

Tutorial Letter 101/3/2018

THE EDUCATOR AS ASSESSOR

EDAHOD5

SEMESTER 1 AND 2

DEPARTMENT: CURRICULUM AND INSTRUCTIONAL STUDIES

IMPORTANT INFORMATION:

This tutorial letter contains important information about your module.

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1 INTRODUCTION

Dear Student

The Department of Curriculum and Instructional Studies is pleased to welcome you to the module called. The Educator as Assessor (EDAHOD5). We hope that you will find it both interesting and rewarding. You will be well on your way to success if you start studying early in the semester and resolve to do your assignments thoroughly and timeously. During the semester you will receive a number of tutorial letters relating to EDAHOD5. I will do my best to make your study of this module successful. A tutorial letter is my way of communicating with you about teaching, learning, and assessment. Please join our discussions on myUnisa too to stay updated with the latest announcements, resources and information on this module.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. You are urged to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to me. In this tutorial letter you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

Please read **Tutorial Letter 301** in combination with this tutorial letter as it gives you an idea of generally important information when studying at a distance and within a particular college. We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start, I would like to point out that you must read all the tutorial letters you receive during the year immediately and carefully, as they always contain important and, sometimes, urgent information. Some of these tutorial letters may not be available when you register. Should a tutorial letter not be available when you register, it will be posted to you as soon as possible. It is, however, also available on myUnisa.

I hope that you will enjoy this module and I wish you all the best.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of this module is to equip you with the knowledge, skills and attitudes needed to assess learners. The module focuses on the role of the assessor in assessing learners. All educators should be able to fulfil this responsibility.

The Post Graduate Certificate in Education (PGCE) covers six roles of the educator, namely:

1. The educator as mediator of learning
2. The educator as developer of the learning programme
3. The educator as assessor

4. The educator as leader, manager, and administrator
5. The educator as researcher, scholar and lifelong learner
6. The educator in a pastoral role

The seventh role, namely the educator as a subject specialist, is covered by the subject didactics and learning area didactics that form part of your training.

This module is focused on your role as an assessor.

2.2 Outcomes

Students who are competent in their role as assessors can practically demonstrate the ability to plan and prepare assessments for learners.

To be able to show that you can plan and prepare assessments for your learners, you have to learn to do the following in this module. These are the learning outcomes (LO's) for the module:

- LO 1: Describe assessment within the Curriculum and Assessment Policy Statement framework.
- LO 2: Demonstrate an understanding of the principles that underpin assessment.
- LO 3: Design and administer assessment tasks and strategies appropriate to the learning context and the area of specialisation.
- LO 4: Assess and systematically record the progress of learners.
- LO 5: Report learner achievement effectively.
- LO 6: Use assessment results to provide constructive feedback on learner progress and achievement.
- LO 7: Interpret and use assessment results to inform future teaching and learning processes.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Your lecturer for the module The Educator as Assessor is Dr A S Mawela. You are welcome to discuss any problems related to the content of the module. My contact details are as follows:

Dr A S Mawela
Department of Curriculum and Instructional Studies
UNISA
AJH Van der Walt Building 6--35
Muckleneuk Campus
Preller Street
Pretoria
0002

P O Box 392
UNISA
0003

Tel: (012) 429 4381
 E-mail: mawelas@unisa.ac.za

All academic queries that are not of a purely administrative nature but relate to the content of this module should be directed to me. Please have your study material with you when you contact me.

Please note: Letters to lecturers may not be enclosed with or inserted into assignments.

3.2 Department

Department of Curriculum and Instructional Studies
 P O Box 392
 UNISA
 0003
 AJH Van der Walt Building 6-35
 Muckleneuk Campus
 Preller Street
 PRETORIA
 0002
 Tel: (012) 429 4381

3.3 University

If you need to contact the University about administrative matters not related to the content of this module, please consult the publication *Study @ Unisa*, which you received with your study material. This brochure contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the University. Please note that all administrative inquiries should be directed to the applicable section at Unisa. The details are as follows:

E-mail: study-info@unisa.ac.za

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

The following book is integrated with the study material and is prescribed for this module:
The educator as assessor. Second edition. 2014. JM Dreyer (editor). Pretoria. Van Schaik Publishers. ISBN 9780627031151.

Please do not use the first edition of this book as it is not relevant to assessment in terms of what is required in the current CAPS curriculum implemented in South Africa.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no electronic reserves for this module.

4.4 Library services and resources of information

For brief information, go to www.unisa.ac.za/brochures/studies.

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled numerous library guides:

- *Finding recommended reading in the print collection and e-reserves –* <http://libguides.unisa.ac.za/request/undergrad>
- *Requesting material –* <http://libguides.unisa.ac.za/request/request>
- *Postgraduate information services –* <http://libguides.unisa.ac.za/request/postgrad>
- *Finding, obtaining and using library resources and tools to assist in doing research –* http://libguides.unisa.ac.za/Research_Skills
- *How to contact the library/finding us on social media/frequently asked questions –* <http://libguides.unisa.ac.za/ask>

4.5 Open education resources (OER)

4.5.1 TESSA (Teacher Education Sources for sub-Saharan Africa)

TESSA brings together teachers and teacher educators from across Africa. It offers a range of materials (open educational resources) in four languages to support school-based teacher education and training. Access the TESSA website: <http://www.tessafica.net/>.

