & Stobart, 2009: 32).

Gipps and Stobart (2009: 33) argue that to ensure fairness in the assessments, a broad approach needs to be adapted, such as “assessment tasks involving a variety of contexts; a range of modes within the assessment; a range of response format and styles”, these approaches will assist in offering different opportunities to display achievements if the learners are disadvantaged in any of the assessed contents. The National Forum on Assessment (NFA) of 1992 asserts that to ensure fairness, “(a) learners should have multiple opportunities to meet standards and should be able to meet them in different ways. (b) assessment information should be accompanied by information about access to the curriculum and about opportunities to meet the standards. (c) assessment results should be one part of a system of multiple indicators of the quality of education”.

2.6. Inclusive Assessment

Douglas, McLinden, Robertson, Travers, and Smith (2016: 102) aver that inclusive assessment’s aim “is based on celebrating diversity by identifying and valuing all learners’ individual learning progress and achievements, and therefore, embraces a wide range of assessment methods that are necessary for inclusive assessment to make sure that there is a wide coverage of areas (non-academic as well as academic subjects) assessed”. Hence, in inclusive assessments, all learners’ efforts must be looked at and taken into consideration when making final decisions. Bourke and Mentis (2014: 385) suggest that if educators are required to make important decisions from the assessments taken by diverse learners, it is important for them to know the purpose of each assessment they administer. Douglas *et al.* (2016: 100) argue that in inclusive assessment, the “*who* is assessed, *how* they are assessed and *what* is assessed” are important factors to be considered. In other words, if educators know the *who*, *how*, and *what*, the purpose of the assessment will be more apparent. It will also be easier to be more inclusive as there are other characteristics of diversity that will be considered when assessing inclusively, for example, poverty, gender, ethnicity

and all other contextual factors that form part of learners' experiences. Developing consciousness about the different types of diversity and aligning it with knowing the details of their learners' lives and circumstances in and outside of school would assist educators in understanding the outcome and progress of a particular learner's assessment better. Inclusive assessments are therefore important in education as they allow disaggregation for learners who are going through challenges or difficult circumstances that may take an assessment that is broken up into parts or take an assessment with versions of assessments (Douglas *et al.*, 2016:101-102). Douglas *et al.* (2016: 103) further state that inclusive assessment should "include all, be accessible and appropriate and assess and report on areas relevant to learners' journey of knowledge acquisition". In other words, inclusive assessments should accommodate everyone, regardless of their situations and circumstances.

Inclusive classrooms or settings are concerned with learner-centeredness; therefore, learners form part of planning in the schools (Bourke & Mentis, 2014). In inclusive settings, lesson plans are "no longer developed solely by educators", but educators include them by consulting learners through reflective conversations. When educators engage with learners through feedback on an ongoing basis, their planning will be influenced by the ideas they get from how their learners are learning. Therefore, "inclusive assessments become effective when learners are consulted and are made part of the planning, resulting in abandoning the notion of standard programmes and emphasis is put on the fact that in a real learning context, one size fits all approaches to assessing knowledge, foundational competencies and assessment of skills acquired during the learning process" (Kefallinou & Donnelly, 2016:212). Kefallinou and Donnelly further argue that inclusive assessment: reduces the need to mark some learners as different; shifts from approaches that are used for most learners with something 'additional' or 'different' for some to an approach that provides rich learning opportunities for everyone, so that they can all participate in classroom life. It is therefore important that inclusive assessments should "drive learning by engaging learners in a dialogue about the best ways of assessing them" (Kefallinou & Donnelly, 2016: 216).

2.7. Alternative Assessments for Learners with Diverse Learning Needs

It is malpractice to rely on one type of assessment to capture the learning of learners fully. Instead, this study suggests that other types of assessments should become part of determining how much the learners have learned and what they know. Using or relying on multiple assessments plays a critical role in determining the success of learning and could relieve the pressure on learners and educators to perform well in a single, high-visibility, high-stake test (Looney, 2009: 21). According to Looney (2009: 20) a test can provide an important snapshot of a learner's performance, but no single test can provide enough information to understand how instructional strategies are influencing student learning fully. Moreover, learners will perform differently on different days; different assessment tools will offer different ways to measure student capabilities and needs and may yield different results.

Therefore, within inclusive education, the assessment of learners can be seen as feedback about learners' levels of achievement in different aspects and the ongoing learning process for all participants in the educational process. Together (with active participation and collaboration), they can organise learning more sensitively for the maximum possible results while respecting the personal characteristics of the learners (Kratochvílová, 2014).

Baseline, Formative and Ipsative assessments are the forms which align with inclusive teaching and learning. These assessments consider and are sensitive to the prior knowledge of learners, as well as taking into account what the learners have not mastered by taking action as soon as the lack of mastery is detected or seen (Overall & Stanger, 2006: 25 & 30). According to Wildschut, Moodley and Aronstam (2016), educators use various procedures to monitor the progress of learners to prepare appropriate lesson plans that will cater for the different abilities of the learners. Furthermore, educators use a variety of assessment tools to assess the progress of their learners. Educators should observe the learners while they participate in activities and record their performances on checklists to monitor their progress. The types of assessments this study suggests are sharing assessment objectives which are tools of assessing for learning and assessing as learning (Clark, 2012: 208). It is therefore important to consider the holistic development of the child and to realise that

assessments affect the learner's quality of life in all dimensions, including their self-development, and thus the ability to direct their focus towards the realisation of the set objectives (Kratochvílová, 2014)

2.7.1 Baseline Assessment

Baseline Assessment was enshrined in the Education Act of 1997 and was adopted by the South African D0E in 2006. This type of assessment was initially designed for learners in the reception year of schooling, Grade 1, in some countries for learners aged 5 (Wildschut *et al.*, 2016: 1; Lindsay & Desforges, 2012: 5). Its main purpose is to furnish educators with reliable information which will act as support to them in decision-making when assessing learners' outcomes (Bailey, 2019: n.p.). Tymms and Wylde (2003) mention that Baseline assessment is now extended to the Foundation Phase, Grades 1-3, in South African schools. This assessment takes place at the beginning of the year for purposes such as (a) to establish and monitor the level at which learners are, (b) to help the educators with the planning of the curriculum, and (c) to identify learners who might be needing educational intervention as early as the beginning of the year (Tymms & Wylde, 2003). Bailey (2019) suggests that, upon planning these assessments, rigorous research needs to be undertaken to improve the assessments in the areas of validity, reliability and fairness. The purpose of understanding the learners' skills, knowledge and attitudes may manifest (Bailey, 2019). Further, Bailey (2019) states that a good, fair, valid and reliable baseline assessment should "(a) complement teacher assessment and observation, (b) provide information on what learners know and can do that may not be picked up through observation alone, and (c) help educators identify areas for improvement and additional support".

The rationale behind adopting Baseline assessments in South African primary schools assumed that learners are underperforming. Therefore, Baseline assessments were adopted to provide intervention and support to learners as early as possible (Wildschut *et al.*, 2016; Roberts-Holmes & Bradbur, 2017). There are several reasons leading to the assumption that learners are underperforming. One of the main rationales behind adopting Inclusive Education by the Department of Basic Education is to recognise, acknowledge and support learners' different socio-economic backgrounds. Learners

come from varying socio-economic backgrounds, meaning that opportunities and experiences leading to various engagements at home are significantly different. The impact on learning will be visible in the learners' prior knowledge. As some learners come to school with more limited knowledge than others, this already lays out a gap at the learners' starting point in a class (Wildschut *et al.*, 2016: 2). Using Baseline Assessments will reveal accurate information about where the learners are as well as lay bare what they know and can do, notwithstanding, whether the average of their prior knowledge is below, above or in line with the suggested curriculum. The information emerging from the baseline assessments will help the "schools to tailor their planning, teaching and learning, contributing to finding the ways to allocate resources and track learners' progress through their schooling process" (Bailey, 2019).

2.7.2 Formative Assessment

Classroom practice is formative when evidence of the achievements of the learners is drawn out, explained and used. This process informs educators to make decisions to modify their lessons or change their pedagogical strategies so that learners may be scaffolded to form better conceptual understanding. This process is important because it allows change and conceptual growth within learners without any pressure to underperform. It also offers opportunities to motivate learners to make different decisions from the ones they would have made if scaffolding had not taken place (Black & Wiliam, 2009: 7). Pinger *et al.* (2018) affirm that formative assessments are surrounded by positive results following assessment interventions and achievements. Moreover, the positive effects also generate motivation in learners' process of learning. Therefore, formative assessment is the form of assessment which is used for purposes of development (Pinger *et al.*, 2018).

Clinchot *et al.* (2017: 70) mention that there is a cycle of core teacher practices in formative assessment, which is "(a) eliciting learners' ideas, (b) noticing the substance of learners' thinking, (c) interpreting to make sense of learners' ideas, and (d) acting to guide and support student learning". This simply means that in formative assessment, it is important to establish where the learners are in their learning

process, where they are going (outcomes of the learning experience), and what needs to be done to get them there (Black & William, 2009: 5). According to Kefallinou and Donnelly (2016:212), formative assessment is the one assessment that promises to “include all learners in the assessment process and provide high-quality information”. This assessment form is thus referred to as an assessment for learning. Therefore, formative assessment sets up involvement, active learning and collaboration, which contributes positively to learner success and achievement of learning outcomes.

2.7.3 Importance of Formative Assessment in Inclusive Education.

Pinger *et al.* (2018: 160) assert that “formative assessment is known to be a promising teaching practice in which information on learners’ understanding is used employing feedback to promote teaching and learning processes”. In addition, Clinchot *et al.* (2017: 70) state that when formative assessment is used, educators undergo a process that assists them in identifying strengths and weaknesses in their learners’ understanding of content knowledge, focuses learners’ attention on relevant information and ideas, and provides scaffolds that guide and support student progress”. The above definitions or reasoning refer to formative assessment as a tool that recognises how learners learn and respond to their learning process and enhances learning. Formative assessment can also be referred to as interaction because the interaction is activated through hearing feedback and internalising information to form new knowledge and understanding (Black & William, 2009: 9). Furthermore, Black and William state that formative interaction “involves looking at three aspects, the external, the internal and learners’ interactions. The teacher administers a task to the learner, perhaps in the form of a question, the learner responds to this, and the teacher then composes a further intervention, in the light of that response” (Black & William, 2009: 9). “It is therefore important in education to note that educators cannot simply transmit knowledge to learners, but learners must be given opportunities to actively construct knowledge in their minds and among each other’s lived experiences” (Bada, 2015: 66).

This study advocates for formative assessment because if Inclusive Education was enacted in the classroom environment, educators might embrace the fact that learners are different and develop at different levels; therefore, formative practice

acknowledges the practice of construction of knowledge. Formative assessment is an assessment for learning as it allows learner empowerment. It plays an essential role in influencing learners' conceptual understanding, attitudes, values, motivation, and effort, especially among underperforming learners (Overall & Sangster, 2006: 69; Clinchot *et al.*, 2017: 70; Hughes, 2014: 131). Formative Assessment aligns with the purpose and nature of Inclusive Education because it views learning as an ongoing process which creates multiple cycles within teaching and learning. Furthermore, Kefallinou and Donnelly (2016:213) state that Formative Assessment is more favourable in inclusive settings because it is integral to the adequate teaching and learning process. It occurs in a classroom culture that encourages risk-taking and learning from mistakes. It provides effective feedback with careful use of questioning as it includes self- and peer-assessment strategies. Therefore, these elements of Formative Assessment set it apart as being learner-centred, where learners are involved and are given fair opportunities to "influence their assessment and the development, implementation and evaluation of their learning targets" (Kefallinou & Donnelly, 2016:213).

2.7.4 Ipsative Assessment.

According to the constructivism theory, as stated by Bada (2015), "Learners confront their understanding considering what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experiences. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge into a new schema in the brain" (Bada, 2015:67). This study aligns with the fact that learners construct their knowledge and that the learners construct knowledge best when linking it to their prior knowledge (what they already know regarding the topic taught). Ipsative assessment is an assessment that encourages one to look within themselves and compete with themselves. This is truly one of the strongest points in developmental growth, which teaches one to compete with oneself only to get better. In education, people must be encouraged to think out of the box, resulting in creative thinking being developed in the schooling process.

