



Education, Training and Development Practices Sector Education and Training Authority

AEAA CONFERENCE 2025

Differentiated Assessment Implementation between Quintiles 1-3 & 4-5 Primary Schools in South Africa: Teachers' Perspectives

Sub-Theme: Ensuring inclusive assessment to address diverse learners' abilities, talents and competencies.

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BACKGROUND

South African Education System

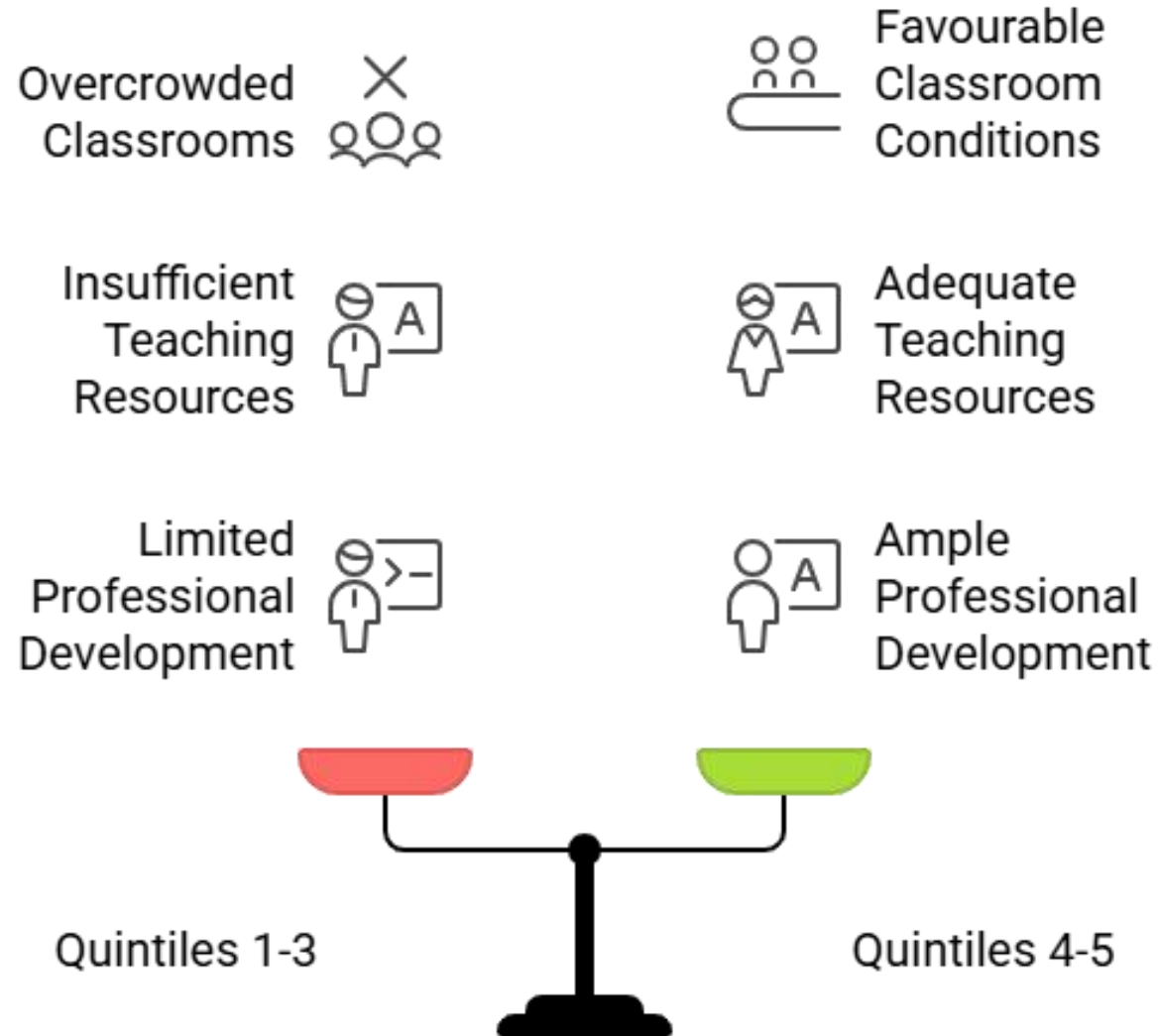
- Rigid standardised curricula and assessments
- Limited teacher autonomy to innovate context-responsive teaching and learning strategies.
- Diverse competences, talents and abilities when assessing learners are not adequately considered.

Differentiated Assessment

Mechanism to address the abovementioned gap by supporting learners' diverse learning needs, talents and backgrounds.