4.5.2 OER4Schools

OER4Schools is an open education resource from the faculty of education at the University of Cambridge. Their website address is:

<http://www.educ.cam.ac.uk/?centres/cce/initiatives/projects/oer4schools/>. Consult this website for classroom examples and learning and teaching support materials to use in your lesson plans, group work activities, and so on.

4.6 Social network: LinkedIn and Twitter

Visit www.linkedin.com (Solomon Mawela) or Twitter @ Solomon Mawela. Share your views on the characteristics of a good educator as assessor.

4.7 Curriculum Assessment Policy Statement (CAPS) and the National Protocol for Assessment (NPA)

The Curriculum Assessment Policy Statement is a single, comprehensive but concise policy document for all approved school subjects and contains all assessments prescribed for the subject you teach or would teach once qualified. The NPA contains the general policy framework for assessment in school contexts. You have to use these two sources in conjunction with the prescribed text book.

Both the NPA and the CAPS are available free of charge on the Department of Basic Education's website: <http://www.education.gov.za>

Select the phase and subjects you would be teaching once you qualified as an educator and download the CAPS for use in this module. Obviously, as an educator you would use this policy document in other modules of the PGCE and in your career as well.

Please note that these three resources described in 4.1 and 4.2 above are sufficient to complete this module successfully when used with Tutorial Letters 101, 301 and 501.

Par. 4.3 - 4.8 below refer you to other resources you may also want to use in this module should you want to read wider than what is prescribed. At post graduate level studies you are obviously encouraged to do so.

4.8 Textbook for EDDHODJ: *The educator as learning programme developer*

The information in the textbook for the module EDDHODJ may be applicable to your lessons planning, activity planning, assessment planning and group work planning for this module. You may want to refer to these when you complete the set assessments and group work topics in EDAHOD 5 for 2018.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (e.g. student counselling; tutorial classes; language support), please consult the publication *Study @ Unisa* that you received with your study material.

5.1 Free access to computers and the internet

Unisa has entered into partnerships with establishments (referred to as **telecentres**) in various locations across South Africa to give you (as a Unisa student) free access to computers and the internet. This access enables you to conduct the following academic activities: **registration; online submission of assignments; engaging in e-tutoring activities and signature courses**; and so on. Please note that any other activity outside of these is for your own costing such as printing, photocopying, and so forth. For more information on the telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.2 Contact with fellow students

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
P O Box 392
UNISA
0003

5.3 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa using computers and the internet.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za> and then click on the “**Login to myUnisa**” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa* which you received with your study material for more information on myUnisa.

Please take note of the following “Rules of engagement” with regard to interacting on the myUnisa discussion forum

- **Your lecturer or e-tutor will only engage with you on academic matters on the forum.** We access the forum regularly to post messages we think may help you in your studies and particularly in doing the assignments. Please do not ask us to clarify issues regarding the myUnisa system, your registration, submission of assignments and other administrative issues. As indicated above, consult *Study @ Unisa* in this regard. As academic lecturers, we will only respond to academic matters on the forum.
- **We will also access the forum regularly to respond to queries you may have.** Please be specific in your queries. We will **not respond** to queries such as:
 - a. “Please help, I am confused.” We **will respond** to queries such as:
 - b. “Please help. I do not understand what is meant by “assessment task”, in the instructions for Assignment 1.”

Also bear in mind that we expect that you really try before you ask for help. When you ask for assistance also include what you think. We **enjoy responding** when you ask as follows:

“Please help. I do not understand what is meant by “assessment task”, in the instructions for Assignment 1. I think it is the work I have to do with my learners.”

Remember, we are interested in what you do know and understand, even if it seems inadequate to you, as it will help us explaining what you not know or understand.

- **Do not open many new forums and topics.** We, the lecturers and e-tutors will open a few relevant discussion forums and topics on the discussion forum. Only respond on the topics indicated and post messages that are directly related to the topic on the forum. Please do not post unrelated comments or queries anywhere – focus on the topic! Refrain from opening several new topics – rather post your comments or queries under existing relevant topics.
- **We do not participate in WhatsApp groups.** Please do not post requests to be added to a WhatsApp group or to be added on WhatsApp groups on these forums and topics started by the lecturer and e-tutors. If you want to be added to a group, open a new topic for that purpose. We will not access such topics at all as we are excluded from such WhatsApp groups. We will interact directly with you on the discussion forum, per e-mail and per telephone.
- **Post your message once only!** Please do not post the same message several times on any and all forums and topics. Post your message ONCE and under the relevant topic. We do not have the time to read the same message again and again – also, bear in mind that the question may have been answered already elsewhere, and you would not know this! We reply to queries once only.

- **Do not post personal issues on the forum.** Please do not use the forum as a space to have personal issues and challenges resolved. The forum is meant for sharing ideas so that everyone may benefit from such sharing. If you have a personal issue you want to bring to the attention of the lecturer or e-tutor, please write an e-mail, or phone the lecturer, but do not post such requests on a public forum such as myUnisa.
- **Read before you ask.** Please read EVERYTHING the lecturer or e-tutor post on the forum before you ask questions that may have been asked by another student and had already been answered. Also read what your fellow students contribute and ask before you ask – maybe your question had already been answered by the lecturer or e-tutor when a fellow students asked the same or similar question before.
- **Participate in an academic discourse.** Please engage with us as lecturer and e-tutors and your fellow students as fellow academics. Be brave and post your draft answers to assignment questions and ask for comment rather than asking for answers to assignment questions. It is your responsibility to learn, and to share is to learn. The more you give on the forum, the more you will receive.

5.4 Tutorials

Unisa offers tutor services for students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre near you, consult the Directorate of Tutorial Services, Discussion Classes and Work-Integrated Learning at Tel: +2712 484 2869.

A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss courses material. The main purposes of the tutorial service are:

- to facilitate student learning by developing the student's independent learning skills.
- to assisting students to become motivated and independent learners
- to help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult the learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study@ Unisa*.

No such tutorials are currently planned for this module for 2018.

5.5 Unisa Radio

Unisa Radio is one "Africa voice" which strives to be Unisa's voice that will bridge the gap between Unisa and its communities. In the light of that, Unisa Radio's programme focuses on academic content including educational shows, career guidance, job opportunities, Unisa student lifestyles, student' entertainment, campus news and student support.

5.6 Student query process

Step 1:

Contact (by e-mail or phone) the lecturer.

Dr AS Mawela

Tel No: 012 429 4381

E-mail: Mawelas@unisa.ac.za

Step 2:

If there is no response from the lecturer within 48 hours, **call or forward query with a trail of previous e-mails to the Chair of the Department's office** (Secretary: Ms L van Rensburg, Tel No: 012 429 4033, e-mail: vrensl1@unisa.ac.za or Ms M Botha, Tel No: 012 4296861, e-mail: bothajsm@unisa.ac.za)

Step 3:

If there is no response from the CoD's office within 48 hours, **call or forward query with a trail of previous e-mails to Director at School of Teacher Education** (Secretary: Ms H Pheto, Tel No: 012 429 6879, e-mail: phetohk@unisa.ac.za)

Step 4:

If there is no response from the Director of the School within 48 hours, **call or forward query with a trail of e-mails to College of Teaching and Learning's office** (Secretary: Ms Rosslee, Tel No: 012 429 4274, e-mail: rossle@unisa.ac.za)

You are advised to always start on STEP 1 when raising queries and not jump straight to Step 4.

6 MODULE-SPECIFIC STUDY PLAN

Please consult *Study @ Unisa* for a generic study plan. Adapt this study plan to your specific needs and context. The plan contains valuable time management and planning skills.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

The practical work for this module comprises a teaching practice period of five weeks. You are expected to be actively involved in learners' assessment. This includes designing assessment activities, different assessment tools, how to assess learners, how to give learners feedback, how to record learners' work and how feedback is given to different stakeholders. The subject teacher at your placement school will have to assist you. Further details about teaching practice are supplied in PTEAC2Y and TPR200F).

8 ASSESSMENT

8.1. Assessment criteria

Assignments are seen as part of the learning material for this module. As you do the assignments, study the reading texts, consult other resources, discuss the work with fellow students or e-tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

8.2 Assessment plan

Unisa is following a continuous assessment system. So, you will be able to accumulate marks throughout the semester. Your promotion mark comprises a semester mark of 20% and an examination mark of 80%.

Your semester mark will be compiled as follows:

- ✚ Assignment: 01 will count -10%
- ✚ Assignment: 02 will count -10%

The total will then be 20%
Examination mark 80%
Final mark 100%

Submitting a well-prepared Assignment 01 and Assignment 02 will, therefore, be to your benefit.

Please note: you need a subminimum of 40% in the examination to benefit from your semester mark. In other words, you will have to pass the examination (which means that you have to obtain a minimum of 50%).

You have to submit both Assignment 01 and Assignment 02 to obtain admission to the examination. If you fail to submit any one or both of the assignments, you will not have admission to the examination.

8.3 General assignment numbers

Remember that your assignment must have precisely the same number as the number indicated in this tutorial letter. Assignments are numbered consecutively per module, starting from 01. Only numerical numbers are used, for example, Assignment 01, 02 and so on.

Specify the module code and assignment number in all inquiries about assignments.

8.3.1 Unique assignment numbers

Semester 1

Unique No	Assignment Number	Due date
678581	01	09 March 2018
694117	02	06 April 2018

Semester 2

Unique No	Assignment number	Due date
800287	01	01 August 2018
769988	02	07 September- 2018

8.4 Submission of assignments

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be directed to the Department of Student Assessment and Administration (**DSAA**) You might also find information on myUnisa. To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the ‘Login to myUnisa’ link under the myUnisa heading on the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.





Assignments should be addressed to:

Department of Student Assessment and Administration
PO Box 392
UNISA
0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*.

NB: Assignments may not be submitted by fax or sent to the lecturer's e-mail address.

To submit an assignment **via myUnisa**:

- Go to myUnisa.
 - Log in with your student number and password.
 - Select the module.
 - Click on Assignments in the menu on the left.
 - Click on the number of the assignment you want to submit.
 - Follow the instructions on the screen.
-  Since your examination paper at the end of the year will also be based on your assignments, it is in your own interest to complete them assignments thoroughly.
-  You have to use at least, the prescribed text book, the NPA and the CAPS as well as the tutorial letters for this module in responding to the assignments. You are welcome to consult other sources as well, but this is not a compulsory requirement. You have to list all sources used in a complete list of references according to the Harvard method of referencing.
-  Pay particular attention to the assessment grids to be used in assessing your assignments. These are included so that you will respond exactly as is required in the tutorial letters.
-  You are reminded of the seriousness of submitting work that is authentic and not plagiarised. If it happens that you hand in assignments which are not your original work, the measures contained in the Unisa Code of Conduct will apply. The University authorities regard plagiarised work as serious misconduct and illegal practice and we will act upon such misconduct in the strongest possible way.

8.5 The assignments

PLEASE NOTE THAT ASSIGNMENTS FOR BOTH SEMESTERS ARE SIMILAR, BUT NOT THE SAME

Please note that the word “assignment” is the only accepted term used to refer to assignments.

Assignments 01 and Assignment 02 follow. You should be able to answer these by consulting your textbook (*The Educator as Assessor*), your study guide / Tutorial Letter 501 and the internet.

NB: Important information about completing assignments

- ❖ Make sure that you respond to the assignments designed for the SEMESTER you are registered for – do not submit Semester 2 assignments if you are registered for the first semester and do not submit Semester 1 assignments if you are registered for Semester 2. It may be a good idea to mark the assignments you have to submit clearly to avoid a mistake in this regard.
- ❖ You are expected to complete both assignments and answer all questions set in the assignments.

- ❖ In each assignment, make sure that you provide the following:
 - ✓ cover page including the title or topic of your response to the assignment. "Assignment 01" is NOT an appropriate title or topic for an assignment. Demonstrate your understanding of the module content by drafting an appropriate short title of topic for your assignment.
 - ✓ a declaration of authenticity, namely that it is your own work that is submitted
 - ✓ a concise table of content, containing the main headings and page numbers only – no sub-headings should be included.
 - ✓ a very brief introduction which introduces the title to the reader in one sentence and indicates what is contained in the response
 - ✓ responses to the assignment questions, each provided with an appropriate heading – these headings should appear in the table of contents.
 - ✓ references to sources used in text every time such sources are used. These must be done according to the Harvard method of referencing.
 - ✓ a summary or conclusion of the overall answer to the assignment which briefly indicates the meaning of the assignment.
 - ✓ a list of sources consulted. This list must be according to the Harvard method as well.
- ❖ Along with the answers to the assignment questions, also respond to the reflection questions (this is compulsory even though marks are not allocated).
- ❖ You may submit assignments in typed or handwritten format.
- ❖ Both assignments for the semester may be submitted to the University either by snail mail (post) or electronically via myUnisa. However, we strongly encourage you to submit your assignments via the myUnisa platform, as this makes it easier to track your submissions, while you will also receive feedback sooner.
- ❖ Plagiarism is not allowed at all. If you commit plagiarism, the University is obliged to subject you to a disciplinary hearing. If you are found guilty, you may be suspended and excluded from studying at all universities (including Unisa) for several years. Students are not allowed to submit identical assignments on the basis that they worked together. That is copying (which constitutes a form of plagiarism). NO such assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.
- ❖ Read questions more than twice in order to get a better understanding before attempting to answer it.
- ❖ Do not use answers to the assignment questions to study the content of the module. First study the content (textbook, Tutorial Letter 501, the NPA and CAPS) before attempting to answer the questions.

NB: Even though you may have three subjects of your specialisation, always bear in mind that you must choose **one subject** in a **specific grade** that you will refer to in **all your assignments**. Download the National Protocol for Assessment (NPA) and the Curriculum and Assessment Policy Statement (CAPS) for this subject or phase and use it in studying this module and in responding to the assignments. This will help you **to focus on a specific topic and subject content** when completing your assignments. **Make sure that you visit a school nearby**, and seek advice from the particular **teacher who is teaching the subject of your choice before completing the assignments**.

SEMESTER 1

Please do not respond to the assignments for SEMESTER 2!

Assignment: 01 (Compulsory)

Closing date: 09 March 2018

Unique number: 678581

Before you attempt answering the assignment questions, please study the prescribed text book, the CAPS for the subject / phase of your choice as well as the National Protocol for Assessment Grades R–12. Use Tutorial Letter 501 as the study guide in this respect.

In responding to the questions that follow, provide your responses to every question with a numbered heading. Provide every sub-section under the question with an appropriate and numbered sub-heading – number these sub-headings exactly as these are numbered in the questions below.

For example: The heading and first sub-heading for your responses to Question 1 below should be:

1. Assessment in school context
- a. Assessors in school context

Do not use “Question 1”, “ Question 2”, etc. as headings for your responses.
Do not copy the actual questions as headings or sub-headings either!

Question 1

Answer the following questions to show that you understand assessment in school context:

- 1.1 Various assessors may assess learner’s work in school context. Explain. (2)
 - 1.2 Assessment may be regarded as the vehicle driving teaching and learning. Explain this notion in your own words. (2)
 - 1.3 Not all assessments occurring in school contexts are planned. Explain this notion in your own words. (2)
 - 1.4 Continuous assessment is an approach rather than a type of assessment. Explain this notion in your own words. (2)
 - 1.5 What is the role of assessment in the progression of learners? (2)
- (10)**

Question 2

Indicate whether the following statements are true or false. Please support your answer in every case.