This study adopts Ipsative assessment as a step towards grooming independent thinking beings because it allows dialogue between the teacher and a learner (Hughes, 2014). In the process of the dialogue, the learner develops intellectually through engaging. Hughes (2014) points out the strengths of Ipsative assessment with regards to engaging (discourse), as giving feedback to learners helps them to be aware, recognise their starting point, and be mindful of their progress in understanding, and it includes the discussion of their goals on the next step. According to Hughes (2014: 131) “feedback to learners amount to the three dimensions of the assessor’s response, which are noted as the strengths of Ipsative assessment (a) “*feed up*, which allows learners to answer questions about goals; *feedback*, which lets learners respond based on their current level of knowledge; and *feed forward*, which provides learners with the ability to answer questions about where they need to or wish to go next”. Seery *et al.* (2018: 705) state that Ipsative assessment feedback is an instrument that qualifies the development over time in response to a target or goal”.

2.7.5 Strengths of Ipsative assessments

Seery *et al.* (2018) state that Ipsative assessment is concerned with human intelligence. In the education setting, Ipsative assessment serves as an approach to measure the learner’s individual development or growth. Unlike summative assessment, this type of assessment is not concerned with a group of learners, the performance of the schools or putting pressure on learners to compete with each other; it positively influences each learner to compete with themselves. In other words, Ipsative assessment influences learners to compete with their better selves to become the best. “This concept of reference to the self makes the learners progress explicitly” (Seery *et al.*, 2018: 705). Formative and Ipsative assessment benefits are interlinked in that they are both feeding to the teacher and the learner. *For the learner*: the response the learner receives from the Ipsative assessment approach provides feedback which serves as motivation with regards to the progress they are noticing from their previous results or knowledge. This clearly shows that there would have been growth from what they previously acquired. *For the educators*: the advantage is that the learners’ performance allows the educators to interpret it and structure their lessons with defined projections for individual learners (Seery *et al.*, 2018: 705). Finally, Ipsative assessment enhances learners’ logical and conceptual growth as it

provides feedback, feedforward and feed-up as learners go through the processes of learning.

2.8 Policy on Screening, Identification, Assessment and Support (SIAS) Framework background

“The Screening, Identification, Assessment and Support (SIAS) policy document was put in place to improve access to quality education for vulnerable learners and those who experience barriers to learning. These include learners in ordinary and special schools who are failing to learn due to barriers of any nature (family disruption, language issues, poverty, learning difficulties, disabilities, etc.) and children of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability or other barriers” (DBE, 2014: 10).

This document’s background aims to look at this policy document in order to see if the above is accessible; if all the planning in the document has been implemented; whether it has been effective, and what has been done to ensure that this document works successfully and if it supports diversity in assessments for all. To evaluate the above, I will look at the following: Firstly, I will focus on the screening process, which is stated as a tool that helps identify learners who are at risk in the policy. Secondly, the SIAS policy states that teachers need to be trained for this policy to be a success in schools. I will also look at the efforts made by the Department of Education to ensure that teachers get training and that the training processes continue to include new teachers. Lastly, the SIAS policy has programs of specialised support, which is curriculum differentiation to help reach every learner.

2.8.1 The screening processes

The screening process requires teachers to gather information through screening and assessing learners with the aim of “identifying learners at risk, learning breakdown” (DBE, 2014: 16). The screening processes allow teachers to acquire information that will make it possible to look at the child as a whole including their contextual

background and/or all the factors that might affect or have an impact in a child's learning abilities (DBE, 2014: 10).

The SIAS policy looks at a learner's development by tracking and identifying what might become a hindrance in their learning and development. This is done by using the screening tools known as Support Needs Assessment (SNA) forms and these forms are able to help identify barriers that might exist. However, Raines *et al.* (2012: 283) say these processes have their own challenges. They state that, although they might be able to identify the barriers and/or the cause, they have been inconsistent and have had an impact on the incorrect placement of learners in the past. The reason for that is the incapability of the screening tools to measure the severity of the barrier or a diagnosis. For instance, the screening and assessments may discover that a learner is autistic but fail to discover that a learner is not only autistic but also profoundly mentally disabled or that a learner is not only speech impaired but has a traumatic brain injury.

Inclusive Education South Africa (2018) explains that the SNA forms are designed to identify barriers and provide the necessary intervention but not necessarily to measure the severity or the intensity of the barrier. This makes it difficult for the serving committee to assist learners fully and/or place them in the correct schools because the SNA forms cannot precisely establish the intensity of the barrier. Another factor is that these tools are not replacements for any of the four assessments considered in the schooling system, so this means that whether a learner passes or fails the screening process, they are not excluded from taking summative assessments.

2.8.2 Teacher training

Inclusive Education South Africa (2019) states that teacher training is needed in order for the SIAS policy to work effectively and reach its goals of improving access to quality education and benefitting all the learners experiencing barriers to learning in schools. It is said that “teachers will need to be familiar with the policy and be able to implement the process. This will require regular training and support beyond the initial orientation” (Inclusive Education South Africa, 2019). DBE (2014: 34) SIAS states that it is important that the teachers have a conceptual understanding of Inclusive Education

(IE) and what is expected of them when it comes to implementing the SIAS policy. This means that teachers need the training to gain competency and knowledge of the SIAS in order to implement it well. Teacher training is vital as teachers are working with learners daily and have to apply the SIAS process, “the teacher must assume the role of case manager to drive the support process” (DBE, 2014: 34).

I am a qualified teacher with seven years of teaching experience. However, I only received SIAS training when I assumed the School Based Support Team (SBST) co-ordinator role. This makes me think that IE with regard to SIAS might not be fully implemented due to minimal knowledge. Hess (2020: 57) has had an opportunity to conduct interviews with teachers, and her findings show that the teachers are unaware of the SIAS document. This is a clear indication that most teachers do not really receive training on the SIAS Policy Document. Hess' research findings prove this as she stated, "It is evident that most teachers at school A have not received training regarding the SIAS policy. Their knowledge of the policy only extends to completing the SNA1 and the learner's profile" (Hess, 2020: 57).

2.8.3 Curriculum differentiation

One of the specialised supports stipulated in the program is curriculum differentiation which includes adjustments and accommodations in assessment (DBE, 2014:18). This program is meant to support all learners according to their abilities, and this strategy is to ensure inclusivity for all learners. Toombs and Tierney (1993: 175) define policy to act as an instrument to bring about change. The differentiated curriculum acknowledges that learners are different and do not learn the same way, which also means that they cannot be assessed in the same way. The SIAS policy states that adjustments must be made to accommodate different learners and learning styles. Therefore, the curriculum has been differentiated to accommodate a variety of abilities.

In this case, I will refer to a variety of abilities as the Multiple Intelligences (MI) from Howard Gardner's theory. Gardner (1993: 6) says that he decided to call abilities intelligence because, according to him, “intelligence enables the individual to resolve genuine problems and difficulties” (Gardner, 1993: 60). The MI might be embedded

in the curriculum, but the reality is that the assessments are adjusted to cater for all the MI. Although, all the MI are not weighed equally in the assessments.

The intelligences which weigh the most in the assessments are visual-spatial (the ability to accurately view the finer details and visualise content), linguistic (the ability to use words – orally or written), and logical-mathematical (the ability to use or understand numbers). I share the same sentiments as Armstrong (2017) as he says, “In my years of teaching, I have witnessed papers accommodate bodily-kinesthetic (physical skills), musical (composer, rhythm, melody) and accommodated very little to nothing of interpersonal (the ability to distinguish different moods, such as: reading facial expressions, feelings of other people), intrapersonal (relying on self-knowledge, ability to adapt from that knowledge and being aware of the one’s space) and naturalistic intelligences (the ability to recognise and classify different species –flora and fauna- environment)” (Armstrong, 2017: 2-3). Although these are included in assessments, the weighting is not so much that whoever relies on these intelligences would benefit and be considered smart.

The SIAS policy needs a better-specialised support strategy to include all learners in their uniqueness fully. Armstrong (2017) mentions Gardner’s sentiments about the importance of recognising different human intelligences as he says, “It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world” (Armstrong, 2017:1). Considering the different MI in assessments would motivate all the learners, and they will know that they are all smart. This act would correct the old style of looking at assessments as a threat that would portray some as dumb because one could not perform in a paper that limits them (Emmiyati *et al.*, 2014: 103).

In conclusion, for the SIAS policy to work effectively, it needs to be able to identify problems and find effective ways to solve them holistically. Some problem solutions are within the SIAS document; the only measure lacking is the implementation and/or lack of proper training. Therefore, it is recommended that all the regulating documents

in the education system correlate with all those of the other departments so that there are no contradictions in implementation. Furthermore, it has been proven that some teachers are not aware of the SIAS document; it is therefore recommended that the Department of Basic Education (DBE) work with the Department of Higher Education (DHE) to imbed the SIAS policy document in the teacher training colleges and university curriculum from the first year of training so that the teachers get to know it well since it is an important document.

2.9. Theoretical Framework

Gardner's theory of multiple intelligences underpins this study as it focuses on the diversity and progression of learners based on their unique attributes. The theory of Multiple Intelligences (MI) is a theory coined by Howard Gardner in 1983. Gardner believed that people are different and therefore possess different bits of intelligence. He was troubled by the philosophy that defined intelligence narrowly, by measuring the scores, by answering questions by some form of aggregate. This is what triggered Gardner to challenge the notion that intelligence can be measured (Stanford, 2003: 81). Gardner defined intelligence as "the ability to solve problems or to create products that are valued within one or more cultural settings" (Sree-Nidhi & Tay, 2017: 204). Gardner posits that the human organism possesses Multiple Intelligences, eight to put a number to it. The eight Multiple Intelligences are namely: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner & Hatch, 1989: 4).

Gardner found different ideas to qualify intelligence as being different from other theories. According to Gardner's theory of Multiple Intelligence (MI), everyone possesses eight bits of intelligence without a doubt. However, some bits of intelligence may be stronger than others, which will determine each person's learning style. To explain the nature of various intelligence, Gardner asserts that "Linguistic Intelligence, Logical-Mathematical intelligence is defined as superior sensitivities. Music Intelligence and Bodily-Kinesthetic Intelligence are defined as abilities. Another pair, Spatial Intelligence and Interpersonal Intelligence, are described as 'capabilities', and

Intrapersonal Intelligence is described as ‘access to one's feelings’ (Morgan, 1992: 6). The above quote serves as evidence that each intelligence within a person is different, and some can be more dominant than others. For example, Morgan (1992: 7) states that it is Gardner's view that intelligence has the power to direct a person's career choice because an individual's intelligence will drive their preferences. In the same instance, learners will find a compatible intelligence that will determine or be preferred as their learning style. It is important to note that within the MI theory, it is a misconception to mention that some learners do not possess a certain intelligence. However, Gardner says it is true that some learners may demonstrate a lack of intelligence. Nevertheless, everyone possesses all eight bits of intelligence (Davis *et al.*, 1987: 488).

Takahashi (2013: 607) states that “the eight bits of intelligence are classified based on 1) potential independence with neuropsychology; 2) the existence of a ‘genius’ in each intelligence; 3) a specific application 4) differences in developmental processes between people with high and low abilities in each intelligence; 5) scientific validity related to evolution; 6) agreement with psychophysical findings; 7) agreement with psychometric findings, and 8) an encoding system”. The above assertion clarifies that within a person, there are forms of intelligence which help an individual to become or assist them to be moulded into becoming who they are meant to become.

2.10. Summary

This chapter covered a conceptual framework where key concepts have been discussed using an in-depth synthesis of literature from scholars ranging from the field of assessment and evaluation in educational practice. Furthermore, Gardner's theory of Multiple Intelligences has been discussed as the lens through which the researcher will solicit data to answer the study's research questions. This theory will be used in Chapter 4 to explicate data collected for this empirical research, and together with the literature reviewed in this chapter, it will be used to discuss the findings of the study.

