

**30 July 2021**

**COVID-19 PROCESSES FOR THE WIL PRACTICAL ASSESSMENT OF 3<sup>RD</sup> YEAR STUDENTS:  
DIPLOMA IN GRADE R TEACHING**

Dear Student

Due to the Covid-19 pandemic the NWU academic staff will not be able to conduct your final WIL practical assessment. Therefore, we need to rely on students' mentors to formally assess two lesson presentations.

**NB If you have already implemented the mentor assessment and submitted the marks to the WIL office as explained below, please ignore this communication.**

**All students who have completed their first four WIL modules (RWIL111, 121, 211, 221) and who are now registered for RWIL311 and/or RWIL321:**

Please hand the attached letter of request, together with the three assessment forms, to your mentor (2X PR26; Summary of WIL practical results). The mentor must use a different PR26 form to assess each of two lessons (two pages per lesson), **indicate a final percentage (mark out of 100) for each lesson**, and transfer these marks to the summary report (one page). Each form needs to be signed by the mentor and stamped with the school stamp as indicated (five pages in total).

NB: The mentor needs to sign the declaration on the last page. Mentor details must match that of the mentor indicated on your PR02 form that you submitted to the NWU on registration. Mentors may be contacted by the WIL office to confirm the authenticity of these final WIL assessment.

**NB:** If you still need to submit your RWIL311 and/or RWIL321 portfolio/s, these two lessons may be two of the three lessons that you need to present to the mentor to be filed in your portfolio. **HOWEVER: SUBMIT COPIES OF THE PR26 FORMS FOR THESE TWO LESSONS' AND ALSO FILE COPIES OF THESE PR26 FORMS IN YOUR PORTFOLIO.** Each portfolio still needs to contain evidence of at least three lesson presentations assessed by your mentor. **NB:** The PR26 forms filed in your portfolio cannot be removed by the marker of your portfolio for the purpose of the final WIL practical assessment (mentor assessment), as it is a separate assessment process.

**If you have already submitted and passed both your 3<sup>rd</sup> year portfolios, you need to present two additional lessons to your mentor as part of this practical WIL assessment.**

Please scan and submit the three forms online (5 pages in total), using the link:

<http://distance.nwu.ac.za/submit-WIL>

You will be required to insert the following password: [wil-uodl](#)

**NB! Only the two PR26 forms and the summary of WIL marks with mentor signature and declaration may be uploaded – no portfolios may be uploaded via this link!**

If you experience problems to submit online, please send an email explaining your problem to: [PR26@nwu.ac.za](mailto:PR26@nwu.ac.za) Please provide your student number in all emails to the NWU.

**NB: This assessment arrangement only applies to 3<sup>rd</sup> year students who have passed their first four portfolios and therefore will be able to complete their studies in 2021.**

The practical mark must be submitted by the 30<sup>th</sup> of November 2021 to form part of your second semester record.

Yours sincerely, Corné Kruger (PhD) (Programme leader)

**COVID-19 PROCESSES FOR THE WIL PRACTICAL ASSESSMENT OF 3<sup>RD</sup> YEAR STUDENTS:  
DIPLOMA IN GRADE R TEACHING**

Dear Mentor

The NWU firstly wants to use this opportunity to thank you for your continuous support to the NWU student during her/his work-integrated learning and the important role you play in equipping the student for practice.

The NWU is taking all possible measures to support students to complete their studies in spite of the COVID-19 pandemic. However, due to pandemic, academic staff of the NWU Faculty of Education will not be able to visit schools to assess the practical competence of our 3<sup>rd</sup> year students enrolled for the Diploma in Grade R Teaching. The outstanding practical mark for work-integrated learning may therefore hamper the 3<sup>rd</sup> year R.

The NWU is therefore calling on you as appointed mentor for the respective student, to continue to assist the student in the final assessment of her/his practical competence. Students who still have to submit 3<sup>rd</sup> year portfolios need to implement the **WIL tasks** and present **three lessons** in a Grade R classroom. Evidence of your assessments of these tasks and lessons is filed in the student's portfolio. **HOWEVER, two of these lessons** will also be accepted as the **formal and final practical assessment of applied competence**. (Students who have already submitted their portfolios need to present two additional lesson to the mentor as part of the practical WIL assessment). We therefore ask that you please provide the student with comprehensive feedback and a mark for each of these **two lessons** using the forms attached (2X PR26 forms for the two formal lesson assessments and a summary report – five pages in total).