- 2.1 Formal assessments provide teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a specific grade. (2)
- 2.2 School-Based Assessment is a compulsory component for progression and promotion in all the different school phases. (2)
- 2.3 Teachers may choose to record performance informal or daily assessment tasks in some cases to support the teaching and learning process. (2)

- 2.4 Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. (2)
 - 2.5 Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. (2)
- (10)**

Question 3

Make use of the CAPS document for your specific grade and subject / phase to respond to the following regarding CAPS requirements regarding assessment:

- 3.1 List any five topics prescribed to be taught and assessed in your subject. (5)
 - 3.2 Mention five possible forms of assessment you will apply in your subject as part of continuous assessment. (5)
 - 3.3 Indicate seven levels or rating descriptors that you will use when assessing learners in your subject. Use percentages and one-word descriptors in this regard. Present your response in a table with a heading, seven columns and two rows. (7)
 - 3.4 Use two examples from your context to differentiate between formal and informal assessment. (4)
 - 3.5 Indicate the number of assessment tasks that should be recorded as part of CASS in your subject. (2)
- (23)**

Question 4

Develop an assessment activity or task (e.g. a research project, a poster, a written test, an experiment, etc.) with its complete associated assessment strategies. Apply your understanding of effective and credible assessment practices by indicating **exactly how** you would apply the following strategies and **why** you chose to do it in the particular way:

- 4.1 The grade, subject, learning aims and topic (4)
- 4.2 The purpose of doing the assessment activity (3)
- 4.3 Assessment task or activity (3)
- 4.4 Assessment product or performance containing / presenting the evidence (2)
- 4.5 Your role as the teacher in guiding the assessment activity (3)
- 4.6 The nature of the assessment (formal or informal) (2)
- 4.7 The assessment method and associated assessment instrument (2)
- 4.8 The assessor/assessors (2)
- 4.9 Assessment criteria for assessing the task/activity/product (6)
- 4.10 Feedback mechanism/s and process (2)
- 4.11 Recording and reporting (2)

Use the mark allocation for every aspect as a guide for the amount of detail to be given – one aspect, statement or sentence per mark allocated. Do not give more detail than indicated by the mark allocation.

(31)

Question 5

Developing guidelines for planning assessments in your subject:

- 5.1 Which policy document is used as a guide towards assessing learners? (2)

- 5.2 Which curriculum policy document is used as a guide in teaching and learning in South Africa? (2)
- 5.3 Give the name of the committee in school that deals with assessment. (2)
- 5.4 With reference to your specific subject and grade, draft a set of assessment criteria for a particular assessment activity you may want your learners to do.

Start by describing any assessment activity you may want your learners to do in class at the top of a new page in one short sentence. E.g. "My Grade 7 Social Studies Learners have to write a research essay on the impact of drought on farming." (2)

Present a numbered list of assessment criteria under a suitable heading on the same page.

The set of assessment criteria should be clear statements describing the standards required of the learners in doing the assessment task / activity in observable and measurable ways.

Include at least six (6) assessment criteria in a logical sequence. (6 X 3) (18)

(26)

Total 100

LENGTH REQUIREMENT:

Use the mark allocation as a guideline in this regard. Work on one aspect, one sentence, or one statement per mark allocated. This means that if the mark allocation is 8, for example, your response may not have more than 8 sentences or statements.

NOTE: All students are required to answer the self-assessment and self-reflection questions below. However, no marks will be awarded for this section. Please respond by answering under the following heading:

Self-reflection on my responses to this assignment

- a) Which pedagogical knowledge and skills have you demonstrated by doing this assignment?
- b) Which assessment values have you demonstrated as a teacher-to-be?
- c) Which strengths could you apply in your future as an educator in class in this regard?
- d) Which shortcomings do you need to pay attention to in future in this regard?
- e) To what extent have you achieved the learning intentions/outcomes formulated for each study unit? (Remember to specify the learning intentions/outcomes which you have achieved.)

Assignment: 2 (Compulsory)

Closing date: 06 April 2018

Unique number: 694117

You should do this assignment only AFTER you have studied the contents of the whole module as contained in the prescribed textbook, the study guide (Tutorial Letter 501) and the NPA and the CAPS document for the phase and/or subject you will teach after completing the PGCE.

In responding to the questions that follow, provide your responses to every question with a numbered heading. Provide every sub-section under the question with an appropriate and numbered sub-heading – number these sub-headings exactly as these are numbered in the questions below.

For example: The heading and first sub-heading for your responses to Question 1 below should be:

1. Assessment purposes
 - a. Assessment purposes

Do not use “Question 1”, “ Question 2”, etc. as headings for your responses.
Do not copy the actual questions as headings or sub-headings either!

Question 1

- a) Briefly describe five purposes of assessment and give a descriptive example of each indicating how the particular purpose is served in your example (10)
 - b) Mention four types of assessment and also state the purpose of each. (8)
 - c) What is the purpose of using the following approaches in assessment:
 - Self-assessment (2)
 - Group assessment (2)
 - Teacher assessment (2)
 - d) List six purposes of using observation as an assessment tool. (12)
 - e) Explain the purposes of recording and reporting in assessment. (4)
- (40)**

Question 2

Designing activities, assessment tools and mark recording and reporting:

Make use of CAPS topics to design two different assessment activities for your specific grade, and subject. NB: Marks will be allocated as follows:

- Describing designed activities (Each design must reflect the topic, your purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment)
- Designing workable assessment instruments or tools, including an appropriate caption, assessment criteria, spaces for learner, teacher / assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required (“pass mark”) and comments.