Finally, the following chapter will unpack how the researcher collected the data and the research methods and design selected for this study.

CHAPTER 3 METHODOLOGY

3.1. Introduction

This chapter presents in-depth research methods used for data collection and analysis that attempts to address the research problem statement by answering the following key research questions: How do the assessment practices used by Western Cape primary school educators affect the support and scholastic progress of learners who present with diverse educational needs? What are the challenges experienced by educators when it comes to using inclusive education assessment methods? The various stages of research, including the selection of participants, data collection processes as well as the processing of data analysis that were dealt with, will be described in this chapter. The chapter also discusses the role of the researcher in qualitative research concerning reflexivity. Finally, the chapter ends with a discussion of trustworthiness in qualitative research and discusses how these two requirements were met in the current study.

3.2. Interpretivist Paradigm

This study utilised an interpretivist paradigm. An interpretivist paradigm is a paradigm that acknowledges understanding as a process that allows the construction of knowledge. Meaning and understanding are interpreted in this paradigm as figuring out what the speaker is saying and the ability to capture the expression of the speaker's thoughts (Cohen, Manion & Morrison, 2015). The interpretivist paradigm allows the researcher to be considerate of the different participants' personalities and feelings and how they need the conversation to flow during the interview to elicit the responses to interview questions, and meaning may be reconstructed according to the participant's intentions (Creswell *et al.*, 2013).

An interpretivist paradigm is best used when one (the researcher) is situated in the setting they want to explore because one has their views about the setting, surrounding or background. Therefore, it becomes necessary for a researcher to want to look for more complex views rather than just relying on the narrow view they had before conducting research (Creswell, 1994:9). Hence, the researcher utilised this

paradigm to explore the understanding and perceptions of the participants' points of view. The researcher wished to understand the 'how' of the participants so that the way they view the world is clearly understood.

The interpretivist approach values social constructivism that each truth is shaped by social concerns and social experiences (Gemma, 2018: 44). Rowlands (2005: 81) states that interpretive researchers believe that "knowledge is gained, or at least filtered, through social constructions such as language, consciousness, and shared meanings". Consequently, it is apparent that the interpretivist paradigm is the objective approach to take as it is concerned about what the participants offer in the study, and the knowledge and truth of their world shape the truth of the findings in this study. In this case, the researcher wanted to gain the participants' knowledge and truth regarding the effect of assessment practices done by primary school educators for support and scholastic progress of learners who present with diverse educational needs as well as the challenges experienced by educators when they use inclusive education assessment methods if there are any to point out.

3.3. Research Approach

This study utilised a qualitative research approach. Creswell (2007: 35) quotes the clear definition of qualitative research by Denzin and Lincoln (2005: 3), where they state that

"Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them".

Kelley (1999) asserts that qualitative research is when words are used to measure any information gathered. Furthermore, Maxwell (2013) explains that qualitative research

is a design that intends to understand the perspectives and meanings of the study's participants, a way to redirect one's view of the world to look at it from the participant's point of view.

In this case, the study sought to understand the perspectives and views of six educators from three schools purposively sampled in the Western Cape Department of Education. Maxwell (2013:8) further explains that qualitative research helps create an understanding of how participants' perspectives are shaped physically, socially, and culturally. The teacher's role in the study was to have them paint a picture of how inclusivity is implemented in the assessment of the learners in the differentiated learning environment.

3.4. Research Design

This study aims to explore the inclusive assessment practices employed by primary school educators in the selected Western Cape schools. This study has used a collective case study design to achieve this aim. A case study was chosen to show different perspectives on the abovementioned issue. The researcher opted for a case study to give the researcher a clear picture of the assessment practices done by educators at the three schools. The purpose of this is to ensure that generalisation is eliminated but instead get views from different sites (in this case, sites are schools distinguished by quintiles); hence three different quintiles were chosen.

Creswell (2007: 74) states that a case study, also recognised as a '*multiple case study*', is a study that uses a "logic of replication" where the researcher reproduces the plan of action in each case. Also, this study sought to ensure that the study is well explored and does not explore the case through one lens but through multiple lenses to allow a revelation of many sides within the phenomenon. The study used the same interview instruments to interview participants in different settings, sites or contexts. This was to ensure that whichever data came out of the interviews would be true in terms of context, culture, social experiences, etc. Therefore, this study adopted purposive sampling.

3.5. Site

The study was conducted at three primary schools, one of which is a Quintile 1 school, another primary school is a Quintile 3 (former model C school), and the last primary school is a private school which is a Quintile 5 school. All three schools are situated within the same radius as the researcher for accessibility and saving travelling costs. Schools in South Africa are categorised according to the quintile system based on the socio-economic status of the environment where the school is situated as well as the history of how the school came into being. The quintile system was introduced as a strategy to aid the inequality within the funding of schools (Van Dyk & White 2019, 1). Using different sites as categorised in this study aimed to check how educators at different types of schools could incorporate inclusive assessment strategies for better learning and progression of learners with different learning needs.

Longueira (2016: 1) asserts that the quintile system is the funding system that aims at directing "more funding to those learners in need of financial support than more affluent learners." Quintiles 1 & 2 schools are regarded as poor schools and are specified no-fee schools; Quintiles 3 & 4 are schools ranked as middle schools from middle communities according to the "employment rate and literacy rate" of the community. Quintile 5 schools are schools situated in wealthy communities. (Van Dyk & White 2019). According to Van Dyk & White (2019: 3), schools in the Western Cape are divided into the different quintiles as follows: Quintile 1 = 8.6%, Quintile 2 = 13.3%, Quintile 3 = 18.4%, Quintile 4 = 28% and Quintile 5 = 31.7%.

There were two participants from a Quintile 1 school, three from a Quintile 3 school and two from a Quintile 5 school. The limitations in finding the same number of participants from each school were the availability of the educators due to other commitments, and other participants were reluctant to meet, seeing that it was still during the pandemic (COVID-19) and they could not meet virtually due to lack of competence on the 4IR or technology.

3.6. Sampling: Purposive Sampling

This study adopted purposive sampling. Creswell *et al.* (2013: 79) state that in purposive sampling, participants are selected due to the attributes and qualities they possess. In purposive sampling, participants are sources of information. According to Etikan, Musa and Alkassim (2016:2), the process of choosing participants purposely involves identifying and selecting participants who are well-informed about the case being explored. It is vital to choose well-informed individuals when collecting data, as they should be able to communicate their opinions about their experiences with pride, articulation and expressive tone (Etikan *et al.*, 2016:2)

The researcher has deliberately chosen to interview two teachers at a Quintile 1 school, three teachers at Quintile 3 school and two educators at a Quintile 5 school. The criteria used when choosing the participants were knowledge, experience, availability, and willingness to participate. These participants had to be qualified to teach in the Foundation Phase and have experience of at least three years of teaching in the Foundation Phase. Selecting more than one teacher per school qualified the researcher to use 'logic of replication' and draw inferences on certain issues as there was more than one participant. Well-informed participants' knowledge and experience would provide the study with a great deal of information. The participants in this study are educators who work in classrooms every day. It was, therefore, crucial for the researcher to select a pack which would be able to lead the study in exploring inclusive teaching and learning in diverse classes, to investigate the depth of strengths and challenges in differentiated teaching and learning as well as the strengths and challenges posed by administering inclusive assessments in diverse settings.

Table 1: Composition of the sample of the study with details of the participants

School	Quintile number	Participant	Highest Qualification	Teaching experience in years
School 1	1	T1	Diploma, ACE	27
School 1	1	T2	Diploma & BA	32
School 2	3	T3	B. Ed.	8
School 2	3	T4	B. Ed. honours	6
School 2	3	T5	B.Ed.; ACE	11
School 3	5	T6	B. Ed honours	9
School 3	5	T7	B. A; H. DE, B. Ed Honours	12

3.7. Instruments (Methods)

3.7.1. Semi-structured Interviews

Semi-structured Interviews (SSI) were used in this study. The researcher opted to use SSI so that both the interviewer and the participant are free and have reasonable time to probe deeper into the questions and answers. In addition, since SSI allows the researcher to “reflect and act upon the nature of the exchange between the researcher and the participant, you may prompt the participant, rephrase questions, and make changes according to the interview situation” (Galletta & Cross, 2013: 75). SSI is regarded as conversations that allow the interviewer to probe questions by using open-ended communication that is reflective where the researcher would need a participant to elaborate or clarify further. This creates a communicative space where the

researcher and participant can mutually discuss ideas and issues that are contrasting or have alternative explanations and those with various versions. “This is crucial, as your understanding of the participant’s response may be inaccurate. Engaging for clarification ensures, as much as possible, accuracy in interpretation” (Galletta & Cross, 2013:77 & 78).

Adams (2015) further states that in SSI, questions allow the participant to be relaxed, and SSI can delve into unforeseeable issues as the interviewer probes further. SSI allows participants to give open and well-thought answers and not just yes or no answers (Adams, 2015:493). When conducting an SSI, there are opportunities to gain a deeper understanding of the case being explored by keeping in mind where you are and where you are headed (Galletta & Cross, 2013: 76). Galletta and Cross continue to state that SSI plays an important role in the development of themes (thematic patterns), which are then investigated and labelled as codes which lead to evidence and findings of the study.

The SSI with pre-formulated and suggested probing questions were used to collect data. The following methods were used while collecting data: face-to-face interviews and computer-assisted interviews. Each interview lasted an hour per participant, a recommendation by Adams (2015: 493) that “one hour is considered a reasonable maximum length for SSIs to minimize fatigue for both interviewer and respondent”. Thematic patterns and coding were used to analyse data.

3.7.2. Document Analysis

Document analysis in this study was used to analyse what policy documents stipulate compared to data collected through interviews. According to Colebatch (2009: 1), “a policy is an idea that we use in both the analysis and the practice of the way we are governed”. Therefore, schools, principals, educators, procedures, didactics, assessments, etc., are governed by policies, which means some of the answers will be provided by policies. Furthermore, within these policy documents, principles guide the participants on how to handle processes.

Document analysis is a real-life experience as documents drive institutions and organisations, and it is necessary for the “social settings where lives are represented, lived and told” (Coffey, 2014: 3). Coffey (2014: 6) states that it is impossible to read or produce documents in isolation from other documents. Thus, the researcher opted to look at both Inclusive Education policy documents. The researcher analysed these two documents focusing on their function (use), where the researcher looked at what was intended when the document was produced as well as the message received by the audience of the documents. The researcher also looked at the intertextuality of the three documents, where documents can be analysed in terms of their relation, “tracing the dimensions of similarity, comparison, contrast and difference” (Coffey, 2014: 9).

3.8. Data analysis

Phenomenological thematic data analysis is an important process in any research study that has to be undertaken to understand the problem from the participants' perspectives. In this study, phenomenological analysis was used for the qualitative data collected through SSI. The phenomenological analysis process led to coding the data in continuous revision and clarifying the themes. Coding is a way of sorting data. In data analysis, it is important to ensure that every word uttered by the participant is transcribed so that the participants' reluctance and stumbles are noted to enrich the representation of the findings. The transcripts would then be edited to ensure readability (Roulston, 2013: 299).

Interviews with two participants were conducted in IsiXhosa, and the transcriptions were made in IsiXhosa and not interpreted so that the representation of data is authentic and there would not be misinterpretations. “The concern is how to convey the original meanings of the cultural and contextual nuances of the interviewee's important accounts” (Roulston, 2013: 301). Roulston also states that “some research reports include interview excerpts in the language of delivery with translations, others do not”.

On the other hand, policy documents have been used to cross-check whether the assessment strategies stated in the interviews accommodate differentiated learning in the classroom with learners with diverse learning needs.

3.9. Trustworthiness

Lincon and Guba (1985) list four strategies that are used to ensure the trustworthiness of the research, namely: credibility (*in preference to validity*), which is explained as the quality of being trusted and being believable, transferability (*in preference to external validity/generalisability*) which refers to the degree to which the results of a qualitative study can be transferred to other settings, dependability (*in preference to reliability*), referring to the quality of how one can trust the findings of the study and confirmability which relates to the degree of which the other researchers could confirm the findings of the study (*in preference to objectivity*). Credibility goes hand in hand with dependability (Shenton, 2004: 71).