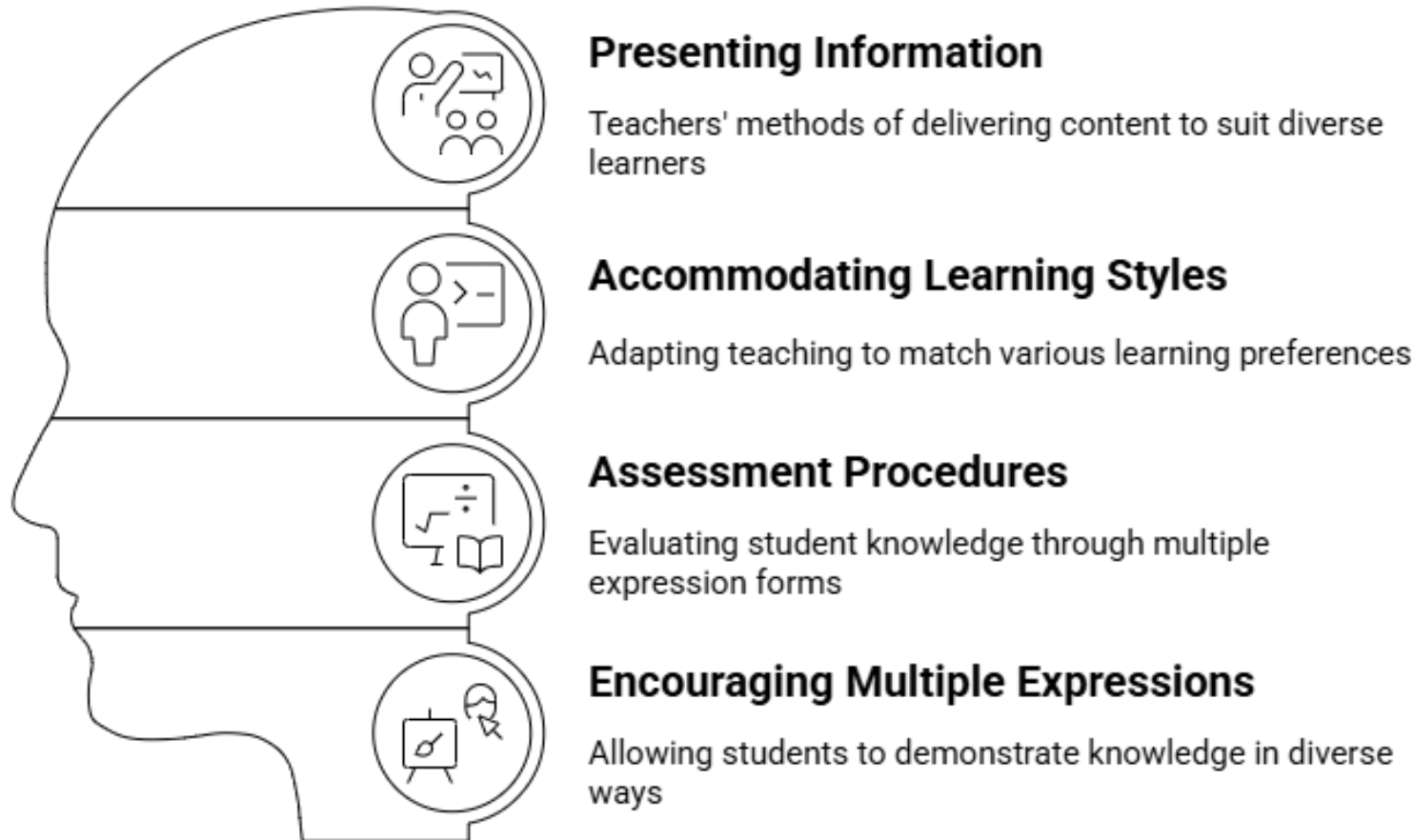
HYPOTHESIS: DIFFERENTIATED ASSESSMENT (DA)



STUDY AIMS



THEORETICAL FRAMEWORK: UNIVERSAL DESIGN FOR LEARNING



METHODOLOGY

A **mixed-methods** Approach

Non-experimental, descriptive survey design to explore patterns between Quintiles 1-3 and Quintiles 4-5 relationships in teachers' experiences with DIFFERENTIATED ASSESSMENT.

Online Questionnaire - consisting of closed and open-ended questions

The instrument was designed to elicit information on the following:

- Teacher experience,
- Assessment procedures,
- DA conceptual understanding and implementation,
- DA training,
- Access to resources,
- Perceived challenges,
- Recommendations and classroom strategies.

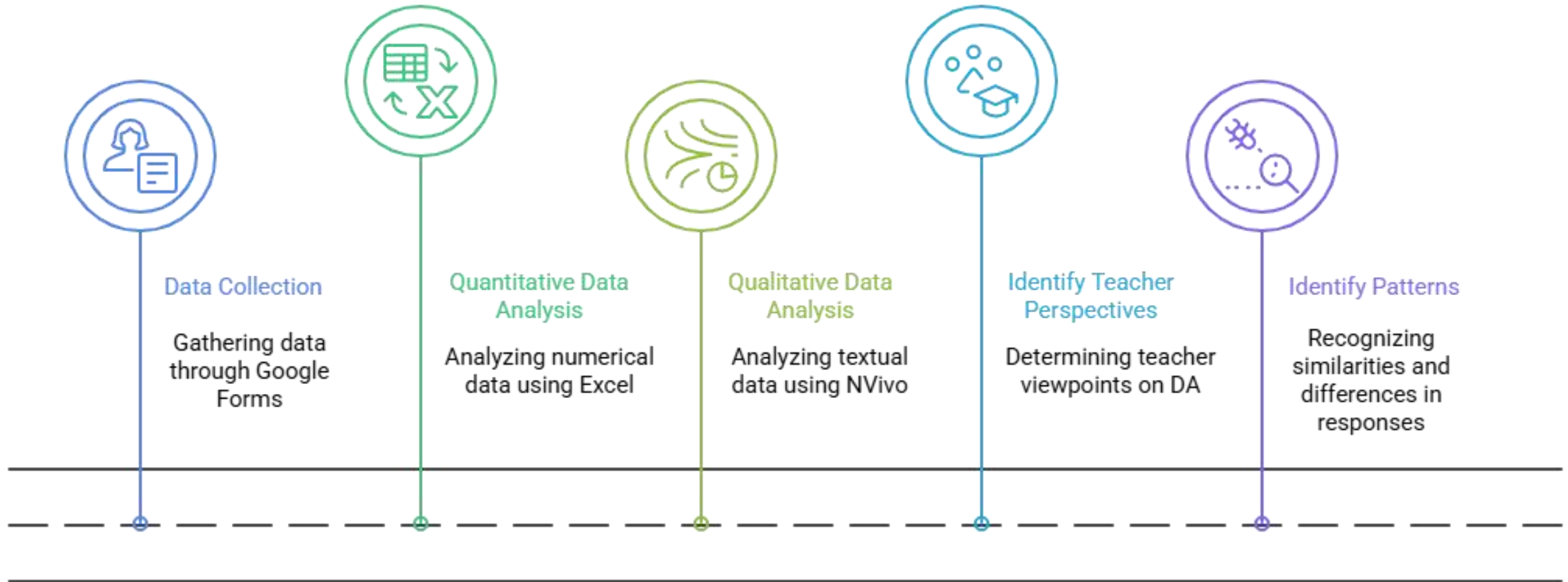
SAMPLING

n = 126 primary school teachers participated in the study.