Please use a different PR26 form to assess each of the two lessons and **indicate a final percentage (mark out of 100) for each lesson** in the space provided as well as on the summary report. Each form needs to be signed by the mentor and stamped with the school stamp. The three forms (five pages) should be submitted online using the following link: <http://distance.nwu.ac.za/submit-WIL>

You will be required to insert the following **password: wil-uodl**

NB: Students who still need to submit a portfolio have to also file copies of these PR26 forms in their portfolio as evidence of two of the three lessons assessed by their mentor.

**NB: This assessment arrangement only applies to 3<sup>rd</sup> year students who have passed their first four portfolios.**

We ask that the assessment please be completed as soon as possible. If the practical mark does not reach the WIL office by the 30<sup>th</sup> of November 2021, it cannot be guaranteed that it will be processed as part of the student's first semester record but will be rolled over to 2022.

If you have any questions concerning the process, please send an email to [PR26@nwu.ac.za](mailto:PR26@nwu.ac.za)

We appreciate your cooperation in this regard.


Yours sincerely, Corné Kruger (PhD)



NWU Faculty of Education, Programme leader: Diploma in Grade R Teaching

**Dip Grade R Teaching**

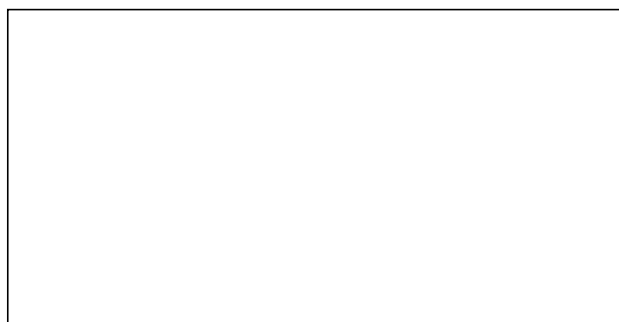
**Summary of WIL marks: Two lessons assessed by the mentor**

<b>School name:</b>						
<b>Student initials and surname:</b>						
<b>Student number:</b>						
<b>Mentor initials and surname:</b>						
<b>Mentor contact number:</b> 		<b>Cell phone:</b>				
		<b>School:</b>				
<b>Lesson</b>	<b>Topic</b>	<b>Mentor mark</b>	<b>Date</b>	<b>Comments</b>		
<b>Lesson 1</b>		<b>/ 100</b>				
<b>Lesson 2</b>		<b>/ 100</b>				

**Declaration:** I, ..... (name of mentor), herewith declare that I have assessed two lessons presented by the student, ..... (name of student), and that the marks assigned by me is a true reflection of his/her practical Grade R teaching competence.

Mentor signature: .....

Date: ...../..... / 2021



Official school stamp

**FACULTY OF EDUCATION SCIENCES**
**ASSESSMENT OF Gr R Dip LESSON PRESENTATION:** Work-Integrated Learning (3<sup>rd</sup> year)

**PR 26ERD (Formal assessment – Lesson 1)**

<b>Name:</b>		<b>Student number:</b>						
<b>School:</b>		<b>Lesson theme/topic:</b>						
<b>Mentor:</b>		<b>Date:</b>						
<b>RATING KEY</b>		<b>1 EXCEEDS STANDARD (75+)</b>		<b>2 MEETS STANDARD (60-74%)</b>		<b>3 DOES NOT MEET STANDARD (-60%)</b>		
<b>PLANNING AND LESSON PREPARATION</b>								
<b>LESSON PHASE</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Have the lesson goals been correctly formulated?							
2	Are the teaching and learning activities aligned with the lesson's objectives?							
3	Is the assessment strategy aligned with the above?							
4	Was the lesson fully planned?							
5	Is relevant preparation material available?							
<b>TEACHING AND LEARNING ACTIVITIES</b>								
<b>INTRODUCTION</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Did the introduction include learners' experience and prior knowledge?							
2	Was the introduction creative and within the context of the planned learning content?							
3	Did the introduction spur the learners on to further learning?							
4	Were the goals of the lesson clear to the learners?							
<b>TEACHING &amp; LEARNING PHASE</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Were appropriate teaching strategies used to make the new content clear to the learners?							
2	Were opportunities created for the learners to apply the new knowledge (in individual and /or group context)?							