The *credibility* of this study was ensured by purposively sampling the participant, the researcher selected the schools via quintiles and different institutions to try and get corroborating views from participants in different settings, and a different of participants were selected to participate in the study. Furthermore, interviewing participants who are professionals in the field the study is investigating was another form of ensuring credibility. Also, the participants were given opportunities to reflect on their answers and rephrase their views after the interviews, and the transcripts were provided to the participants so that they read and confirm all they said. Lastly, credibility was confirmed in the form of triangulation, where document analysis was used to verify some of the views of the participants as well as to understand the background and reason for the challenges in implementing inclusive assessments.

Transferability is important in the study since qualitative research is done within a small environment; transferability helps ensure that “the findings of the study can be applied to other situations” (Shenton, 2004: 69). It is difficult to draw conclusions or generalisations when dealing with findings gathered from a small number of people or institutions. Thus, the researcher opted to collect data from different areas (environments, contexts, cultures) and quintiles (socio-economic backgrounds) to get broader and unique yet corroborating perceptions.

Shenton (2004:72) states that confirmability understands that the collected data may be tracked to ensure that the findings are the participants' experiences and not the researcher's preferences. Therefore, the data collected in this study is available for an audit trail to ensure *confirmability*. In addition, this study was subjected to a review by a supervisor to ensure the trustworthiness of the results.

3.10. Ethical considerations

Ethical considerations refer to processes and procedures to ensure that research is done according to stipulated procedures, which ensure that the rights of participants are considered during the research process until the data is analysed and the findings of the study are published. The anonymity of participants is one of the key issues that the researcher needs to be considered throughout the research process. The Cape Peninsula University of Technology granted ethical clearance, and the Western Cape Education Department granted permission for the study to be conducted at schools. The educators were given informed consent forms, which granted the researcher permission to use them as participants in the study. The researcher informed the participants that they have a right to privacy as informed by the POPI Act (Dala & Venter, 2016) and to ensure confidentiality, pseudonyms were given to participants instead of using their real names and fictitious names were given to schools. Participants were informed of their right to withdraw from the study should they desire to do so. The participants were constantly reminded that there would be no harm to them from engaging in the study. Recordings were deleted after the transcription of data was done. Sophisticated data systems like fig tree were used to store data to conform to the requirements of POPIA.

3.11 Summary

This chapter presented the research design and methodology to be utilised in the study. A qualitative approach was selected due to the nature of the problem being researched. The phenomenological design in which the suggested data collection method was the interview with a purposive sample of educators. The chapter accounted for the ethical considerations and trustworthiness of the study in terms of

credibility and transferability. This described the data analysis methods used and how findings were to be presented in Chapter 4, the next chapter.

CHAPTER 4 DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Introduction.

In the previous chapter, the research design and methodology leading to the collection and analysis of data for this study were presented. The purpose of this chapter is to present and interpret the findings from the qualitative data collected by presenting and making meaning of the experiences and views of the participants on the topical points of the study. The data was collected from the participants to answer the main and sub-questions. The main question of the study was: *What inclusive education assessment practices are used by primary school educators in the Western Cape?* The two sub-questions are:

- How do the assessment practices used by primary school educators impact the support and scholastic progress of learners who present with diverse educational needs?
- What are the challenges experienced by educators when it comes to using inclusive education assessment methods?

The chapter is structured into two major sections, namely, the presentation and interpretation of findings and conclusions and recommendations of the study. The presentation starts with categories, themes and findings. In some instances, sub-themes are given.

4.2. Presentation and interpretation of findings

4.2.1 Category A1: Data collected from semi-structured interviews.

Theme 1: Frequency of Assessments and its impact on teaching and learning in classrooms

This theme addresses how the frequency of assessments affects the successful learning of content.

T1: *“I think there is an over-assessing element within our South African system”. However, feel that “assessments are definitely important, and you need to see the child, you need to know what ability, or their abilities are. So, you need to assess.”*

T2: *“I think assessment as a whole in education is important and valuable... but it’s a lot to expect learners to get through.”*

T3: *“I feel that assessments are important but not all of them, I also feel like I need more time to teach.”*

T4: *“assessments are important, especially Baseline and Formative. Formative feeds me with what learners know. Other assessments take up too much of my teaching time.”*

T5: *“for me. I would say assessments help me to set a pace and help me learn my learner’s strengths and weaknesses, I think. But we must do less of them.”*

T6: *“assessment is important, we need to change how we look at assessments.”*

T7: *“my line of work focuses on one type of assessment; I would say diagnostic assessments are important.”*

Findings and Discussion of findings

The educators who participated in this study were required to reflect on their understanding of the importance of assessments, the various assessments and their impact on teaching and learning. The finding is that various assessments are employed for different purposes in the Western Cape schools; also, the educators accept that some assessments are important in many ways within teaching and learning, and some negatively impact learners.

The researcher identified that the participants confidently believe that some assessments present opportunities to identify their learners’ strengths and weaknesses. Identifying the strength and weaknesses of learners is a positive in teaching and learning as the Multiple Intelligences theory states that understanding learners in-depth is vital for all teaching to be aligned to learners and their different

abilities. This will benefit the learners' development (Takahashi, 2013: 607). However, the educators are concerned that not all assessments used in South African schools present the same opportunities.

Some educators' concerns are based on the frequency of assessments expected to be conducted within a given period of time, leading to teaching learners for assessments rather than assessing learners' acquired knowledge). Too many assessments have been highlighted as hampering the amount of content to be taught and subsequent learning of the required content knowledge and skills. The educators felt that the muchness of the assessments takes time away from teaching and learning and takes a toll on learners. Narayanan (2011: 2) states that assessments are necessary as they contribute to finding out knowledge gained and successes; however, assessments should not be the centre of attention where educators feel like they are negatively impacting teaching time.

The educators have also indicated that it is too much for the learners to be expected to write assessments months after learning certain content. The assessments written long after everything has been learnt are 'summative'. It has emerged from some of the educators' views that summative assessment often results in some of their strong learners' marks being below the average of the learners' abilities.

This finding has highlighted in the literature review that summative assessment puts learners under a lot of pressure. The pressure of preparing, which in most cases results in exhaustion, might cause learners to produce marks below their usual working ability. Overall and Sangster (2006: 8) state that the main purpose of summative assessments is mostly to ensure that the schools can account for the progress of teaching and learning to the education department or other stakeholders and have no concern about individual learners' abilities.

Implication

The frequency of assessments seen in this study as conforming to the required number of assessments affects the quality of learning and teaching rather than incorporating various assessment strategies to equip learners to learn in their preferred learning styles and considering their skills and abilities inherent to them

could exclude some learners that are perceived as slow learners or non-achievers by the system. This defeats the aim of the differentiated learning styles in the classroom with learners from diverse backgrounds with diverse skills and abilities. Furthermore, the use of summative assessments, which is displayed from the data, is seen as being placed as important in the schooling system as it has the deciding power of who succeeds and does not consider the adverse effect on learner performance as it has no way of correcting the mistakes and errors the learners made. This is therefore considered a systemic flaw to expect that all learners can learn at their own pace or through the use of learning strategies, as some learners learn visually, auditory and numerically.

Theme 2: Educators' views on the use of various assessment strategies to enhance learning opportunities for all learners in differentiated classroom environments

T1: *"I don't think that learners shouldn't be subjected to a big summative exam every term, I do continuous assessments every Friday..."*

T2: *"if I were the government, I would just use the formative... to get my results, cause formative is informative."*

T3: *"I think the small informal tests are valuable... I don't understand why we should have big end-of-term and year-end assessments."*

T4: *"the now and then tests are for me very helpful, exams just give me worries cause even my smart ones don't do that well..."*

T5: *"I like Baseline and formative assessment; diagnostic is also good... we also consider observations as assessments..."*

T6: *"the assessment I use is diagnostic. It is focused, but I also do formative assessments when doing intervention."*

T7: *"the diagnostic assessment is already created for a specific type of learner."*

Findings and Discussion of Findings:

The finding is that, indeed, the educators in the Western Cape schools employ various assessments and are aware of the purpose of the assessments and the value each assessment brings to learners' learning. However, the educators have different opinions about different assessments and how useful some assessments are over others. Bourke and Mentis (2014: 384) state that the purpose of various assessments is to integrate into an inclusive portrait of learners' learning so that each assessment plays a contributing role in every child's learning and progression. Various assessments are necessary for learning as they each have a purpose.

The participants are confident that formative assessment is the type of assessment that should be used to judge the progress of learners because the formative assessment can show the learners' growth and progress. However, the participants feel that baseline and diagnostic assessments are also valuable in teaching and learning because they have a rectifying factor that opens up opportunities for scaffolding, modification of lessons, change in pedagogical strategies and creating growth as well as a deeper understanding of the subject. "Assessment is a process in which rich, usable, credible *feedback* from an act of teaching or curriculum comes to be *reflected* upon by an academic community, and then is *acted* on by that community" (Narayanan, 2011:4).

Implications: If the Department of Education could explore various assessment approaches to be included in the curriculum, learners with challenges grasping content given could be best assisted and equipped with skills that would enhance their success, and more opportunities could be given to learners to achieve progressive results to move from one grade to the other. Feedback from baseline and formative assessments could provide teachers with ways of applying interventions to ensure that all learners are included and catered for in the differentiated learning environment. Each learner is able to get an individual opportunity to learn based on his or her skills and abilities.

Theme 3: Educators' views on the diversity of learners with regard to providing learners with access to learning opportunities

T1: *"... because we are a diverse school... I base my teaching on a whole class and then micro-groups... my lessons start with a video and song... I always start from concrete to abstract."*

T2: *"we adapt our teaching around the background of the learners... we are diverse, diverse like Internationally diverse... our lessons accommodate auditory learners, your visual learner ... so we have to work around all those different learning styles."*

T3: *"I try to accommodate all my kids. Not all lessons will be accommodative since we are struggling with resources... I try by all means to have all my learners engage and participate in lessons."*

T4: *"I do group work, I put them in ability groups... that helps a lot because the content gets easier as you get to the struggling learners."*

T5: *"we do our group work, we have intervention worksheets, we have brainy buddies, enrichment worksheets... for our kids that struggle a bit."*

T6: *"I get a few learners from the educators with specific struggles, then I focus just on that."*

T7: *"I do focus groups for my intervention learners."*

Findings and Discussion of Findings

Gardner (1983) proposed that learners do not learn the same way and that each learner relies on different learning styles to help them learn. It has emerged from the SSI that participants understand the value of accommodating learners by engaging in different styles of teaching and learning so that the learners' participation may contribute to knowledge acquisition, thereby bringing about effective teaching and learning.

The educators try to incorporate small groups when educators, which will be the ability groups. The content in the ability groups is divided and specific; this means that the educators understand that learners are different. Therefore, they differentiate their teaching as the MI theory states that learning should be differentiated to stimulate growth in learning (Xie & Lin, 2009: 107).

4.2.2 Category A2: Causes of the challenges experienced by educators regarding the implementation of Inclusive Education and assessments.

Theme 4: Educators' views on what Inclusive Education is (with special reference to the diversity of learners in a classroom)

T1: *"... involving all learners in my class... visual learners, kinaesthetic learners, auditory learners etc., the lessons must accommodate all of them."*

T2: *"our school have a lot of diverse learners... we have ASD learners, FAS learner, so to me. If I manage to include them as well, that is IE."*

T3: *"Inclusive Education means to include everyone in all types of lessons and accommodations, especially learners with special needs."*

T4: *"Inclusive Education is to try and see that every child feels welcome."*

T5: *"tricky... special needs maybe, or it has to do with treating everyone the same or helping each one with the same passion."*

T6: *“well, it is to include each learner, considering their strengths and weaknesses... it’s easy for me because I teach a handful of kids.”*

T7: *“IE is inclusion. Include everyone without any discrimination.”*

Findings and Discussion of Findings

It has emerged from the SSI that educators are aware of IE; however, each teacher understands what it is. There is no standard definition; participants can only refer to the learners in their classes who have a specific or identifiable challenge to try and define what IE is. This means that if a teacher has no learner with specific challenges, it will be difficult for them to define IE, although they might still be inclusive in their pedagogical approaches.

It is therefore important that Inclusive Education has a definite definition attached to it to eliminate confusion and uncertainty in cases where one does not have a learner that has a specific limitation. Different documents define Inclusive Education differently. The different definitions are mentioned in Chapter 2 of this study. The broadness of definitions might cause confusion because if there are many definitions, each person will align themselves with one close to their values or beliefs.

The following are examples of different definitions of IE. According to WP6, IE is about “recognising and respecting the differences among all learners” (Education White paper 6, 2001: 17). Inclusive education is a motion that strives to include all learners in learning regardless of who they are or where they come from (Boyle and Anderson, 2020). The Department of Education (DoE) states that IE is about recognising and respecting the differences among all learners and building on the similarities (DoE, 2001: 17).

4.2.3. Category B: Documents Analysis highlighting challenges in implementing inclusive assessment at Western African Primary Schools

The WP6 (2001) is a policy that drives Inclusive Education in South Africa, along with the Policy on Screening, Identification, Assessment, and Support, also known as the SIAS document (2014). These two documents mention their purpose for the building of IE in the South African education and training system. However, the challenge is that these documents do not focus on inclusive assessments. The type of assessment these documents mention or focus on “*does not refer to an assessment of learner scholastic achievement, but to assessment to determine barriers to learning, level of functioning and participation to determine support needs*” (DBE, 2014: 15). This type of assessment is known as diagnostic assessment where the outcome would lead to the instruction and support of the particular learner or a small group of learners. It is important to note that the SIAS document mentions that curriculum differentiation includes “*modifying, changing, adapting, extending and varying assessment strategies*”. Looking at the above quote from the SIAS document, page 15, point 1, one has to ask, are the assessment strategies that have to be differentiated for the diagnostic assessment only or does it include every other child? If it includes every other child, is it practical to modify, change, adapt, extend, and various assessments to accommodate every learner?

The challenge is that the assessment strategies are not mentioned and stipulated in the policy documents, which creates a pullback in the implementation flow. This challenge also opens up elements of assumptions for the educators because the information is not stipulated.

Noticing that the SIAS document’s page 15 prescribes the principles of the assessment, it is correct to conclude that these stipulated principles only speak to the diagnostic assessment judging by the first point of the principles that the “assessment does not refer to the assessment of learners’ scholastic achievement”. Therefore, the principles in figure 1 will not help a teacher in a diverse class trying to develop and implement inclusive assessments. Because the SIAS policy document’s focus is diagnostic assessment, it is, therefore, necessary to have a similar document

dedicated to all types of assessments that will aid the challenges regarding the scholastic achievement of learners.

Documents tell stories, much like buildings do. This is not because they carry words that comprise a narrative but because they embody the political processes by which they are produced. The document itself is a practised thing: not a dart (Brown and Duguid, 1996), but a conduit or corridor, something through which other things (power, meaning) flow. It is contingent (it always could have been otherwise): it arises in what Smith (1990: 3) calls 'back and forth work' among and between writers and readers, authors and editors. Documents, and the production and reproduction, serve as common denominators of practices that would otherwise remain incompatible: in policy, the document mediates between decision-makers and practitioners. The document appropriates interests and practices to combine and recombine them in new forms" (Freeman & Maybin, 2011: 164 & 165).

Therefore, a policy document is a guide in practice. It stipulates the rules and principles of the practice. It is meant to mediate and intervene in confusing matters; it is meant to bring clarity where there are challenges in practice. This category in this study will focus on looking into the two Inclusive Education policy documents in the South African education system to try and highlight the challenges in implementing inclusive assessments.

9. PRINCIPLES OF ASSESSMENT

- (1) The assessment referred to in this section does not refer to assessment of learner scholastic achievement, but to assessment to determine barriers to learning, level of functioning and participation to determine support needs.
- (2) Teachers, parents and learners need to be centrally involved in the process.
- (3) Assessment needs to be multi-dimensional or systemic in nature, located within the framework of barriers experienced at the individual (learner and teacher), curriculum, school, family, community and social context levels.
- (4) Assessment needs to be varied, including various forms and drawing from various perspectives.
- (5) Standardised tests, provided they are culturally fair, can be used as part of the range of strategies used in the assessment process with the aim of informing the teaching and learning process in respect of the nature and level of educational support that needs to be provided to the learner as part of the Individual Support Plan.
- (6) Any request from a School-based Support Team to the District-based Support Team for specialist assessment (e.g. medical, social, psychological and therapeutic – occupational therapy, speech therapy and physiotherapy) must stipulate the nature of the assessment query and motivation for such an assessment.
- (7) Assessment procedures need to be guided by the principle of respect for all concerned.
- (8) The purpose of the assessment should be clear and open.
- (9) Assessment needs to be appropriate and relevant to the realities and context of the person or school concerned.
- (10) Assessment must be fair, bias-free and sensitive to gender, race, cultural background and ability.
- (11) Assessment needs to identify barriers to learning, with the purpose of improving the teaching and learning process.
- (12) Assessment needs to be a continuous process.
- (13) The different levels of the system that are involved in the assessment process (e.g. School-based Support Teams and District-based Support Teams) need to work closely together, ensuring that assessment processes are smoothly pursued.
- (14) Assessment must be manageable and time-efficient.
- (15) Assessment results must be clearly, accurately and timeously documented and communicated to those affected.



**Figure 1: Policy on Screening, Identification, Assessment and Support (2014)
15pp. (used for document analysis)**

In addition, the WP6 DoE (2001: 31, 32 & 49) makes mention of the assessments that are accessible to all learners; however, the challenge is that there is no mention of the principles that should be followed when administering inclusive assessments. The WP6, however, mentions that “new curriculum and *assessment initiatives*” will be developed, which will help with “the focus on the inclusion of the full range of the diverse learning needs”. The WP6 states that this will be done through the “instructional support, illustrative learning programmes, learning support materials and provision of assessment instruments” (DoE, 2001: 32). The WP6, page 33, point

2.2.6.8 states that “*Assessment processes will address barriers to learning and current policies and practices will be reviewed and revised to ensure that the needs of all learners are acknowledged and addressed*”. The challenge is that there is no mention of *how* the assessment processes will actively address barriers to learning for all learners successfully.

Page 32, point 2.2.6.5 of WP6 posits that “*The Ministry fully appreciates the importance of assessment and interventions during the early phases of life. It is during the pre-schooling years that hearing and vision- testing programmes should reveal early organic impairments that are barriers to learning Community-based clinics are in the best position to conduct an initial assessment and plan a suitable course of action in conjunction with parents and personnel from various social services such as education. To ensure the continuity of such services throughout learning, the Ministry recognises that it is essential that links be established between community-based clinics and other service providers and the education and training system. Once learners have entered the formal education system, school-based support teams should be involved centrally in identifying ‘at risk’ learners and addressing barriers to learning. To achieve this important objective, the Ministry shall work closely with the Ministries of Social Development and Health and the provincial departments of education. Concerning the school system, early identification of barriers to learning will focus on learners in the Foundation Phase (Grades R-3) who may require support, for example through the tailoring of the curriculum, assessment and instruction*”. This assessment is a diagnostic type of assessment.

There is no mention in either document that refers to inclusion within summative assessments. These assessments are the most important in the schooling life of learners as they determine their progress throughout their schooling career. The long-term goals on the WP6 page 45 also do not include how inclusion towards or within summative assessments will be addressed and accommodated.

4.1 Our Long-term Goal

- 4.1.1 Our long-term goal is the development of an inclusive education and training system that will uncover and address barriers to learning, and recognise and accommodate the diverse range of learning needs.
- 4.1.2 This long-term goal is part of our programme to build an open, lifelong and high-quality education and training system for the 21st century.
- 4.1.3 The inclusive education and training system will include a range of different institutions, including special schools/resource centres and designated full-service and other schools, public adult learning centres and further and higher education and training institutions.
- 4.1.4 The vision and goals outlined in this White Paper reflect a 20-year developmental perspective.

Figure 2: Educational White Paper 6 (2001) 45pp.

The WP6 page 49 acknowledges and accepts all the challenges that cause barriers to learning in education. The document also presents suggestions on how the challenges can be resolved. Despite that, the document fails to present suggestions on how to deal with unfairness, segregation, and irregularities caused by a summative assessment. This study argued that such assessments are 'one size fits all'. An example of unfairness that might feature in the summative assessment is that everyone is expected to write the same paper, whereas they were not taught at the same level. Different levels might be featured in the assessment; however, the disadvantage would be that some learners are perhaps only at a level 3 and have been taught at that particular level, which is according to their abilities, but the assessment has up to 5 levels and needs more thinking and reasoning skill and abilities.

In other words, all learners are taught the same content at different ability levels, which leads to different thinking and reasoning skills. Surely the mark allocation should be

different for different abilities as all learners would have excelled in their level of thinking.

An excerpt from one participant which attempts to condense the researcher's observation is:

"I make notes, and I write stuff where if there are reversals because sometimes the kids get everything right, they get 12 out of 12 spelling words; all of them are reversals ... or something like that. There are no reversals for the other learner, now you want to give them both a code 7, but this particular child that got 12 out of 12 with no reversals will also get a code 7? it doesn't make sense then, so then we will take observation book highlights and give that child a 6 even though he still has 12 out of 12, but there are reversals and then also in the workbooks there will be proof for the reversals that happened". So how do educators solve challenges of mark allocations among learners with different abilities or capabilities?

This observation depicts the truth that if the educational documents do not scrutinize and make specific stipulations that will help educators solve hidden or not-so-clear problems.

Some participants mentioned the challenges that might be caused by the irregularities in the learners' lives:

"...one of my stronger learners may struggle in assessments because they had a bad day or a mom that is busy going through a divorce or whatever the case might be..."

"...he can remember something for a week if we write spelling test, but at the end of the term when we do the spelling test of all the words then the child gets zero. So short term they can remember but not long term".

This study has mentioned the importance of educators knowing their learners in diverse classrooms so that they may be able to accommodate their learners. The educators are expected to know their learners' lives inside and outside the classroom. However, educators are not given the power to change the marks of learners that did not do well because of difficult circumstances. There should be a way or power that

educators can exercise when learners fail due to what they are going through outside of class. This should be stipulated in the educational documents. The documents speak about accepting and embracing diversity in the class, but they do not mention ways to solve problems that come with diversity in assessments.

4.3.8 Developing the professional capacity of all educators in curriculum development and assessment

- 4.3.8.1 We will require that all curriculum development, assessment and instructional development programmes make special efforts to address the learning and teaching requirements of the diverse range of learning needs and that they address barriers to learning that arise from language and the medium of learning and instruction; teaching style and pace; time frames for the completion of curricula; learning support materials and equipment; and assessment methods and techniques.
- 4.3.8.2 District support teams and institutional-level support teams will be required to provide curriculum, assessment and instructional support in the form of illustrative learning programmes, learner support materials and equipment, assessment instruments and professional support for educators at special schools/resource centres and full-service and other educational institutions.
- 4.3.8.3 The norms and standards for teacher education will be revised where appropriate to include the development of competencies to recognise and address barriers to learning and to accommodate the diverse range of learning needs.

Figure 3: Educational White Paper 6 (2001) 49pp.

4.3. Conclusion

This study concludes that the effect of various assessment methods used is known. However, the challenge is that the purposes of the various assessments used do not ultimately speak to the learners with diverse needs and are not entirely accommodative to the Inclusive Education settings, especially considering the differentiated learning culture as stipulated in the policies. This study suggests that to aid this concern, educators should be exposed to various assessment methodologies and alternative assessments to help emphasise learner independence and choices; intrinsic motivators and natural curiosity; rich, timely, usable feedback coupled with occasions for reflection and active involvement in real-world tasks. These are argued in this study as emphasising higher-order abilities with others in high-challenge, low-threat environments that provide practice and reinforcement. Ipsative assessment, collaborative learning, cooperative learning, multicultural learning, and problem-based learning are suggested as an alternative to conventional methods of assessment that are currently used in the education system.

