

**KWENA BASIN PROJECT (2014-2018)**

A Basic Concepts Project for Foundation Phase Teachers in Four Schools

Test of Basic Concepts Knowledge (TBCK)

Maintenance Data: Year 5 (2019)

The charts below reflect the results from the Test of Basic Concepts Knowledge (TBCK) gathered towards the end of the school year in 2019. The data was collected from the three remaining project schools: Klipspruit, Phakama and Umthombophile. The data is no longer comparable with previous project results as the schools have changed. This necessitated a change in the way the results were presented. The results will therefore mainly be presented for each school with some comments regarding these results. Where possible the data will be compared to the other schools that are still included in the project.

The teachers received one support visit from the project team towards the start of the year (2019) and one visit towards the end of the year when the data for this report was collected together with other quantitative data (See Report 12). One of the field workers worked with two of the schools (Umthombophile and Klipspruit) during the year and the other field worker worked with the third school (Phakama) where she mainly focused on the Grade R class and running BCs sessions in Grade 2 and Grade 3.

The schools were again tested independently by 4th year Honours students from the University of Witwatersrand. There were no major difficulties detected in the administration of the test. The scripts were marked by an independent scorer and checked for accuracy and consistency.

**Grade 1**

Klipspruit

There has been an overall and nearly annual improvement in the results since the baseline data was collected in 2014. There has been a dramatic mean improvement of **118%** in the results at this school since the start of the project.

Phakama

There has been an overall improvement in the results since the baseline data was gathered in 2014 with a mean improvement of **57%** in the results at this school since the start of the project. It is however noted with some concern that there has been a *significant decline* (25%) in the results since last year.

Umthombophile

There has been an overall improvement in the results since the baseline data was collected in 2014 with a mean improvement of **26%** in the results at this school since the start of the project.

Overall Grade 1 Results

There has been an overall improvement in the Grade 1 results on the TBCK since the baseline data was collected in 2014. There has been a mean improvement of **60%** in the results at the three project schools since the start of the project. The results have, however, remained relatively static since 2015.

**Grade 2**

Klipspruit

There has been a gradual and consistent improvement in the results since the baseline data was gathered in 2014. There has been a mean improvement of **51%** in the results at this school since the start of the project.

Phakama

There has been an overall improvement in the results since the baseline data was collected in 2014 with a significant mean improvement of **80%** in the results since the start of the project.

Umthombophile

There has been an overall improvement in the results since the baseline data was collected in 2014 with a mean improvement of **45%** since the start of the project.

Overall Grade 2 Results

There has been a gradual and almost annual improvement in the results since the baseline data was collected in 2014 with a mean improvement of **56%** in the results at the three project schools since the start of the project. The results suggest that the scores might continue to increase in the years to come.

**Grade 3**

Klipspruit

There has been a gradual improvement in the results since the baseline data was gathered in 2014 with a mean improvement of **39%** since the start of the project.

Phakama

There has been a gradual and consistent improvement in the results since the baseline data was gathered in 2014. There has been an improvement in the mean score of **30%** since the start of the project.

Umthombophile

There has been an overall improvement in the results since the baseline data was gathered in 2014 with a **39%** improvement in the mean score since the start of the project.

Overall Grade 3 Results

There has been a gradual and annual improvement in the results since the baseline data was collected in 2014 with a mean improvement of **36%** since the start of the project. The results suggest that the scores might continue to increase in the years to come.

**Summary of results**

Grade 1 learners still require high levels of intervention in Grade 2. 83% of Grade 1 learners were found to be ‘very weak’ or ‘weak’ on this test. In contrast, Grade 2 and Grade 3 learners have made significant progress: 43% and 22% of these learners respectively scored ‘very weak’ or ‘weak’ on this test. The results further indicated that learners from Phakama had made the least progress, while learners from Umthombophile and Klipspruit performed better: 69%, 53% and 32% of these learners respectively still require intervention. Furthermore, it was worth noting that learners from Klipspruit (Grade 1 – 3) have attained the highest scores on this test and continued to show improvement year-on-year over the last 5 years.

**Conclusion**

The results overall have been encouraging and progress is still being recorded on this test in Grade 2 and Grade 3. It is evident that the Grade 1 results have remained static (0.23 difference score) over the last 5 years. However, it would seem that rapid progress made in the subsequent years might in fact be related to the intervention efforts in Grade R and Grade 1. It might therefore be proposed that some comparison data (Grade 1-3) be gathered from non-project schools in the area in 2020. The TBCK thus still seems to be a relevant and appropriate tool to use for measuring and monitoring change in this learner population. In addition, the test helps to identify areas where critical intervention is still needed to assist learners.