

**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 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 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 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 6<sup>th</sup> 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 by assessing the **WIL tasks** and **three lessons** presented by the student in a Grade R classroom. Evidence of these assessments 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**. 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). 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 should be submitted online using the following link: <http://distance.nwu.ac.za/submit-WIL>

NB: Students also need to file a copy of these PR26 forms in their portfolios as 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 and therefore will be able to complete their studies in 2020.**

Because of the fluid situation, there is no deadline for the practical assessment for this semester. **However**, if the practical mark does not reach the WIL office in time to be processed as part of the student's first semester record, the mark will be accommodated as part of the second semester record.

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](mailto:Hope.Makgabutlane@nwu.ac.za) OR phone her during office hours: 018 285 2051

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](mailto:corne.kruger@nwu.ac.za)

**Dip Grade R Teaching**

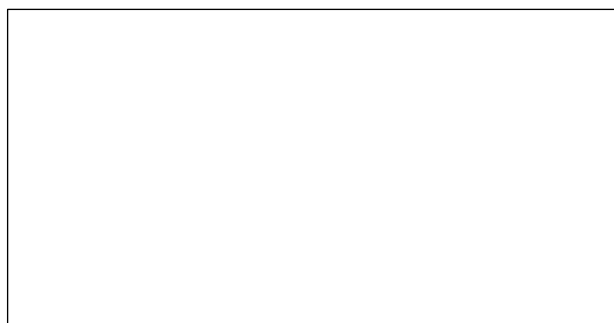
**Summary of WIL marks: Two lessons assessed by the mentor**

<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: ...../..... / 2020



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**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?					
<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:

**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: