

23 October 2020

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

Dear Student

Due to the Covid-19 pandemic the NWU staff will not be able to visit schools for the final assessment of students' practical competence as part of WIL. Therefore, we need to rely on students' mentors to formally assess two lesson presentations.

According to the current plan from the DBE, Grade R learners were to return to schools from the 6th of July. We realise that this was not possible for all students, but IF you could return to the classroom, please hand the attached letter of request, together with the three assessment forms, to your mentor (2X PR26; Summary of WIL results).

The mentor must use a different PR26 form (attached to the mentor letter) to assess each of the 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. Please make sure the mentor details 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 the WIL assessment.

NB: If you still need to submit your portfolio, these **two lessons may form part of the three lessons that you need to present to the mentor as part of the WIL portfolio**. In this case, file copies of these PR26 forms in your portfolio as well, as two of the three lessons assessed by your mentor. Each portfolio still needs to contain evidence of at least three lesson presentations assessed by your mentor.

If you have already submitted and passed both your 3rd year portfolios, you need to present two additional lessons 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 to Hope Makgabutlane:

Hope.Makgabutlane@nwu.ac.za

NB: This assessment arrangement only applies to 3rd year students who have passed their first four portfolios and therefore will be able to complete their studies in 2020.

We ask that you please conduct the practical assessment as soon as possible. If the practical mark does not reach the WIL office by the 30th of November 2020, we cannot guarantee that the mark will be processed as part of your 2020 record but may have to be rolled over to 2021.

Yours sincerely, Corné Kruger (PhD)



Email: corne.kruger@nwu.ac.za

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

Dear Mentor

The NWU firstly wants to use this opportunity to thank you for your continuous support for 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 academic year. However, due to the COVID-19 pandemic, academic staff of the NWU Faculty of Education will not be able to visit schools to assess the practical competence of our 3rd year students enrolled for the Diploma in Grade R Teaching. The outstanding practical mark for work-integrated learning may therefore hamper the 3rd year students from completing their studies.

In these uncertain times and fluid situation our education system and schools are currently facing, we are not sure *if* and *when* your school's Grade R learners will be returning to school. However, considering that the 6th of July has been indicated as the anticipated date for Grade R's to return to schools, the NWU is calling on you as appointed mentor for the respective student, to continue to assist the student in the final assessment of practical competence. Students who still have to submit 3rd year portfolios still 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 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 file a copy of these PR26 forms in their portfolio as two of the three lessons assessed by their mentor.

NB: This assessment arrangement only applies to 3rd year students who have passed their first four portfolios and therefore will be able to complete their studies in 2020.

We ask that the assessment please be completed as soon as possible. If the practical mark does not reach the WIL office by the 30th of November, it cannot be guaranteed that it will be processed as part of the student's 2020 record but will be rolled over to 2021.

If you are not able to conduct the practical assessment, please send an email to the programme administrator, Ms Hope Makgabutlane Hope.Makgabutlane@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
Email address: corne.kruger@nwu.ac.za

Dip Grade R Teaching

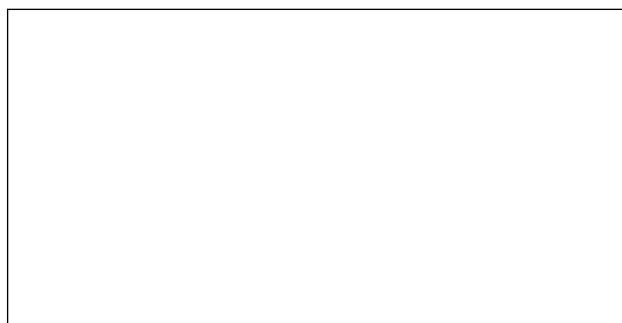
Summary of WIL marks: Two lessons assessed by the mentor

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

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:/..... / 2020



Official school stamp

FACULTY OF EDUCATION SCIENCES

ASSESSMENT OF Gr R Dip LESSON PRESENTATION: Work-Integrated Learning (3rd year)

PR 26ERD (Formal assessment – Lesson 1)

Name:		Student number:			
School:		Lesson theme/topic:			
Mentor:		Date:			
RATING KEY	1 EXCEEDS STANDARD (75+)	2 MEETS STANDARD (60-74%)		3 DOES NOT MEET STANDARD (-60%)	
PLANNING AND LESSON PREPARATION					
LESSON PHASE	CRITERIA	1	2	3	REMARKS
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?				
TEACHING AND LEARNING ACTIVITIES					
INTRODUCTION	CRITERIA	1	2	3	REMARKS
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?				
TEACHING & LEARNING PHASE	CRITERIA	1	2	3	REMARKS
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 (3rd year)

PR 26ERD (Formal assessment: Lesson 2)

Name:		Student number:			
School:		Lesson theme/topic:			
Mentor:		Date:			
RATING KEY		1 EXCEEDS STANDARD (75+)		2 MEETS STANDARD (60-74%)	
				3 DOES NOT MEET STANDARD (-60%)	
PLANNING AND LESSON PREPARATION					
LESSON PHASE		CRITERIA		1	2
3				3	REMARKS
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?				
TEACHING AND LEARNING ACTIVITIES					
INTRODUCTION		CRITERIA		1	2
3				3	REMARKS
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?				
TEACHING & LEARNING PHASE		CRITERIA		1	2
3				3	REMARKS
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: