

MARKING MEMORANDUM

BUILDING A PORTFOLIO OF ABET SKILLS

Module code ABT1520

May- June Examinations

Department of Adult Basic
Education and Youth Development

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

LECTURER AND CONTACT DETAILS**Lecturer**

The lecturer responsible for this module is:

Ms Georgina Gomba

Telephone number: +27 12 481 2971

Fax number: +27 12 481

E-mail address: gombagk@unisa.ac.za

Online address: <http://my.unisa.ac.za>

Office door number: Sunnyside Campus, Building 10, Room 1-04

Department of Adult Basic Education and Youth Development**QUESTION 1**

There are a number of rules that guide the provision of acceptable feedback on how to build a portfolio. List and discuss the criteria for acceptable feedback.

The following rules should have been be considered:

- Feedback should be constructive
 - ✓ Educator's comments must be developmental
 - ✓ Feedback should not be sarcastic or insulting to students, but be useful and informative.
 - ✓ Comments must enable students to improve their work.
- Feedback should be timeous
 - ✓ Feedback must be immediate to serve its purpose.
 - ✓ The sooner feedback is given, the more effective by enabling learners to improve their work.
- Feedback should encourage learners
 - ✓ Feedback should be in the form of written comments that encourage learners to improve their learning tasks.
- Feedback should be on one-to-one basis
 - ✓ Feedback must be individualized or be done one-on-one with learners. This help to address the specific shortcomings of individual learners.
- Feedback should focus on the learning outcomes

- ✓ Feedback should focus on the learning outcomes set for the task or specific activity that learners did.
- ✓ Language skills should not overshadow the feedback on specific task assigned to learners.

[50]

QUESTION 2

2.1 In collecting assessment evidence, one can foresee some obstacles which may impede the learner's success or progress. Discuss barriers that could be encountered when collecting evidence for a portfolio. In your discussion also pay attention to how these barriers can be reduced.

The following barriers can be identified:

- Language – This is so if one learns through the use of a second or third language and their communication skills for assessment are limited, e.g. some of the words may be above the level of the learner. Educators or assessors should use simple language to enable the learner to communicate adequately.
- Ambiguity in instructions and answers – Instructions may be unclear or some items may have more than one correct answer. This will limit learners from demonstrating their competencies as required. This can be reduced by making instructions clear and understandable to the learners. Again a qualified moderator can be appointed to moderate the assessor so that they can draw their attention to the possible barriers and also advice on how to overcome them.
- The use of a bias assessment tool – Assessment tool may discriminate learners in different forms, e.g. by gender, rural or urban background, rich or poor background, cultural values, etc. The assessment instruments, methods and procedures must be balanced to accommodate learners from different backgrounds.

(10 X 3 = 30)

2.2. Briefly discuss any FIVE functions of a portfolio.

The functions of a portfolio are outlined on page 6 of Unit 2, in the study guide. Students are expected to elaborate briefly on any five of the following functions to show their understanding:

- It showcases a learner's competence in specific knowledge and skills.
- It allows the learner to reflect on what has been taught and learnt so that he/she can provide the assessor with evidence to support his/her learning efforts and achievements.
- It is a summary of the best or quality work done by learners at their own initiative, and can be presented for assessment and grading.
- It helps learners to start a tray of evidence of their successes and lessons learnt.
- It gives learners time to reflect on their progress and communicate what they have learnt in a positive way.
- It preserves a detailed picture of learners' achievements over time and helps them to track such achievements.

(5 x 4 = 20)

QUESTION 3**3.1 Discuss TEN principles and procedures for outcomes-based assessment (OBA).**

Assessment is an important part of outcomes-based approach. It is a way of finding out what the learner knows, understands and thinks, and what he or she can do. It is used to judge the learner's competencies. The process is therefore be guided by certain criteria and principles. Your response to this question must include the principles and procedures of OBA as outlined on pages 1-2 of the Study Guide:

- The educator must increase the range of assessment styles and methods.
- Methods and styles in the assessment procedure must be appropriate to the outcomes being measured.
- Assessment must be planned, be continuous and integrated into teaching.
- Outcomes-based assessment should comprise a variety of methods and be learner-centred to allow the learner to provide some input.
- It must be accessible and developmental.
- It uses methods, instruments and processes that are sensitive to and devoid of various forms of bias and discrimination.
- It is integrative in approach because it assesses knowledge, skills and value outcomes of learning.
- It must be moderated for it to yield valid and reliable results which are of high quality across the sector.
- It must be based on learning outcomes, range statements and assessment criteria stated I the specific unit standards. To test what is intended to examine or find out .
- It must recognize the prior learning and experience of learners for credits.
- It must be relevant to the learning outcomes.
- It must be reliable to produce similar results constantly.
- It must be valid

(3 x 10 = 30)

3.2 Discuss in detail what the National Qualification Framework is.

National qualifications framework – It is a set of principles and guidelines that provides a national vision, philosophy and organizational structure for a qualification system in South Africa. It is a united structure of recognizing qualifications. It is a framework of qualifications that records learner achievements. It also provides guidelines on registering records of learner achievements.

NQF enhances national recognition of knowledge and skills, and ensures an integrated system that encourages lifelong learning. It also provides for an integrated or holistic assessment.

NQF provides clear learning pathways, access, mobility and progression in education and training (See NQF levels in Unit 1, page 4 of the study guide). This in turn assures learners that improvement in knowledge and skills could increase opportunities for employment.

(20)

[50]

QUESTION 4

There are important aspects that a learner should consider when completing a portfolio of evidence. Discuss in about one paragraph, any FIVE of the following aspects in the completion of a portfolio:

Portfolio assessment has become an important part of integrated assessment practice in OBE. It is therefore equally important for learners to acquire the skills in building a portfolio of evidence. In building a portfolio the learner must ensure that the following important information is included in the file or binder (See page 7- 8 of the study guide for more information:

- Title page – Every portfolio must have a title so that the assessor can see what is contained inside. This gives learners an opportunity to make their first impression for the assessor.
- Table of content – A table of content is also necessary in a portfolio to reflect its unique features, entries and organization. It tells the assessor about what is contained inside the file or binder and also how the content has been organized.
- Self-introduction – This is part of the file where the learner introduces him or herself. It can be a short personal story which may include professional or career background. A photo of the learner may be attached to the story to make it more interesting. However, this must be guided by the purpose of the portfolio and the contents that one intends to display for the assessor.
- Philosophy statement – This also forms an important part of the portfolio. Here the learner includes a short statement that they believe is what guides their life or the way they see things.
- Major learning achieved – This must include all the evidence of knowledge and skills acquired or achieved by the learner through engagement in various activities. Such evidence must be presented logically to show the sequence of events. It could include responses based on questions asked to assess embedded knowledge.
- Evidence pages – Evidence pages may include supporting evidence to skills and knowledge achieved. This can be in the form of reports, certificates, assessor reports by peers, pictures, copies of assignments, etc.

[5 x 10 = 50]

TOTAL = [100]