- The Snowball sampling technique was selected to disseminate the questionnaire

METHODOLOGY

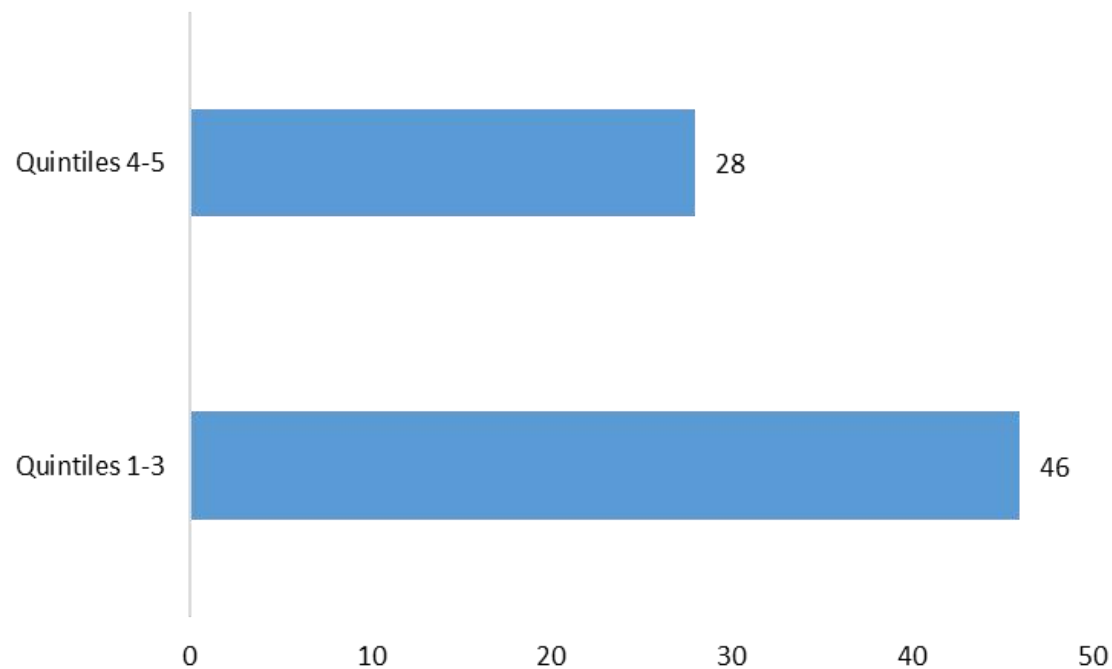
Data Collection and Analysis Process



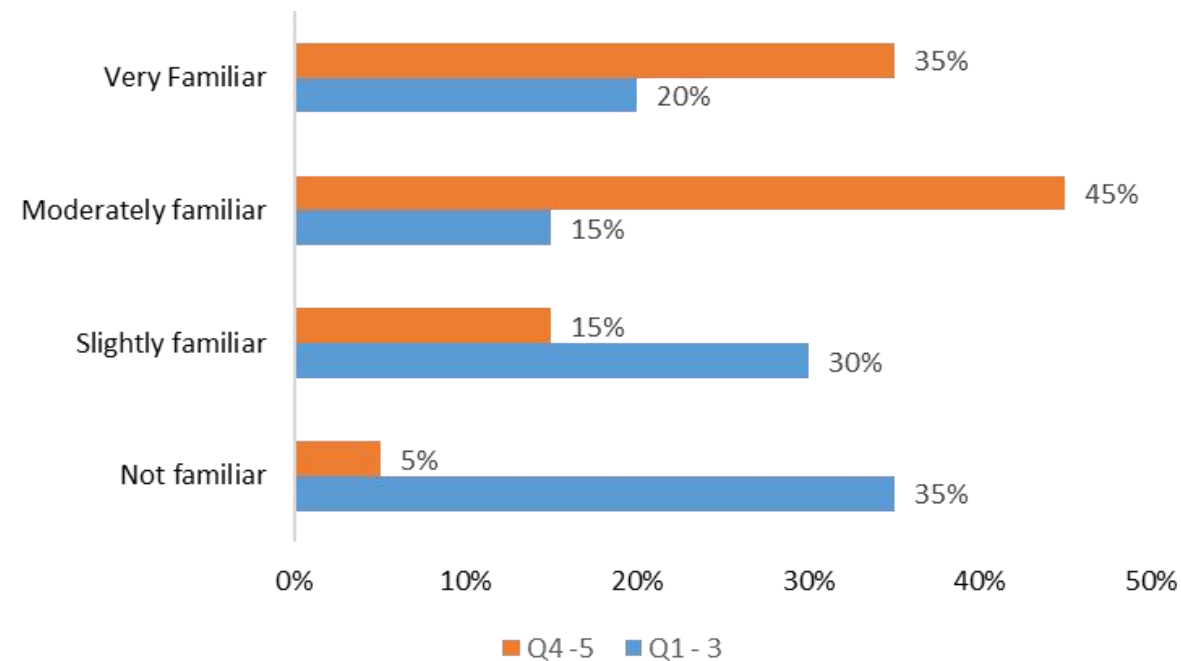
RESULTS AND DISCUSSIONS

Comparison of class sizes and levels of familiarity with the concept of DA between quantiles.

On average, how many learners do you teach in one class?



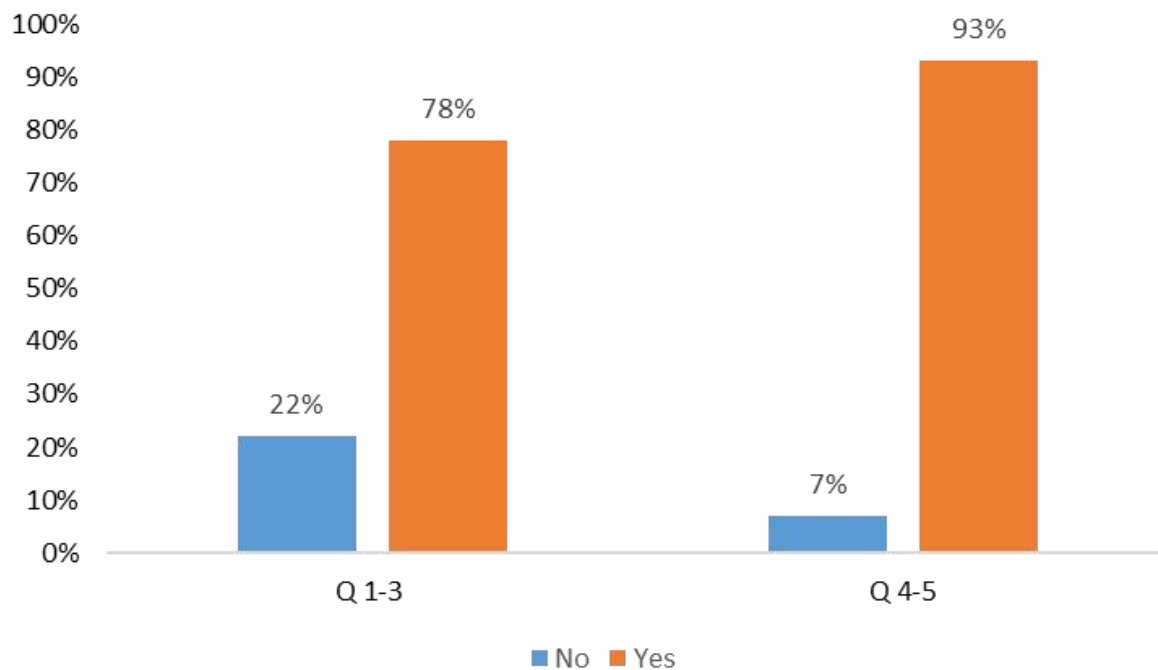
How familiar are you with the Concept of Differentiated Assessment?



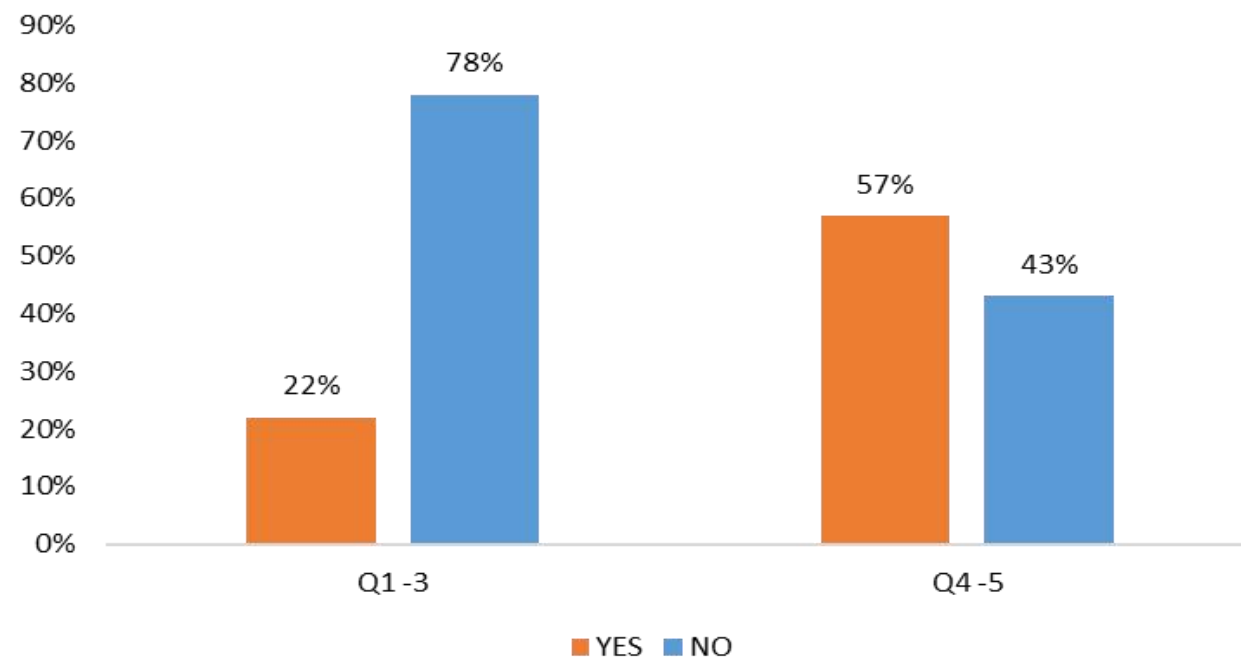
RESULTS AND DISCUSSIONS

Prevalence of both differentiated instruction and differentiated assessment between quantiles

Do you structure your lessons based on the specific needs of the learners you teach?



Do you differentiate learners' assessment based on their abilities?

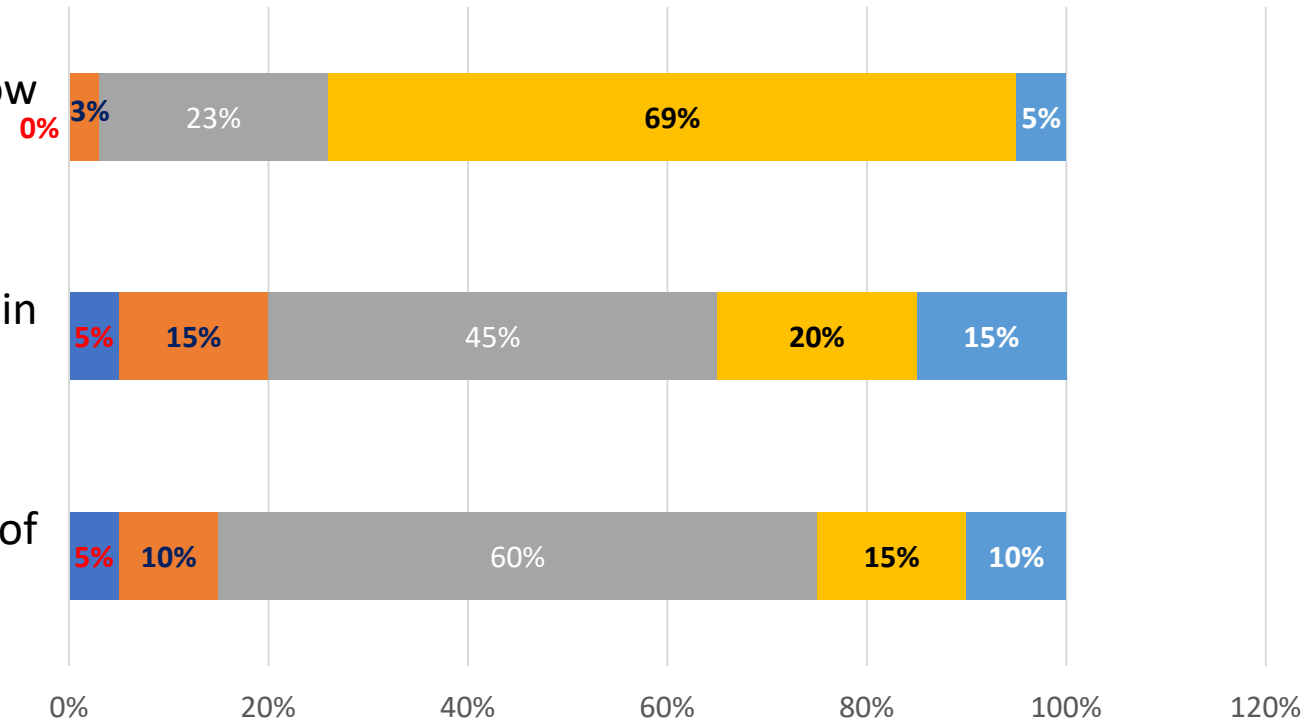


RESULTS AND DISCUSSIONS

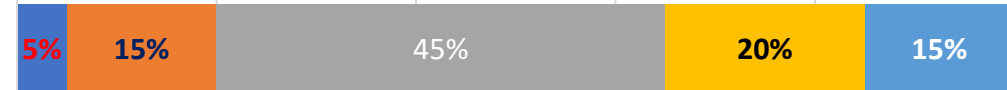
The extent to which assessment is made to accommodate different learners

Assessment Design encouraging stimulating interest and motivation for learning, n=126

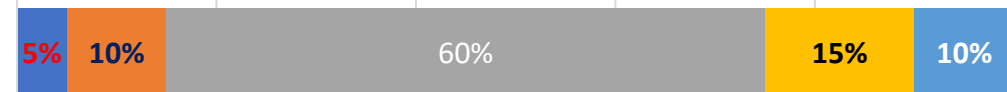
How often do you Design assessment tasks which would allow for different learning styles or intelligences?



How often do you focus only on key concepts for certain learners?



How often do you focus on the positive aspects or talents of the learners?