Each assessment activity should have its own assessment instrument or tool based on the following:

- a) The first assessment activity should be a project and its assessment tool must be an assessment checklist containing clearly drafted assessment criteria. This must be a formative assessment task.
 - Describe the assessment task (project activity) briefly (2)
 - Design an assessment checklist to use when assessing the learners responses using self-, peer- and/or teacher assessments (6)
- b) The second assessment activity should be a practical assessment task and its assessment tool must be an assessment grid containing clearly drafted assessment criteria. This must be a summative assessment task.

- Describe the practical activity (2)
- Design an assessment grid to use when assessing the learners responses using teacher assessment (6)

The following grid will be used in assessing your responses to a) and b)

	Assessment criteria	Mark
1	The formative assessment activity is clearly described in terms of your purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment	2
2	A workable assessment check list is designed and presented and includes an appropriate caption, assessment criteria, spaces for learner, teacher / assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page	6
3	The summative assessment activity is clearly described in terms of your purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment	2
	A workable assessment grid is designed and presented and includes an appropriate caption, assessment criteria, spaces for learner, teacher / assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page	6
	TOTAL	16

- c) In a separate response indicate how you would apply five principles underpinning the approach to both recording and reporting according to the Department of Basic Education's national policy pertaining to promotion requirements. Refer to the second (summative) assessment activity described above in response to b) in this regard. (10)
- (26)**

Question 3

Planning for assessment

- a) Why is planning for assessment in any grade / phase important? (2)
- b) Mention four documents that provide the framework for planning assessments in school context (4)
- c) With relevant examples taken from teaching and assessing practice in the phase and / or subject of your choice, briefly illustrate your understanding of the assessment principles listed below. Your responses must refer to the assessment process, the assessment method or assessment evidence in every case:
- Reliability (2)
 - Fairness (2)
 - Authenticity (2)
 - Validity (2)
 - Sufficiency (2)
- d) You should always take into consideration diversity when teaching and assessing learners in class. With relevant examples of assessment activities, mention and explain three different assessment and learning styles. (9)
- e) Can any assessment be completely devoid of any bias? Refer to assessor objectivity to support your answer. (2)

- f) Indicate two ways in which integrated summative assessment tasks (ISAT) can be done. (4)
- g) List the three types of alternative assessments that can be used for learners with disabilities, or for learners who experience barriers to learning. Indicate in every case for which common or “normal” way of assessment the alternative assessment is used. (3)

(34)

Total 100

LENGTH REQUIREMENT:

Use the mark allocation as a guideline in this regard. Work on one aspect, one sentence, or one statement per mark allocated. This means that if the mark allocation is 8, for example, your response may not have more than 8 sentences or statements.

NOTE: all students are required to answer the self-assessment and self-reflection questions below. However, no marks will be awarded for this section. Please respond by answering under the following heading:

Self-reflection on my responses to this assignment

- (a) Which pedagogical knowledge and skills have you gained and demonstrated by doing this assignment?
- (b) Which assessment values have you gained and demonstrated as a teacher-to-be?
- (c) Which strengths will you be able to apply in your classroom in the future?
- (d) Which shortcomings do you need to pay attention to in future?
- (e) To what extent have you achieved the learning intentions or outcomes formulated for each study unit? (Remember to specify the learning intentions or outcomes which you have achieved.)

SEMESTER 2

Please do not respond to the assignments for SEMESTER 1!

Assignment: 01 (Compulsory)
Closing date: 10 August 2018
Unique Number: 800287

Before you attempt answering the assignment questions, please study the prescribed text book, the CAPS for the subject / phase of your choice as well as the National Protocol for Assessment Grades R–12. Use Tutorial Letter 501 as the study guide in this respect.

In responding to the questions that follow, provide your responses to every question with a numbered heading. Provide every sub-section under the question with an appropriate and numbered sub-heading – number these sub-headings exactly as these are numbered in the questions below.

For example: The heading and first sub-heading for your responses to Question 1 below should be:

- 2, Assessment in school context
- b. Assessment as a dual process

Do not use "Question 1", " Question 2", etc. as headings for your responses.
Do not copy the actual questions as headings or sub-headings either!

QUESTION 1

Answer the following questions to show that you understand assessment in school context:

- a) Describe assessment as an essentially dual process. (2)
 - b) Why is assessment indispensable in teaching and learning? Give three reasons for your position. (6)
 - c) Who are entitled to assess learners' work? Substantiate your answer (4)
 - d) When do we assess learners? Substantiate your answer. (4)
 - e) Why continuous assessment is important? Substantiate your answer. (4)
- (20)**

QUESTION 2

- 2.1. Observation is a critical skill in assessing learners that must be developed by educators and learners over time. It requires a great deal of practice and experience. Briefly outline **FIVE** basic principles teachers should adhere to in order to observe learners successfully. (10)
 - 2.2 Define the following types of assessment and briefly explain the impact of each on the assessment of learners
 - (a) baseline assessment (4)
 - (b) formative assessment (4)
 - (c) diagnostic assessment (4)
 - (d) summative assessment (4)
 - 2.3. Differentiate between self-assessment and peer assessment in terms of the assessment purpose. (4)
- (30)**