This research contributes to existing knowledge of assessment practices used in Western Cape Education schools. Further research could probe deeper into how assessment could add value to the success of learners from diverse backgrounds in the same classroom and how inclusive assessment practices could give learners opportunities to succeed.

Limitations

Limitations of this study stem from the sample size; this study has been conducted in one out of nine provinces in South Africa. This province differs significantly from other provinces, and results cannot be used to paint the full picture of what happens in South African schools in its entirety. Furthermore, separate studies could be conducted in the different quintile schools to paint a clear picture of the reality of different school categories found in South Africa.

Recommendations

The study recommends that all assessment efforts should count towards the progression of the learner (DoE, 2005). If summative assessments are to be kept and are important in the education system for whatever reason, it will be beneficial to learners and educators if summative assessments are differentiated so that learners can write from their ability level as they were taught in that particular level and the mark allocation will corroborate with the different types of abilities as Douglas *et al.* (2016: 102) testify in view of Inclusive education assessments' aims. The study further suggests that formative assessments should not be in vain, but they should be a part of decision-making regarding the learners' scholastic achievement as they are a tool that recognises how learners learn and respond to their learning process and enhances learning (Clinchot et al., 2017: 70).

REFERENCES

- Adams, W.C. 2015. *Conducting Semi-Structured Interviews*. 19 (2015) pp 492-505
- Adewumi, T.M, Mosito, C & Agosto, Y (ed) (2019) Experiences of educators in implementing inclusion of learners with special education needs in selected Fort Beaufort District primary schools, South Africa, *Cogent Education*, 6:1, DOI: [10.1080/2331186X.2019.1703446](https://doi.org/10.1080/2331186X.2019.1703446)
- Adu, P. 2019. *A Step-by-Step Guide to Qualitative Data Coding*. <https://books.google.co.za/books?hl=en&lr=&id=k0-QDwAAQBAJ&oi=fnd&pg=PP28&dq=qualitative+data+coding> [25 April 2021].
- Allal, L. & Ducrey, G. P. 2000. *Learning and Instruction: Assessment of- or- in the Zone of Proximal Development*. 10(2), pp 137-152pp.
- Arduin, S. 2015. *A Review of the Values that Underpin the Structure of an Education System and Its Approach to Disability and Inclusion*. 41 (1), pp 105–
- Armstrong, A. Armstrong, D. & Spandagou, I. 2011. *Inclusion: By Choice or by Chance?* 15, 29–39pp. <http://dx.doi.org/10.1080/13603116.2010.496192> [29 May 2021].
- Armstrong, T. 2017. *Multiple Intelligences in the Classroom*, Association for Supervision & Curriculum Development. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/cput/detail.action?docID=5154000> [19 September 2022].
- Assaly, I. R. & Smadi, O. M. *Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions*. <http://dx.doi.org/10.5539/elt.v8n5p100> [4 August 2021].
- Bada, S.O. 2015. *Constructivism Learning Theory: A Paradigm for Teaching and Learning*. 5 (6,1), pp 66-70
- Bailey, K. 2019. *Baseline Assessment: Make it work for you*. <https://www.cem.org/blog/baseline-assessment-make-it-work-for-you> [8 July 2021].

- Ballone, L. M. & Czernaik, C.M. 2001. *Educators' Beliefs about Accommodating Students' Learning Styles in Science Classes*. 6(2), 44pp. <https://files.eric.ed.gov/fulltext/ED463146.pdf> [13 April 2021].
- Benson, C. 2005. *The Importance of Mother Tongue-based Schooling for Educational Quality*. https://d1wqtxts1xzle7.cloudfront.net/53378373/mother_tongue_based_schooling_for_quality_educaton.pdf?1496511483=&response-content-disposition=inline%3B+filename%3DThe_importance_of_mother_tongue_based_sc.pdf [13 September 2022].
- Black, P. & Wiliam, D. 2009. *Developing the theory of formative assessment*. *Educational Assessment, Evaluation and Accountability*. 21(1), 5-31. <https://doi.org/10.1007/s11092-008-9068-5> [16 July 2021].
- Black, P. & Wiliam, D. 2012. The Reliability of Assessment. In Gardner, J. (eds). *Assessment and Learning*. Oliver's Yard, London: SAGE: 234-263.
- Bourke, R. & Mentis, M. 2014. *An assessment framework for inclusive education: integrating assessment approaches*, *Assessment in Education: Principles, Policy & Practice*. 21(4), 384-397pp. <https://doi.org/10.1080/0969594X.2014.888332> [16 April 2021].
- Boyle, C. & Anderson, J. 2020. *Inclusive Education and the Progressive Inclusionists*. <https://www.researchgate.net/publication/341489145> *Inclusive Education and the Progressive Inclusionists* [23 March 2021].
- Brendtro, L. K. Brokenleg, M. & Van, Bockern, S. 2019. *Reclaiming Youth at Risk: Futures of Promise (Reach Alienated Youth and Break the Conflict Cycle Using the Circle of Courage)*. <https://ebookcentral.proquest.com/lib/cput/detail.action?pq-origsite=primo&docID=5786681#> [21 June 2021].
- Carmines, E. G. & Zeller, R. A. 2011. *Validity in: Reliability and Validity Assessment*. 1, 17-27pp. <https://dx.doi.org/10.4135/9781412985642> [5 July 2021].
- Clark, I. 2012. *Formative Assessment: Assessment Is for Self-regulated Learning*. 24, 205-249pp. <https://link.springer->

com.libproxy.cput.ac.za/content/pdf/10.1007/s10648-011-9191-6.pdf [14 July 2021].

- Clifford, N., Cope, M., Gillespie, T., and French, S. 2015. *Key Methods in Geography: Structured Interviews*. Thousand Oaks, California; SAGE Publications Ltd
- Clinchot, M. Ngai, C. Huie, R. Talanquer, V. Lambertz, J. Banks, G. Weinrich, M. Lewis, R. Pelletier, P. & Sevian, H. 2017. *Better Formative Assessment: Making Formative Assessment more Responsive to Student Needs*. 84(3), pp 69-75.
- Coffey, A. 2014. Analysing Documents. In: *The SAGE Handbook of Qualitative Data Analysis*, London: SAGE Publications Ltd. 367-379pp. <https://dx.doi.org/10.4135/9781446282243> & gt [21 Mar 2022].
- Colebatch, H. K. (2009). Governance as a conceptual development in the analysis of policy. *Critical Policy Studies*, 3(1), 58–67. doi:10.1080/19460170903158107
- Collins, J.W & O'Brien, P.N. 2003. *The Greenwood Dictionary of education*. Westport, CT: Greenwood Press.
- Creswell, J. W. 1994. *Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, California; SAGE Publications, Inc.
- Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Washington DC, Sage Publications, Inc.
- Creswell, J. W. Ebersöhn, L. Eloff, I. Ferreira, R. Ivankova, N. V. Jansen, J. D. Nieuwenhuis, J. Pietersen, J. Plano-Clark, V.L. and van der Westhuizen, C. (2013). *First Steps in Research*. Maree (eds). Revised edition: First Steps in Research. Pretoria: Van Schaick. Dala P. & Venter H. S. (2016). Understanding the Level of Compliance by South African Institutions to the Protection of Personal Information (POPI) Act. *SAICSIT '16: Proceedings of the Annual Conference of the South African Institute of Computer Scientists and Information Technologists*.
- Davis, K. Christodoulou, J. Seider, S. & Gardner, H. 1987. *The Theory of Multiple Intelligences*. 24, pp 485-502 pp.

- Department of Arts and Culture. 2003. *National Language Policy Framework*. http://www.dac.gov.za/sites/default/files/LPD_Language%20Policy%20Framework_English_0.pdf [13 September 2022].
- Department of Education. 2001. *Education White Paper 6 Special Needs Education Building an inclusive education and training system*. <https://wcedonline.westerncape.gov.za/Specialised-ed/documents/WP6.pdf> [22 March 2021].
- Department of Basic Education. 2011. *Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statement*. [https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\).aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS).aspx) [7 April 2021].
- Department of Basic Education. 2014. *Policy on Screening, Identification, Assessment and Support*. <http://www.education.gov.za> [16 May 2021].
- Department of Education. n.d. *National Curriculum Statement General Education and Training Assessment Guidelines for Foundation Phase Grades R – 3*. <http://www.eccurriculum.co.za/EMS/assessmentguidlinesfoundationphasegrey.pdf> [14 April 2021].
- Department of Education. 1995. *White Paper on Education and Training*. <https://www.education.gov.za/Portals/0/Documents/Legislation/White%20paper/White%20paper%20on%20Education%20and%20Training%201995.pdf?ver=2008-03-05-111656-000> [8 April 2021].
- DoE (Department of Education). 2007. *National Policy on Assessment*. Pretoria: Government Printer.
- Dube, T. & Ma, M. 2010. *A Flexible E-Assessment System Inspired by Design Methodology Management to Accommodate Diverse Learning Styles*. 1(1), 44-52pp.
- Douglas, G. McLinden, M. Robertson, C. Travers, J & Smith, E. 2016. *Including Pupils with Special Educational Needs and Disability in National Assessment: Comparison of Three Country Case Studies through an Inclusive Assessment Framework*. 63(1), 98-121. <http://dx.doi.org/10.1080/1034912X.2015.1111306> [1 February 2022].

- Emmiyati, N. Rasyid, M. A. Rahman, M. A. Arsyad, A & Dirawan, G.D. 2014. *Multiple Intelligences Profiles of Junior Secondary School Students in Indonesia*. 7 (11). [http:// dx.doi.org/10.5539/ies.v7n11p103](http://dx.doi.org/10.5539/ies.v7n11p103) [17 September 2022].
- Etikan, I. Musa, S. A. & Alkassim, R. S. 2016. *Comparison of Convenience Sampling and Purposive Sampling*. 5(1), pp 1-4
- Fairman, J. Johnson, A. Mette, I. Wickerd, G. & LaBrie, S. 2018. *A Review of Standardized Testing Practices and Perceptions in Maine*. <https://files.eric.ed.gov/fulltext/ED586108.pdf> [24 March 2021].
- Freeman, R. & Maybin, J. 2011. *Documents, Practices and Policy*. 7(2), 155-170pp. <https://doi.org/10.1332/174426411X579207> [11 January 2022].
- Galletta, A. & Cross, W. E. (2013) *Mastering the Semi-Structured Interview and Beyond: From Research Design to Analysis and Publication*. https://cput.primo.exlibrisgroup.com/permalink/27CPUT_INST/b7tm1/alma994337726204036 [21 March 2022].
- Gardner, H. and Hatch, T. 1989. *Educational Implications of the Theory of Multiple Intelligences*. 18(8), 4-10pp. <http://www.jstor.org/stable/1176460> [16 April 2021].
- Gardner, H. 1993. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. 1983. *Frames of Mind: The Theory of Multiple Intelligences*. PSIA (eds). Theory of Multiple Intelligences. <http://psia-w.org/new/wp-content/uploads/2014/11/MultipleIntelligencesHandout.pdf> [20 April 2021].
- GDE. 2000. Circular 5 of 2000. National Assessment Policy as it Relates to OBE and the Implementation of Curriculum 2005 and Assessment in GET Grades. Johannesburg: GDE.
- Gemma, R. 2018. *Introduction to positivism, interpretivism and critical theory*. 25(4), 41-49pp. <https://oro.open.ac.uk/49591/17/49591ORO.pdf> [7 March 2022].
- Gipps, C. & Stobart, G. (2009). *Fairness in assessment*. C. W.-S. J. Cumming (eds). Educational Assessment in the 21st century. 31-35pp. https://dera.ioe.ac.uk/14022/1/1104_Perspectives_on_Pupil_Assessment_Ne