Always

Often

Sometimes

Rarely

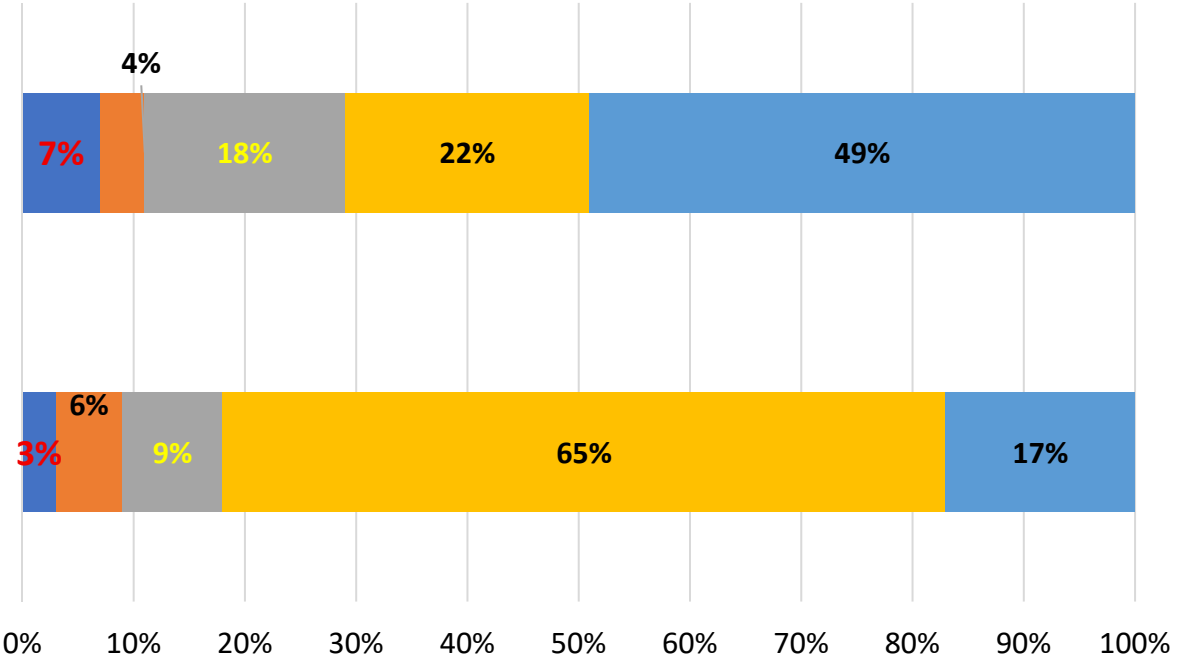
Never

RESULTS AND DISCUSSIONS

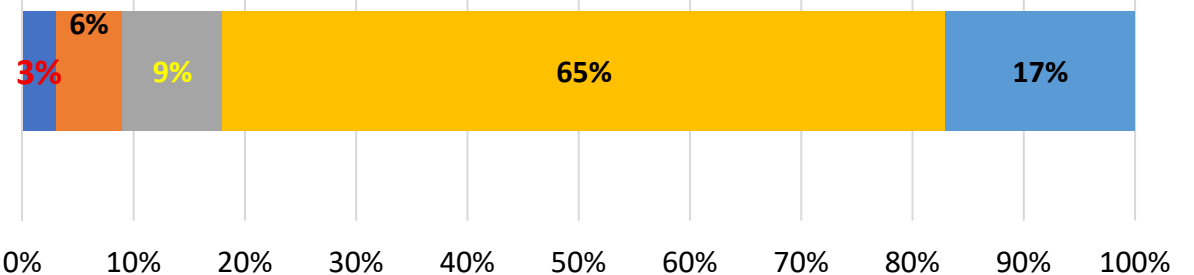
The extent to which assessment is made to accommodate different learners

Assessment design encouraging Multiple means of representation, n=126

How often do you use technology, aids or other special arrangements to undertake assessment tasks?



How often do you vary assessment activities?

