

THE 2022 SOUTH AFRICAN SYSTEMIC EVALUATION

An evaluation of systemic factors influencing learning in South Africa

Overview

- A flagship national programme for monitoring learner achievement.
- Examining learning outcomes in grades 3, 6 & 9.
- Focused on Language and Mathematics.
- Designed to track national and provincial progress.
- Monitors growth and changes in sub-population dynamics.
- Compares learning within and across grades.
- Monitors proficiency levels across grades
- Examines and compares contextual aspects impacting learning outcomes.

Robust Participation and Response Rate

Grade 3

56,650 learners from 1,688 schools were sampled from Grade 3

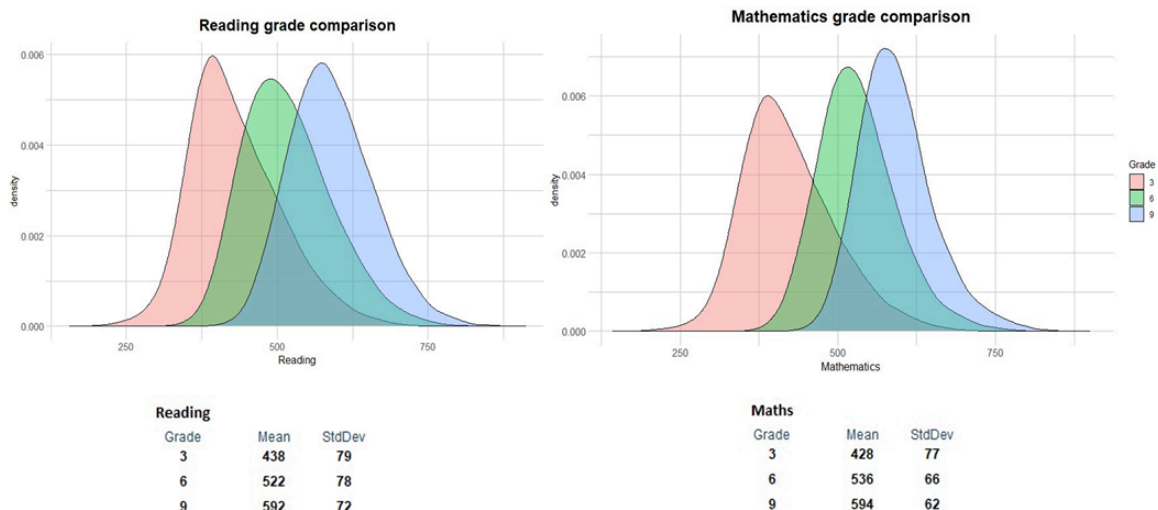
Grade 6

58,005 learners from 1,614 schools were sampled from Grade 6

Grade 9

47,540 learners from 1,620 schools were sampled from Grade 9

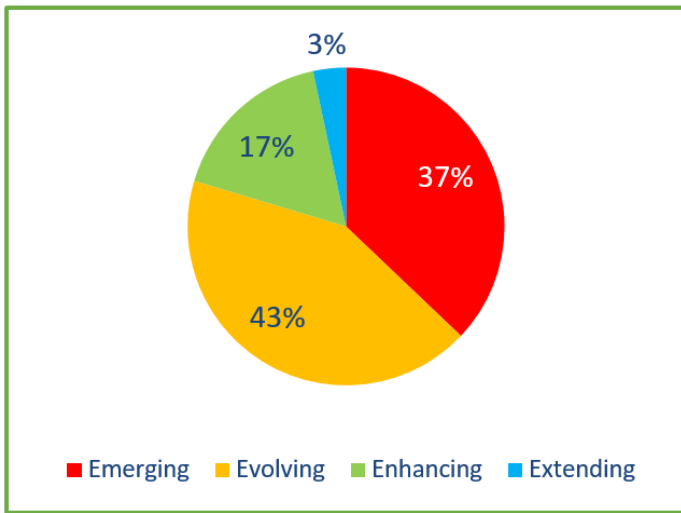
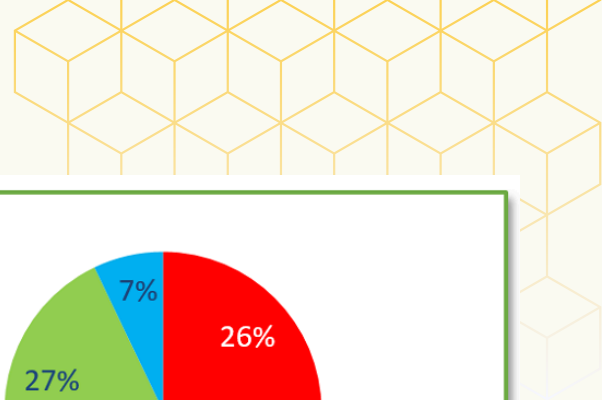
Overall Performance: Grade level distributions (2022)



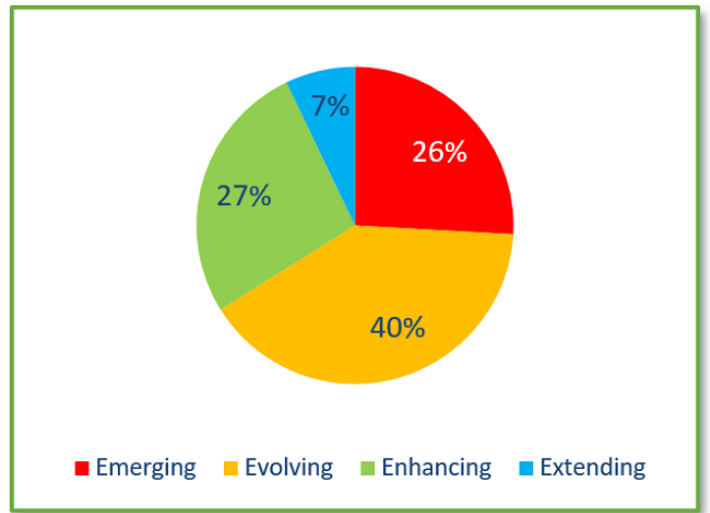
Proficiency levels: names, definitions, and implications for supporting learners and teaching

Level Name	Level Definition	Implications for supporting learners	Implications for teaching
Emerging	Learners at this level are: <ul style="list-style-type: none"> beginning to develop the grade-level foundational knowledge and skills collaborating with teachers and peers to construct new knowledge and skills 	Learners may benefit from: <ul style="list-style-type: none"> extensive guidance extensive support 	Activities and tasks should: <ul style="list-style-type: none"> focus on building foundational skills provide scaffolded instruction and detailed feedback offer ample opportunities to apply knowledge in real-world context
Evolving	Learners at this level are: <ul style="list-style-type: none"> constructing the required grade-level knowledge and skills adapting their understanding and application of knowledge and skills through interactions with teachers and peers 	Learners may benefit from: <ul style="list-style-type: none"> additional guidance targeted support 	Activities and tasks should: <ul style="list-style-type: none"> build on existing knowledge and skills are targeted to address specific areas of weakness provide additional practice opportunities in applying knowledge to real-world context
Enhancing	Learners at this level are: <ul style="list-style-type: none"> demonstrating understanding and skills required at the grade-level applying their knowledge and skills in authentic contexts moving towards independent learning 	Learners may benefit from: <ul style="list-style-type: none"> moderate guidance targeted support 	Activities and tasks should: <ul style="list-style-type: none"> provide tasks that encourage critical thinking, and problem-solving support the application of knowledge and skills in real-world contexts
Extending	Learners at this level are: <ul style="list-style-type: none"> demonstrating advanced understanding of knowledge and skills applying skills in innovative and creative ways in increasingly complex contexts able to learn independently 	Learners may benefit from: <ul style="list-style-type: none"> limited guidance limited support 	Activities and tasks should: <ul style="list-style-type: none"> be more challenging for independent exploration and self-assessment focus on fostering creativity to apply knowledge and skills novel and challenging contexts