- w Relationships Teaching%2C Learning and Accountability.pdf#page=33
[14 July 2021].
- Gordon, S. 2013. *Is Inclusive Education a Human Right?* 41(4), 754-767pp.
<https://link.gale.com/apps/doc/A358056839/AONE?u=capetech&sid=bookmark-AONE&xid=f7f9ce60> [3 June 2021].
- Haug, P. 2017. *Understanding Inclusive Education: Ideas and Reality*. 19(3), 206-217pp. <http://dx.doi.org/10.1080/15017419.2016.1224778> [29 May 2021].
- Hawkar, A. A. 2014. *Learning Styles and their Relation to Teaching Styles*. 2(3), 241-245pp. https://www.researchgate.net/profile/Hawkar-Awla/publication/275567766_Learning_Styles_and_Their_Relation_to_Teaching_Styles/links/564e1c8508ae4988a7a5f866/Learning-Styles-and-Their-Relation-to-Teaching-Styles.pdf [13 April 2021].
- Herman, J. L. & Golan, S. 1990. *The Effects of Standardized Testing on Teaching and Schools*. <https://eric.ed.gov/?id=ED341738> [23 March 2021].
- Hess, S. A. 2020. *Teachers' Perceptions Regarding the implementation of the Screening, Identification, Assessment and Support (SIAS) Policy in Mainstream Schools*. <http://scholar.sun.ac.za/handle/10019.1/107997> [13 September 2022].
- Huber, S. G. & Skedsmo, G. 2016. *Assessment in Education—from Early Childhood to Higher Education*. 28, 201-203pp. <https://link.springer.com/content/pdf/10.1007%2Fs11092-016-9245-x.pdf> [27 June 2021].
- Hughes, G. 2014. *Ipsative Assessment: Motivation Through Marking Progress*. <https://www.scienceopen.com/document?vid=3ad19718-7dad-40c3-8138-2b55bad4a28a> [22 July 2021].
- Inclusive Education South Africa. 2018. *Identifying Learning Needs using the Support Needs Assessment (SNA) Form 1 in the Screening, Identification, Assessment and Support Policy (SIAS)*. <https://fundaer.org/wp-content/uploads/2019/08/SNA-1.pdf> [9 September 2022].

- Inclusive Education South Africa. 2019. *Understanding SIAS*.
<http://www.included.org.za/news/understanding-sias-the-screening-identification-assessment-and-support-policy/> [9 September 2022]
- Kashif, I. Rana, K. Majid, A. & Zin, A. 2020. *Exploring Summative Assessment and Effects: Primary to Higher Education*. 42 (3), 23-50pp. <https://www-proquest-com.libproxy.cput.ac.za/docview/2506714613/fulltextPDF/FBFA74F17FC34D18PQ/1?accountid=26862> [27 June 2020].
- Kefallinou, A. & Donnelly, V. 2016. *Inclusive Assessment: Issues and Challenges for Policy and Practice*. 8, 209-227pp. <https://doi.org/10.1108/S1479-363620160000008013> [14 February 2022].
- Kelley, D. L. 1999. *Measurement made accessible: A Research Approach using Qualitative, Quantitative and Quality Improvement Methods*. <https://ebookcentral.proquest.com/lib/cput/detail.action?docID=5396843> [15 March 2022].
- Kelly, M. 2019. *Bloom's Taxonomy in the Classroom*. <https://www.thoughtco.com/blooms-taxonomy-in-the-classroom-8450> [3 August 2021].
- Killen, R. 2015. *Teaching strategies for quality teaching and learning*. South Africa: Juta.
- Knight, P. T. 2002. *Summative Assessment in Higher Education: Practices in disarray*. 27 (3), 275-286pp.
- Kratochvílová, J. 2014. *Pupil Assessment within the Context of Inclusive Education In Primary Schools*. https://www.researchgate.net/publication/304783099_Pupil_Assessment_with_in_the_Context_of_Inclusive_Education_in_Primary_schools [8 July 2021].
- Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lindsay, G & Desforges, M. 2012. *Baseline Assessment: Practice, Problems and Possibilities*. Routledge: New York.
- Longueira, R. 2016. *Exploring the Functionality of the South African Education Quintile Funding System*. <http://hdl.handle.net/2263/60952> [28 April 2021].

- Looney, J. 2009. *Assessment and Innovation in Education*. <https://www.oecd-ilibrary.org/docserver/222814543073.pdf?expires=1625983248&id=id&accname=quest&checksum=04212FA7E58723D16F9A1B09036405C1> [11 July 2021].
- Makoelle, T. M. 2014. *Pedagogy of Inclusion: A Quest for Inclusive Teaching and Learning*. 5(20), 1259-1267 pp, <http://nur.nu.edu.kz/handle/123456789/1878> [22 March 2021].
- Manuel, J. 1998. *Special Education in North Carolina: Rough Waters Ahead*. <https://books.google.co.za/books?hl=en&lr=&id=pRz80PpfobqC&oi=fnd&pg=PR13&dq=Special+Education+in+North+Carolina:+Rough+Waters+Ahead> [9 November 2022].
- Maxwell, J. A. 2013. *A Qualitative Study Design: An Interactive Approach*. United States of America: SAGE Publications Inc. <https://books.google.co.za/books?hl=en&lr=&id=xAHCOmtAZd0C&oi=fnd&pg=PR5&dq=research+design> [25 April 2021].
- McLeod, S. 2019. *The Zone of Proximal Development and Scaffolding*. <http://www.simplypsychology.org/Zone-of-Proximal-Development.html> [15 May 2021].
- Meijer, C. & Watkins, A. 2016. *Changing Conceptions of Inclusion Underpinning Education Policy*. <http://ebookcentral.proquest.com/lib/cput/detail.action?docID=4649504> [14 February 2022].
- Morgan, H. 1992. *An Analysis of Gardner's Theory of Multiple Intelligence*. <https://files.eric.ed.gov/fulltext/ED360088.pdf> [17 April 2021].
- Moss, C. T. 2013. *Research on Classroom Summative Assessment*. https://in.sagepub.com/sites/default/files/upm-assets/50740_book_item_50740.pdf [28 June 2021].
- Munzur, Z. 2014. *Reflections on the Impact of Absence of Summative Assessment on Learners' Motivation and Learning*. 6 (2014), 71-89

- Narayanan, M. 2011. *Assessment based on the Principles of Howard Gardner's Theory*. ASEE Annual Conference and Exposition, Conference Proceedings pp 22.248.1 - 22.248.23. American Society for Engineering Education.
- National Forum of Assessment. 1992. *Criteria for Evaluation of Student Assessment Systems: Educational Measurement: Issues and Practice*. <https://www.readcube.com/articles/10.1111%2Fj.1745-3992.1992.tb00227.x> [14 July 2021].
- Opdenakker, R. 2006. *Forum: Qualitative Social Research*. <https://www.qualitative-research.net/index.php/fqs/article/view/175/392> [26 April 2021].
- Overall, L. & Sangster, M. 2006. *Assessment: A Practical Guide for Primary Educators*. <http://ebookcentral.proquest.com/lib/cput/detail.action?docID=742439> [1 June 2021].
- Paquete, D. & Ryan, J. 2012. *Bronfenbrenner's Ecological System Theory*. <http://C:/My%20Documents/My%20Webs/Bronfnebrenner%20webquest/index.htm> [9 September 2022].
- Pather, S. & Slee, R. 2018. *Challenging Inclusive Education Policy and Practice in Africa*. <https://lccn.loc.gov/2018049056> [2 March 2022].
- Pinger, P. Rakoczy, K. Besser, M. & Klieme. E. 2018. *Assessment in Education: Principles, Policy & Practice*. 25(2), 160-182pp. <https://doi.org/10.1080/0969594X.2016.1170665> [14 July 2021].
- Raines, T. C. Dever, B. V. Kamphaus, R. W and Roach, A. T. 2012. *Universal Screening for Behavioral and Emotional Risk: A Promising Method for Reducing Disproportionate Placement in Special Education*. 81 (3), 283-296 pp. <https://www.jstor.org/stable/10.7709/jnegroeducation.81.3.0283> [26 September 2022].
- Rasooli, A. Zandi, H. & DeLuca, C. 2018. *Re-conceptualizing Classroom Assessment Fairness: A Systematic Meta-ethnography of Assessment Literature and Beyond*. 56, 164-181
- Roberts-Holmes, G. & Bradbur, A. 2017. *Manuscript entitled Primary Schools and Network Governance: A Policy Analysis of Reception Baseline*.

<http://tactyc.org.uk/wp-content/uploads/2016/06/Occ-Paper-8-Roberts-Holmes-PDF.pdf> [8 July 2021].

Rowlands, B. H. 2005. *Grounded in Practice: using Interpretive Research to Build Theory*. 3(1), 81-92pp. <https://www.academic-publishing.org/index.php/ejbrm/article/view/1181> [8 March 2022].

Roulston, K. 2013. *Analysing Interviews*. Flick, U. (eds). The SAGE Handbook of Qualitative Data Analysis. 297-312pp. <https://methods-sagepub-com.libproxy.cput.ac.za/book/the-sage-handbook-of-qualitative-data-analysis/n20.xml> [15 January 2022].

Sayed, Y. Kanjee, A. & Nkomo, M. 2013. *The search for quality education in post-apartheid South Africa (Interventions to improve learning and teaching)*. Cape Town: HSRC Press.

Sayed, Y. Kanjee, A. & Rao, N. 2014. *Assessment of and for Learning*. Wagner, A. (eds). Learning and Education in Developing Countries. New York: Palgrave Macmillan.

Seery, N. Buckley, J. Delahunty, T. & Canty, D. 2018. *Integrating Learners into the Assessment Process using Adaptive Comparative Judgement with an Ipsative Approach to Identifying Competence-Based Gains Relative to Student Ability Levels*. 29, 701-715pp.

Shenkon, A. K. 2004. *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. 22, pp 63-75pp.

South Africa. 1996. *Bill of Rights*. <https://www.gov.za/documents/constitution/chapter-2-bill-rights#29> [13 September 2022].

South Africa. 1996. *Constitution of the Republic of South Africa*. Pretoria: Government Printer.

Sree-Nidhi, S. K. and Tay, C. H. 2017. *Multiple Intelligence Assessment based on Howard Gardner's Research*. 7(4), 203-213pp. <https://www.researchgate.net/publication/317305333> [23 April 2021].

- Stanford, P. 2003. *Multiple Intelligence for Every Classroom*. 39(2), 81-85pp. <http://www.artificial-organs.com/sage3g/sage-us.war/eis2study/articles/Stanford.pdf> [16 April 2021].
- Stobart, G. 2012. Validity in Formative Assessment. In Gardner, J. (eds). *Assessment and Learning*. Oliver's Yard, London: SAGE: 233-238.
- Tabonea, C. & Weltsekb, G. V. 2019. *A Qualitative Summative Assessment for Theater Education*. 120 (3), 165-174pp. <https://doi.org/10.1080/10632913.2019.1596854> [27 June 2021].
- Taras, M. 2005. *Assessment: Summative and Formative: Some Theoretical Reflections*. 53 (4), 466-478pp. <http://www.jstor.org/stable/3699279> [25 June 2021].
- Taylor, C. S. 2013, *Validity and Validation*. Oxford University Press: Cary. ProQuest Ebook Central [6 July 2021].
- Thomas, D. R. 2003. *A systematic procedure for analysing qualitative data where the analysis is guided by specific objectives*. <http://www.frankumstein.com/PDF/Psychology/Inductive%20Content%20Analysis.pdf> [26 April 2021].
- Thomas, R. 2006. A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, 27(2), 237-246.
- Toombs, W. E. and Tierney, W. G. 1993. *Curriculum Definitions and Reference Points*. 8 (3). 175-195 pp, <https://eric.ed.gov/?id=EJ461076> [16 September 2022].
- Turner, I. 2019. *Axing the Rainbow. Does Fallism Reconfigure Post-Apartheid Nationhood in South Africa?* 7 (1). 81 pp. <https://edu.uhk.cz/africa/index.php/ModAfr/article/view/244> [8 April 2021].
- Tymms, P. & Wylde, M. 2003. *Baseline Assessment and Monitoring in Primary Schools*. <https://f.hubspotusercontent30.net/hubfs/5191137/attachments/publications/CEMWeb013%20German%20Symposium%202003%20Baseline%20Assessment%20Primary.pdf> [7 July 2021].

- UNESCO. 1994. *The Salamanca Statement And Framework For Action On Special Needs Education World Conference on Special Needs Education: Access And Quality*. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf> [23 March 2021].
- UNESCO. 2000. *Dakar Framework for Action, Education for All: Meeting our Collective Commitments*. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/Dakar_Framework_for_Action_2000_en.pdf [29 May 2021].
- UNESCO. 2017. *A guide for ensuring inclusion and equity in education*. Paris: United Nations Educational, Scientific and Cultural Organization.
- Van Dyk, H and White, C. J. 2019. *Theory and Practice of the Quintile Ranking of Schools in South Africa: A Financial Management Perspective*. 39(1), 1-9pp. <https://doi.org/10.15700/saje.v39ns1a1820> [28 April 2021].
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wagner, T. 2008. *Rigour Redefined*. *Educational Leadership* 66 (2) pp 20-25
- Wertsch, J. V. 1984. *The Zone of Proximal Development &: Some Conceptual Issues*. *New Directions for Child and Adolescent Development* 1984 (23) pp 7 -18
- Wesolowski, B. C. 2020. "Classroometrics": *The Validity, Reliability, and Fairness of Classroom Music Assessments*. 106 (3), pp 29-37. [sessmgr02&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=142338037&b=aph](https://doi.org/10.1080/0969594X.2020.181108) [6 July 2021].
- Wildschut, Z., Moodley, T. & Aronstam, S. 2016. *The Baseline Assessment of Grade 1 Learners' Literacy Skills in a Socio-economically Disadvantaged School Setting*. 6(1), pp 1-9
- William, D. 2017. *Assessment and Learning: some Reflections*. 24 (3), 394-403pp. <https://doi.org/10.1080/0969594X.2017.1318108> [30 June 2021].
- Woolfolk, A. 2015. *Educational Psychology*. New York: Pearson.
- Xie, J. C, and Lin, R. L. 2009. *Research on Multiple Intelligences Teaching and Assessment*. 4(2-3), pp106-124

APPENDICES

APPENDIX A: CUPT Ethical Clearance



Private Bag X8, Wellington, 7654
Jan van Riebeeck Street, Wellington, 7654
Tel: +27 21 864 5200

P.O. Box 652, Cape Town, 8000
Highbury Road, Mowbray
Tel: +27 21 680 1500

FACULTY OF EDUCATION

On the 30th of September 2021 the Chairperson of the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval (EFEC 4-9/2021) to N.I. Shabalala for research activities related to a M. Ed degree.

Title:	Inclusive assessment practices in South African primary schools for learners with diverse educational needs
--------	---

Comments:

The EFEC unconditionally grants ethical clearance for this study. This clearance is valid until 31st December 2024. Permission is granted to conduct research within the Faculty of Education only. Research activities are restricted to those details in the research project as outlined by the Ethics application. Any changes wrought to the described study must be reported to the Ethics committee immediately.

A handwritten signature in cursive script, appearing to read "C Livingston".

Date: 30th of September 2021

Dr Candice Livingston

Chair of the Education Faculty Ethics committee and Research coordinator (Wellington)

Faculty of Education

APPENDIX B: WCE D Research Approval Letter



Directorate: Research

meshack.kanzi@westerncape.gov.za

Tel: +27 021 467 2350

Fax: 086 590 2282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20210921-6079

ENQUIRIES: Mr M Kanzi

Mrs Nokukhanya Shabalala
19 Shamrock Green
Summergreens
Milnerton
7441

Dear Mrs Nokukhanya Shabalala,

RESEARCH PROPOSAL: INCLUSIVE ASSESSMENT PRACTICES IN SOUTH AFRICAN PRIMARY SCHOOLS FOR LEARNERS WITH DIVERSE NEEDS.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **28 September 2021 till 31 March 2022**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. The approval of your research request does not imply a promise of any data from the WCED. Should you require data, you will have to request it from the participating schools where it will be possible to secure parental consent.
11. Please note that POPIA prohibits the sharing of personal information without parental consent.
12. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
13. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

A handwritten signature in black ink, appearing to read 'Meshack Kanzi'.

**Meshack Kanzi
Directorate: Research
DATE: 28 September 2021**

1 North Wharf Square, 2 Lower Loop Street,
Foreshore, Cape Town 8001
tel: +27 21 467 2531

Private Bag X 9114, Cape Town, 8000
Sale Schools: 0800 45 46 47
wcedonline.westerncape.gov.za

APPENDIX C: Consent Forms



Please insert attachments here:

Faculty of Education
Ethics informed consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

<i>Principals</i>	<input checked="" type="checkbox"/>	<i>Teachers</i>	<input type="checkbox"/>	<i>Parents</i>	<input type="checkbox"/>	<i>Lecturers</i>	<input type="checkbox"/>	<i>Students</i>	<input type="checkbox"/>
<i>Other (specify)</i>	<input type="checkbox"/>								

You are kindly invited to participate in a research study being conducted by **Nokukhanya Shabalala** from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>	<input type="checkbox"/>	<i>A conference paper</i>	<input type="checkbox"/>
<i>An Honours project</i>	<input type="checkbox"/>	<i>A published journal article</i>	<input type="checkbox"/>
<i>A Masters/doctoral thesis</i>	<input checked="" type="checkbox"/>	<i>A published report</i>	<input type="checkbox"/>

Selection criteria

The school was selected as a possible site in this study because the study aims to explore the inclusive education assessment practices used by schools in South African Primary Schools through exploring how it impacts the support given to the learners who present diverse educational needs by contributing to the limited research that has been done on the inclusive education assessment practices in South Africa.

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:

Inclusive assessment practices in South African primary schools for learners with diverse educational needs.

A brief explanation of what the research involves:

The research involves a semi-structured individual interview which will be voice recorded using a cell phone. The interview will be written down for the participant to cross check the response: ensure that the information is correct. The interview will be done individually, meaning that participants **will not** be interviewed in a group.

Procedures

If you volunteer to participate in this study, you will be asked to do the following things: (The researcher must complete the section below. For example: 'Each research participant will be interviewed by the researcher or his/her assistants or collaborators [provide names of interviewers]. Briefly explain how many interviews, the duration of the interviews, place, date, etc.)

The interview will be conducted by Nokukhanya Shabalala. Each participant will be interviewed once. A draft of the written responses will be shown to the participant for cross checking during the interview.

APPENDIX D: Interview Schedule for educators

	Main question	Reason for the question	Possible probing question	Body movements
1.	How long have you been teaching?	Introductory question		
2.	Are you involved in extracurricular programs?	Introductory question		
3.	How many learners do you have in your class?	Introductory question	1. What is the ratio at your school?	
4.	Are you involved in lesson planning and planning assessments at your school?	Some schools furnish lesson plans; some educators modify those lesson plans while others use them as they are. In some schools, the SMT develops assessments.		
5.	What are your beliefs about the children in your class?	To establish the teacher's beliefs about her children.	1. Do they come from the same backgrounds? 2. What are the challenges or opportunities for your learners caused by their context?	
6.	What forms of teaching methods do you employ?	To establish whether the teacher uses any form of different teaching styles.	1. In your teaching, do you think it is important to cater to different learning styles? Why?	
7.	What is your view about knowing your learners?	To find out the teacher's level of intimacy and relationship with the learners.	1. What is the significance of knowing your learners? 2. What are the benefits of knowing your learners, especially in academics?	
8.	How do you gauge the knowledge and skills of the learners?	To cue in the assessment questions as well as find out if that is the only way to gauge learners' knowledge and skills.	1. What types of assessments do you employ? 2. Which assessment type do you think feeds back to learning or helps to learn? How?	

9.	What are your views about assessments? How important are the assessments in learning?	To learn the teacher's views about assessments. What their importance is.	<ol style="list-style-type: none"> 1. Do you think that all assessments which you use in your class cater to all the needs of the learners in your class? 2. Looking at all 4 types of assessments, which of them do you think ensures fairness (caters for all ability groups), validity and reliability (you can rely on its outcome to test the knowledge and skills) for all learners, and why do you say so? 	
10	Do you have an LSEN educator at the school?	To establish if there is an LSEN and the professional relationship, and the link between their work. The intervention, the process, feedback and the progress after the intervention.	<ol style="list-style-type: none"> 1. What is the relationship between educators and LSEN educators? 2. Which types of learners get to work with the LSEN educator? 3. Do you receive any feedback from the LSEN about your learners? 4. What is the process you both follow after receiving feedback? 5. Are the assessments administered by LSEN educators helpful in learning? How do they help? 	
11	Do you think there is any relationship (skills and knowledge integration) between what the educators and the LSEN educators do within learning?	To see if there is any working together between educators and LSEN educators.	<ol style="list-style-type: none"> 1. What is the relationship? 2. How do you interpret the LSEN educator's work (results, feedback) and integrate it into your class to ensure that learning is continuing? 	

12	Do you think there are assessment frameworks that you can use to ensure that all assessments are inclusive, fair, reliable, valid, and consider the background of the learners?	To find out if the teacher is entirely satisfied with the current assessment frameworks they are using or if they have thought about something else.	1. What approach would you consider when assessing your learners?	
13	What is inclusive education?	To find out if the educators are familiar with inclusive education and the term itself	1. 1. What does Inclusive education mean to you?	

APPENDIX E: Turnitin Similarity Report

Nokukhanya Immaculate Shabalala | INCLUSIVE ASSESSMENT PRACTICES IN SOUTH AFRICAN ... /0 1 of 3

SCHOOLS FOR LEARNERS WITH DIVERSE EDUCATIONAL NEEDS

BY

NOKUKHANYA IMMACULATE SHABALALA
(212067915)

A DISSERTATION SUBMITTED IN FULFILMENT OF

MASTER'S DEGREE IN EDUCATION

IN

THE FACULTY OF EDUCATION

AT

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

SUPERVISOR: DR K. BOOI

Match Overview

12%

1	Submitted to Helderber... <small>Student Paper</small>	1%
2	hdl.handle.net <small>Internet Source</small>	1%
3	uir.unisa.ac.za <small>Internet Source</small>	1%
4	etd.cput.ac.za <small>Internet Source</small>	1%
5	repository.up.ac.za <small>Internet Source</small>	1%
6	repository.nwu.ac.za <small>Internet Source</small>	1%
7	scholar.sun.ac.za <small>Internet Source</small>	<1%

INCLUSIVE ASSESSMENT PRACTICES IN SOUTH AFRICAN PRIMARY SCHOOLS FOR LEARNERS WITH DIVERSE EDUCATIONAL NEEDS

ORIGINALITY REPORT

12% SIMILARITY INDEX	11% INTERNET SOURCES	2% PUBLICATIONS	6% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	Submitted to Helderberg College <small>Student Paper</small>	1%
2	hdl.handle.net <small>Internet Source</small>	1%
3	uir.unisa.ac.za <small>Internet Source</small>	1%
4	etd.cput.ac.za <small>Internet Source</small>	1%
5	repository.up.ac.za <small>Internet Source</small>	1%
6	repository.nwu.ac.za <small>Internet Source</small>	1%

APPENDIX F: Proof of technical Editing

Proof of Technical and English language Usage Editing

This is to certify that the Master's in Inclusive Education dissertation

**INCLUSIVE ASSESSMENT PRACTICES IN SOUTH AFRICAN PRIMARY SCHOOLS FOR
LEARNERS WITH DIVERSE EDUCATIONAL NEEDS**

BY

NOKUKHANYA IMMACULATE SHABALALA

(212067915)

A DISSERTATION SUBMITTED IN FULFILMENT OF

MASTER'S DEGREE IN INCLUSIVE EDUCATION

IN

THE FACULTY OF EDUCATION AT

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

SUPERVISOR: DR K. BOOI

18 JUNE 2022

has been technically edited and proofread for English Language usage



M. Moyo

__18 June 2022__

Date:

(Cert Ed, B.Ed, Mphil Ed, BSc (Hons) Infor Sys, MSc Infor Sys, PhD Infor Sys)

APPENDIX G: Proof of Language Editing