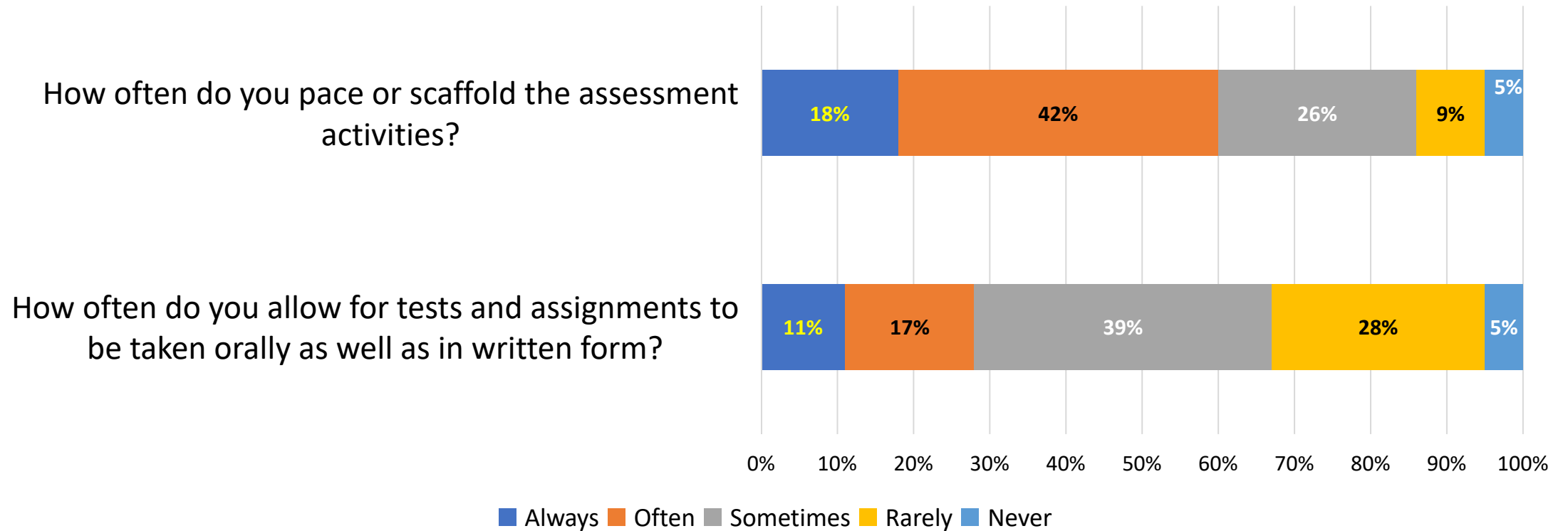


■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

RESULTS AND DISCUSSIONS

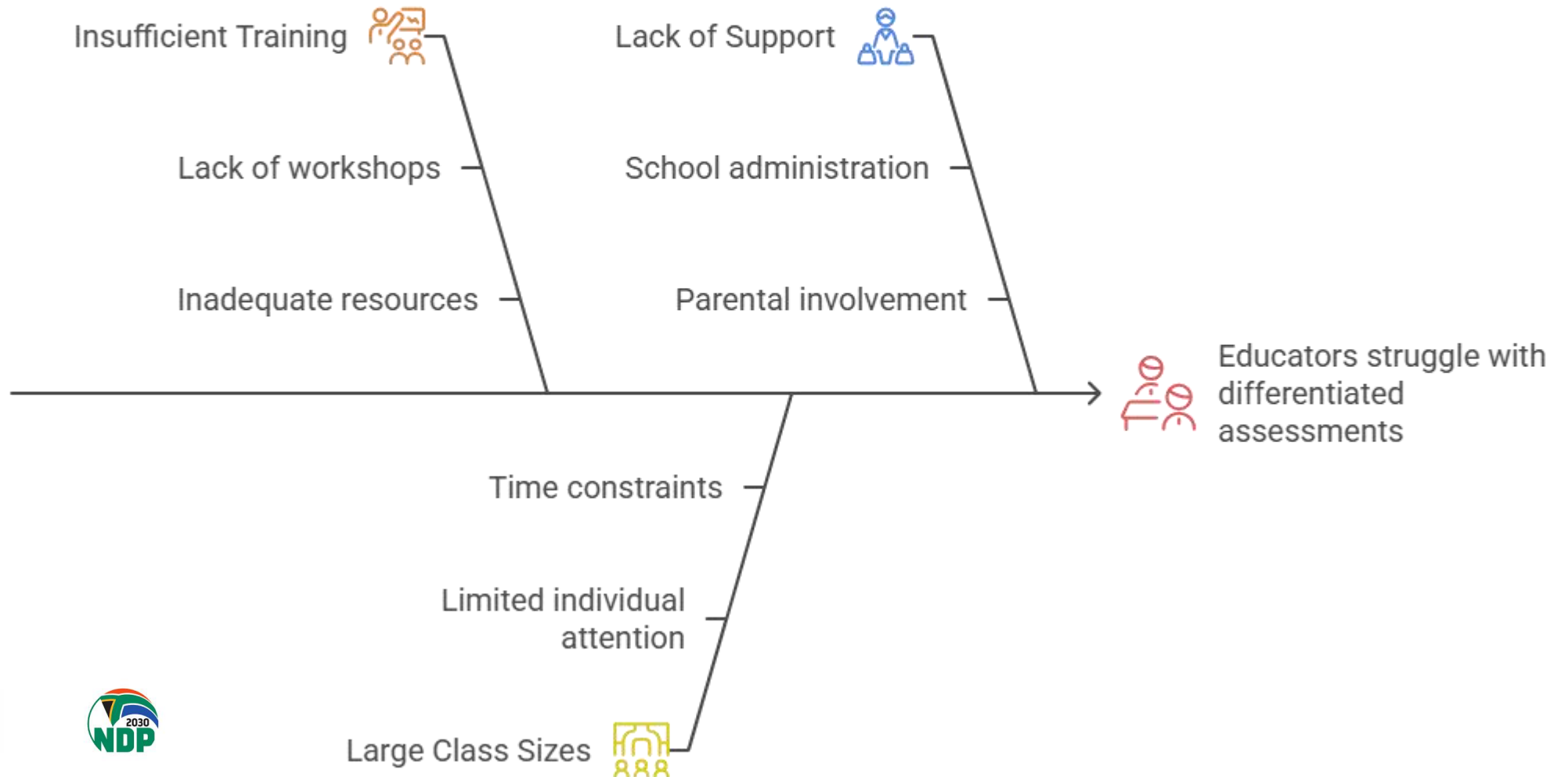
The extent to which assessment is made to accommodate different learners

Assessment design to encourage multiple means of action and expression, n=126



RESULTS AND DISCUSSIONS

Challenges faced by educators in implementing differentiated assessments.



RESULTS AND DISCUSSIONS

Various ways in which teachers respond to learner diversity (abilities, talents, skills, competencies) in the classroom during assessments.