QUESTION 3

- 3.1. Explain the following guidelines for planning and conducting an assessment activity. Indicate why you have to bear these aspects in mind when planning an assessment task for your learners and when you conduct the planned assessment activity.
 - (a) What subject, lesson topic, learning aims and grade are being taught and assessed? Refer to CAPS in this regard. (4)
 - (b) What is the purpose of the assessment? (4)
 - (c) What assessment activity will the learners do and what assessment products and/or assessment performances are produced by the learners as evidence? (2)
 - (d) Who will make assessor judgements on the learners' performances? Explain this with reference to the purpose of assessment. (4)
 - (e) Which assessment method, instrument and assessment criteria will be used? Mention at least four assessment criteria. (6)
 - (f) Indicate how different levels of thinking would be assessed in the task. Refer to at least three levels on a taxonomy in this regard. (6)
 - (g) How do you take into account learners' individual learning styles, multiple intelligences, aptitudes and interests? (6)
 - (h) What practical arrangements have to be made? Where, when and how will the assessment activity be done and the evidence assessed? (2)

- (i) How will you make sure that the task is assessed in a credible way? (8)
- (j) How will assessment judgements be recorded and how will the results be used? (2)
- 3.2. Which policy document is used as a guide on assessing learners? (2)
- 3.3. Which curriculum policy document is used as a guide on teaching and learning in South Africa? (2)
- 3.4. Give the name of the committee at school that deals with assessment. (2)

(50)

Total 100

LENGTH REQUIREMENT:

Use the mark allocation as a guideline in this regard. Work on one aspect, one sentence, or one statement per mark allocated. This means that if the mark allocation is 8, for example, your response may not have more than 8 sentences or statements.

NOTE: all students are required to answer the self-assessment and self-reflection questions below. However, no marks will be awarded for this section. Please respond by answering under the following heading:

Self-reflection on my responses to this assignment

- a) Which pedagogical knowledge and skills have you gained and demonstrated by doing this assignment?
- b) Which assessment values have you gained and demonstrated as a teacher-to-be?
- c) Which strengths will you be able to apply in your classroom in the future?
- d) Which shortcomings do you need to pay attention to in future?
- e) To what extent have you achieved the learning intentions or outcomes formulated for each study unit? (Remember to specify the learning intentions or outcomes which you have achieved.)

Assignment: 02 (Compulsory)
Closing date: 7 September 2018
Unique number: 769988

You should do this assignment only AFTER you have studied the contents of the whole module as contained in the prescribed textbook, the study guide (Tutorial Letter 501) and the NPA and the CAPS document for the phase and/or subject you will teach after completing the PGCE.

In responding to the questions that follow, provide your responses to every question with a numbered heading. Provide every sub-section under the question with an appropriate and numbered sub-heading – number these sub-headings exactly as these are numbered in the questions below.

For example: The heading and first sub-heading for your responses to Question 1 below should be:

- 1. Important issues in learner assessment
 - a. Credibility of assessment

Do not use “Question 1”, “ Question 2”, etc. as headings for your responses.
 Do not copy the actual questions as headings or sub-headings either!

QUESTION 1

1.1. Briefly explain the importance of the following issues in assessment practice:

- (a) credibility of assessment (5)
- (b) teacher's portfolio (5)
- (c) recording and reporting (5)
- (d) reflection (5)
- (e) standardised assessment (5)
- (f) assessment criteria (5)

(30)

QUESTION 2

2.1 Briefly explain the assessment principles listed below and use practical examples to illustrate how you would apply every principle in your context. Your responses must refer to the assessment process, the assessment method or assessment evidence in every case:

- (a) Open (4)
- (b) Manageable (4)
- (c) Integrated (4)
- (d) Valid (4)
- (e) Sufficient (4)

2.2. Explain the difference between assessment for learning and assessment of learning. Give examples to illustrate your answer. (10)

2.3. Should every assessment done in class be credible? Explain your answer. (4)

2.4. Indicate two ways in which integrated summative assessment tasks (ISAT) can be done. (4)

2.5. Name three types of alternative assessment used for learners with serious cognitive disabilities and learners who experience barriers to learning. Indicate in every case for which common or "normal" way of assessment the alternative assessment is used. (3)

(41)

QUESTION 3

Use a topic from CAPS for your subject / phase to design **TWO** different assessment tools for your specific grade and subject.

Marks will be allocated as follows:

(a) Designing a formative assessment activity (topic, purpose, learners' activity/ role, teacher's role and end product) (5)

(b) Designing an Assessment Checklist to be used in peer-assessment. (10)

(c) Also design an Assessment Grid to be used by you to assess the same task summatively after the learners did the peer-assessment and you commented in class on their work. They are given an opportunity to re-work the task and submit the product to you for formal assessment a few days later.

In both instruments the design should include spaces for learners' details, proper criteria and mark allocation, teacher's details and comments, and moderator's details and comments (10)

The following grid will be used in assessing your responses to a), b) and c)

	Assessment criteria	Mark
1	A formative assessment activity is clearly described in terms of purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment, as well as learner and teacher roles	5
2	A workable assessment check list is designed and presented and includes an appropriate caption, assessment criteria, spaces for learner, teacher / assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page.	10
3	A workable assessment grid is designed and presented and includes an appropriate caption, assessment criteria, spaces for learner, teacher / assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page.	10
	TOTAL	25

- 3.2. The issue of language background plays a major role in teaching, learning and assessment. In South Africa, as from Grade 4, the language of teaching and learning (LoLT) is English. What do you consider to be important to keep in mind when assessing learners' work bearing in mind that for many learners in your class, their first language is not English. Refer to Department of Basic Education NPA and CAPS in this regard.

(4)

(29)

(Total = 100)

LENGTH REQUIREMENT:

Use the mark allocation as a guideline in this regard. Work on one aspect, one sentence, or one statement per mark allocated. This means that if the mark allocation is 8, for example, your response may not have more than 8 sentences or statements.

NOTE: all students are required to answer the self-assessment and self-reflection questions below. However, no marks will be awarded for this section. Please respond by answering under the following heading:

Self-reflection on my responses to this assignment

- Which pedagogical knowledge and skills have you gained and demonstrated by doing this assignment?
- Which assessment values have you gained and demonstrated as a teacher-to-be?
- Which strengths will you be able to apply in your classroom in the future?
- Which shortcomings do you need to pay attention to in future?
- To what extent have you achieved the learning intentions or outcomes formulated for each study unit? (Remember to specify the learning intentions or outcomes which you have achieved.)

8.6 Other assessment methods

None.

8.7 The examination

8.7.1 Examination admission

Examination admission is solely dependent upon submission of Assignment 01 and Assignment 02. Both assignments have to be submitted to gain admission into the examination. Assignments will count 20% towards your final mark and the examination will count 80%.

8.7.2 How will this work in practice?

As explained above, you need to qualify to write the examination, as there is no automatic admission. In order to qualify, you **MUST** submit Assignment 01 and Assignment 02 on or before the due date.

8.7.3 Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in **May/June 2018** and the supplementary examination will be written in **October/November 2018**. If you are registered for the second semester you will write the examination in **October/November 2019** and the supplementary examination will be written in **May/June 2018**.

During a particular semester, the Examination Section (DSAA) will provide you with information regarding the examination in general, examination venues, examination dates and examination times pertaining to the module.

8.7.4 Examination paper

There is **one two-hour examination paper for EDAHOD5**.

8.7.5 Previous examination papers

Previous examination papers are available to students. We advise you, however, not to focus on previous examination papers only as the content of modules and therefore examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the assignments.

DEMARCATION OR “PROVIDING SCOPE” FOR EXAMINATIONS AND ASSESSMENTS

NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to study everything in the study material (In this module this includes the prescribed text book, the Study Guide (Tutorial Letter 501), the National Protocol for assessment as well as the CAPS for the phase / subject of your choice). In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

9 FREQUENTLY ASKED QUESTIONS

The brochure *Study @ Unisa* contains an A-Z guide to the most relevant information. The frequently asked questions in this module (EDAHO5) are:

Question A: I need more time to complete my assignment.

Answer: It is not possible to extend the due date by more than a week. If your circumstances compel you to hand in one of the assignments later than the due date, you have to ask for permission to do so before the due date. Please note that you should submit assignments BEFORE the due date. By trying to submit an assignment ON the actual due date, you are running the risk of not being able to submit due to large numbers of students trying to submit causing a bottle neck in the system. Manage this risk by submitting well in advance of the due date and check on the myUnisa system to make sure your assignment was received in good order. Contact DSAA in this regard.

Question B: I have not yet received my study material. Can you send it to me?

Answer: No, unfortunately, the study material is kept at a different department and it is not my responsibility to provide you with study material. Please contact the relevant section (Despatch) and ask whether the specific item has been despatched. If it has been despatched and you have not received it after a reasonable period of time, ask for another copy to be despatched. You can also DOWNLOAD your study material on myUnisa. Refer to paragraph 1.1 on how to access myUnisa.

Question C: I do not have internet access.

Answer: You can access the internet at any and all of Unisa's regional offices.

Question D: May I submit my assignment directly to you, my lecturer via e-mail or fax?

Answer: No! Under no circumstances may this be done.

Question E: I don't know who my e-tutor is. Please assist in this regard.

You should have received a sms to indicate to which e-tutor group you were allocated. Sometimes some students are not allocated to an e-tutor. If this is the case, simply follow discussions on the general site where I, your lecturer will interact with all students not allocated to an e-tutor.

Question F: If I repeat the module, do I have to submit assignments again?

Answer: A repeating student has to submit all the assignments again for semester mark purposes. Repeating students will not gain admission to the examinations without the submission of Assignment 01.

10 SOURCES CONSULTED

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- Voogt, J & Kasurinen, H. 2005. Finland: emphasising development instead of competition and comparison, in *Formative assessment: improving learning in secondary classrooms*, OECD. http://www.oecd.org/LongAbstract/0,2546,en_2649_33723_34340421_1_1_1_1,00.html.
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- West Kentucky University. 2012. *Faculty centre for excellence in teaching*. Available at: <https://webapps.wku.edu/ctl/quotes/byassess.php> (accessed on 30/07/2014).

11 CONCLUSION

I hope that you will enjoy this module and I wish you success with your studies.

Dr A S Mawela