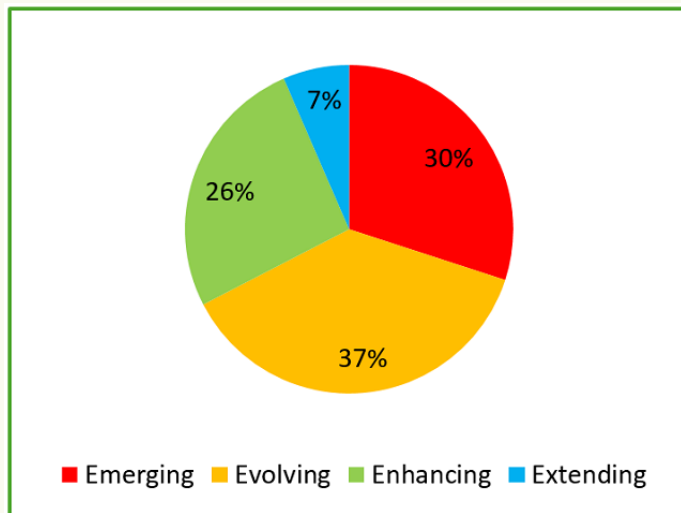
Proficiency Levels



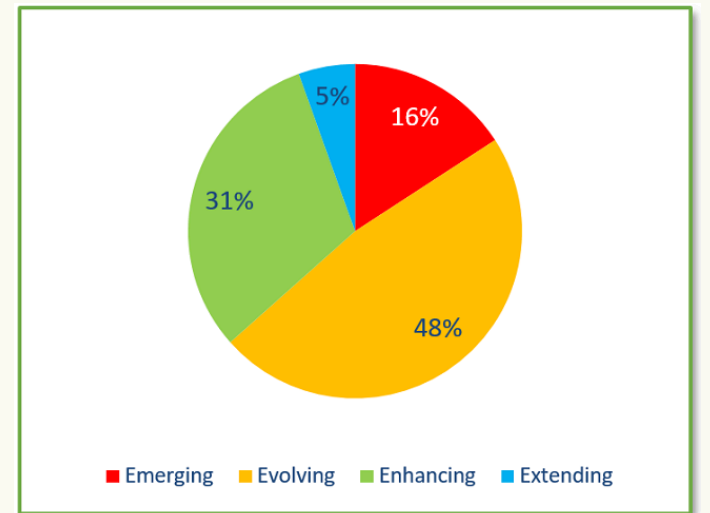
Grade 3 Reading



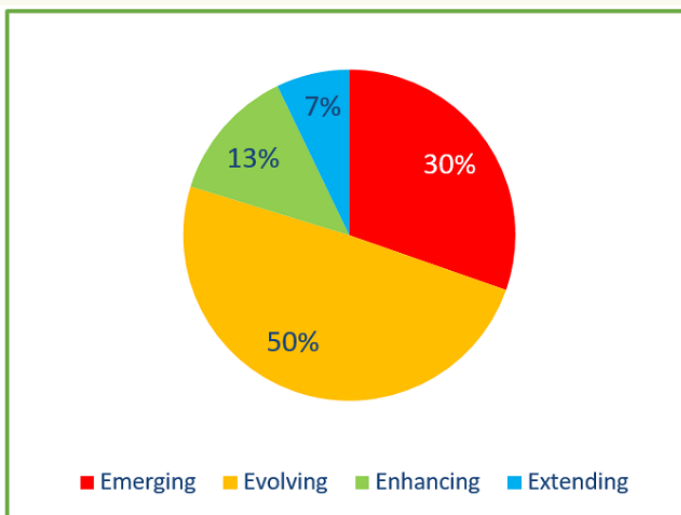
Grade 3 Mathematics



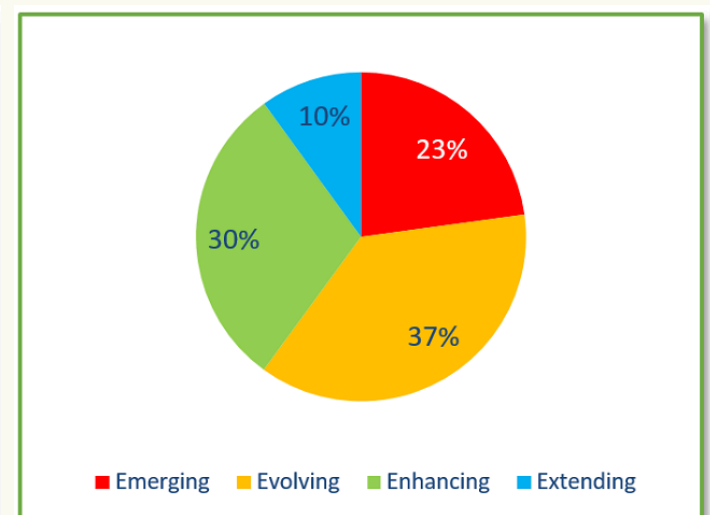
Grade 6 Reading



Grade 6 Mathematics



Grade 9 Reading



Grade 9 Mathematics



Learning gains, gaps and recommendations

Learning gains

- Learners in Grade 6 and 9 scored above the 500-centre point in both Reading Literacy and Mathematics
- Grade 3 learners in positive educational environments at home and school achieved higher in Reading Literacy and Mathematics.
- Teaching time and preparation correlate positively with performance; more lessons, better preparation, and increased homework enhance achievement.
- Home Environment Factors such as parents helping learners with school work have a positive impact on Grade 3 outcomes and a large positive impact on Grades 6 and 9.
- Western Cape and Gauteng consistently outperform other provinces. These provinces have fewer learners at the Emerging level and more at the Extending level.
- Learners self-efficacy was high and enjoy coming to school and attending Reading Literacy and Mathematics classrooms.

Learning gaps

- Foundational Reading Literacy for Grade 3 learners is low, with many displaying only emerging reading skills.
- Less than 50% of School Monitoring Teams adequately monitored teacher preparation and classroom teaching.
- Regular support for early identification of learners with barriers to learning was lacking by school based support teams.
- Teachers' general classroom practices in Mathematics and Languages are not positively impacting learner performance.

Recommendations

- Improve classroom practice by rolling out extensive Assessment for Learning (AfL) training to improve formative assessment practices and remediation programs linked to Reading Literacy proficiency levels.
- Support low-quintile schools by securing resources through business partnerships and teacher employment.
- Support Grade 3 learners not meeting required levels, focusing on underperforming provinces and languages.
- Link interventions to Mother Tongue Based Reading Literacy (MTBRL) and Mother Tongue-based Bilingual Education (MTbBE) strategies, emphasising African languages and morphological awareness.
- Extend Home Language as a Language of Learning and Teaching (LoLT) to intermediate and senior phases.
- Prioritise support for boys in rural provinces and lower quintiles.
- Strengthen collaboration between parents and teachers to reinforce literacy skills at home.