"I use different types of assessments, such as written tests and oral tasks. I allow extra time for learners with learning challenges and break down the assessment into manageable tasks". (Participant 1)

"I explain the work to all of them at once, then call my learners who struggle with words and numbers. Read the question to them, and they figure out the answer on their own. The group need guidance to get to the answer". (Participant 2)

"Help them, give them more time to answer the questions". (Participant 3)

"I use the One-on-one method" (Participant 4)

"We have different assessments on different topics or assessment terms. We also do other creative assessments to cater to the diverse needs of learners". (Participant 5)








"Using cognitive level questioning". (Participant 6)

"I use different methods to help every learner understand the concepts". (Participant 7)

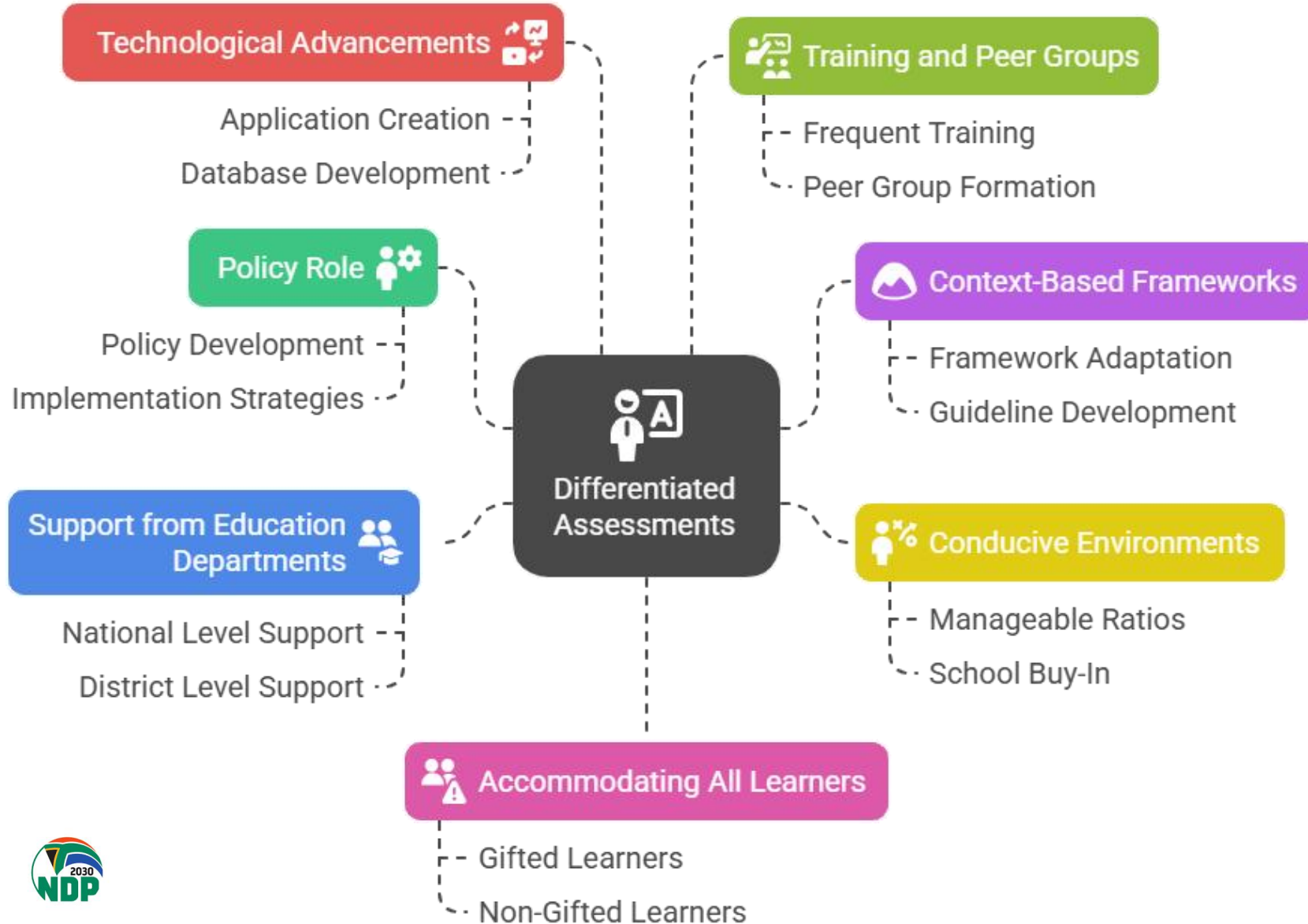
"Assessment covers all learner abilities". (Participant 8)

CONCLUSIONS FROM THE STUDY

Differentiated Assessment in South African Schools

Characteristic	Quintile 1-3 Schools	Quintile 4-5 Schools
 Implementation of Differentiated Assessment	Unlikely	Comparatively Likely
 Teacher Support & Training	Lacking	Available
 Standardized Assessments	Defaulted to	Less Emphasis
 UDL Principles Applicability	Limited	More Applicable
 Assessment Designs (Interest & Motivation)	Implemented Intermittently	More Consistent Implementation
 Assessment Designs (Multiple Representation)	Infrequently/Never Implemented	More Frequent Implementation
 Assessment Designs (Action & Expression)	Applied with Varying Frequency	More Consistent Application

STUDY RECOMMENDATIONS



RECOMMENDATION: TECHNOLOGY INTEGRATION

[Dashboard](#)
[Learner Profile](#)
[Decision Tree](#)

Log Out

Grade 9C – Learner Assessment & Learning Styles

Learning styles are determined by average marks across all assessments:
Visual (80+), **Auditory** (60–79), **Kinesthetic** (<60)

Gender: All ▼
 Class: All ▼
 Avg: All ▼
 Learning Style: All ▼

Name	Gender	Languages	Class	Class Test	Presentation	Project	Test 1	Test 2	Exam	Avg	Learning Style
Lerato Mahlangu	Female	isiZulu, English	Grade 9C	72	85	78	65	54	90	74	Auditory



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Thank You