3	Did emphasis and consolidation of learnt material occur continuously?							
4	Were learners continuously assessed and given appropriate support?							
5	Were learning activities appropriate and relevant?							
6	Was feedback given consistently on the learning activities?							
CONCLUSION		CRITERIA			1	2	3	REMARKS
1	Were the set lesson objectives used as basis for planned learning?							
2	Were the lesson objectives reached?							
3	Were learners guided to reflect on new knowledge, skills, attitudes, values?							
STUDENT TEACHING SKILLS		CRITERIA			1	2	3	REMARKS
1	Does the student have sufficient subject knowledge?							
2	Quality of the communication (verbal/non-verbal) with the learners.							
3	Was communication between learners promoted?							
4	Attitude towards learners.							
5	Was self-directed/participative learning motivated with learners?							
6	Were suitable learning and teaching aids used effectively?							
7	Quality of student's classroom management?							
NWU LECTURER / ACCREDITED MENTOR COMMENTS								
							%	
NWU lecturer/Accredited mentor signature:							Date: / /	

School stamp:

**FACULTY OF EDUCATION SCIENCES**
**ASSESSMENT OF Gr R Dip LESSON PRESENTATION:** Work-Integrated Learning (3<sup>rd</sup> year)

**PR 26ERD (Formal assessment: Lesson 2)**

<b>Name:</b>		<b>Student number:</b>						
<b>School:</b>		<b>Lesson theme/topic:</b>						
<b>Mentor:</b>		<b>Date:</b>						
<b>RATING KEY</b>		<b>1 EXCEEDS STANDARD (75+)</b>	<b>2 MEETS STANDARD (60-74%)</b>		<b>3 DOES NOT MEET STANDARD (-60%)</b>			
<b>PLANNING AND LESSON PREPARATION</b>								
<b>LESSON PHASE</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Have the lesson goals been correctly formulated?							
2	Are the teaching and learning activities aligned with the lesson's objectives?							
3	Is the assessment strategy aligned with the above?							
4	Was the lesson fully planned?							
5	Is relevant preparation material available?							
<b>TEACHING AND LEARNING ACTIVITIES</b>								
<b>INTRODUCTION</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Did the introduction include learners' experience and prior knowledge?							
2	Was the introduction creative and within the context of the planned learning content?							
3	Did the introduction spur the learners on to further learning?							
4	Were the goals of the lesson clear to the learners?							
<b>TEACHING &amp; LEARNING PHASE</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Were appropriate teaching strategies used to make the new content clear to the learners?							
2	Were opportunities created for the learners to apply the new knowledge (in individual and /or group context)?							

3	Did emphasis and consolidation of learnt material occur continuously?							
4	Were learners continuously assessed and given appropriate support?							
5	Were learning activities appropriate and relevant?							
6	Was feedback given consistently on the learning activities?							
<b>CONCLUSION</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Were the set lesson objectives used as basis for planned learning?							
2	Were the lesson objectives reached?							
3	Were learners guided to reflect on new knowledge, skills, attitudes, values?							
<b>STUDENT TEACHING SKILLS</b>		<b>CRITERIA</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>REMARKS</b>
1	Does the student have sufficient subject knowledge?							
2	Quality of the communication (verbal/non-verbal) with the learners.							
3	Was communication between learners promoted?							
4	Attitude towards learners.							
5	Was self-directed/participative learning motivated with learners?							
6	Were suitable learning and teaching aids used effectively?							
7	Quality of student's classroom management?							
<b>NWU LECTURER / ACCREDITED MENTOR COMMENTS</b>								<b>%</b>
<b>NWU lecturer/Accredited mentor signature:</b>								<b>Date: / /</b>

School stamp: