

**Name and briefly describe any 5 purposes of assessment (10)**

(see p. 6-7 of textbook)

1. The purpose of assessment is to provide reliable, valid and fair measurements of the achievements of a learner in a specific subject.
2. We assess to guide and motivate learners by giving positive reinforcement, and creating a stimulating environment that encourages learners to learn while guiding their progress.
3. We assess to promote learners, and provide them with certificates which they can use to advance to the next level or gain employment
4. We assess to find out whether instruction was effective
5. We assess to help identify/rectify barriers to learning

**Different types of assessment are used for different purposes. Complete the table on types of assessment (10)**

See p. 17 and 65

Type of assessment	When does it take place?	What is its purpose?
Formative assessment	During the learning process	Determines the progress of learners towards achieving the outcomes, and the appropriateness of learning acquired
Summative assessment	At the end of a learning cycle, programme or phase	Determines the overall achievement of learners
Diagnostic assessment	At any time during the learning process	Determines the nature and cause of barriers to learning experiences by specific learners
Baseline assessment	Before learning commences	Determines what learners know and can do
Systematic assessment	In the exit Grades i.e. grades 3, 6 and 9	Evaluates the appropriateness of the education system

**Bloom's taxonomy provides a useful structure in which to categorise questions when assessing learning. Identify a topic in your chosen subject and develop test questions reflecting the six levels of learning according to Bloom. Provide two examples of questions for each of the 6 levels. All questions should be related to the chosen topic.**

(See p.80-81 of textbook and p.50 of CAPS document)

**Subject: English home language**  
**Grade: 4**  
**Topic: Water in South Africa**

Category	Questions
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. List the 3 forms of water</li> <li>2. Give a definition of what water pollution is</li> </ol>
<b>Comprehension</b>	<ol style="list-style-type: none"> <li>1. Give examples of two (2) ways in which you use water every day.</li> <li>2. Explain why people need water</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Draw a simple diagram of a water cycle. Use at least 5 labels for your diagram.</li> <li>2. Why do we need to look after our water resources?</li> </ol>
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. Look at the pie chart of different users of water, and organise them from the biggest user of water to the smallest user of water.</li> <li>2. Differentiate between the different ways each user uses their water.</li> </ol>
<b>Synthesis</b>	<ol style="list-style-type: none"> <li>1. Design a plan of all the ways you can save water at home</li> <li>2. What will happen to South Africa if it does not rain for a year</li> </ol>
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. Conduct a debate about the effects of water pollution on the environment.</li> <li>2. Write a letter to the department of water and sanitation, advising on what can be done to reduce water wastage in your area.</li> </ol>

**Explain five benefits and 5 limitations of high-stake assessments (such as a final exam that count a high percentage of the total marks) (10)**

(See p.22 of textbook)

#### Benefits

- They assure that standards are taken seriously, motivate teaching of the standards and hold institutions accountable for learner performance
- They motivate learners to learn and increase the emphasis on learner achievement
- They provide the same (high) expectations and the same basis of evaluation for all learners
- They provide information that can inform policy makers on the quality of education
- They make it possible to monitor efforts by the institution to improve
- They identify learner strengths and weaknesses to target instruction
- They allow for recognition of institutions and teachers of learners who perform well or significantly improve their performance

#### Limitations

- What you test (and how you test it) is what you get; you cannot uncover what is not tested.
- It places too much emphasis on a single test score, which may not reflect true changes in learner achievement
- Nationwide assessment leads to a narrow nationwide curriculum
- The tests are unfair to low socio-economic learners and schools
- High-stakes assessment results in too much time spent on preparing learners to take the test
- It does not provide information that can improve instruction

### List and briefly explain the stages involved in the assessment cycle (10)

(See p.28-29 of tutorial letter 501 and CAPS documents under the Assessment section.)

Assessment is a continuous, planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves planning and preparing for assessment (as suggested in the definition) and the following four steps:

- generating and collecting evidence of achievement
- evaluating this evidence
- recording the findings
- using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance the learning experience.

### What is the role of moderation according to CAPS? (10)

- Moderation refers to the process that ensures that the assessment tasks are fair, valid, manageable and reliable (i.e. credible).
- Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.
- The role of moderation is to check the assessment document against the school policy regarding the technical layout
- It should also suggest improvements to the assessment document.

### Teachers may achieve assessment for learning in several ways. List and briefly explain 5 things teachers can do to achieve assessment for learning (10)

(See p.12-13 of textbook)

- Clarify and share intentions and criteria. Learners must know, in advance, what is expected of them (their achievement targets) and understand the purpose of the learning programme.
- Facilitate effective classroom discussion. Teachers must also actively involve learners in communicating with the teacher and their families about their achievement status and improvement.
- Give feedback that moves the learner forward. Classroom assessment must be translated into descriptive feedback rather than judgmental feedback. Learners must know how they can improve.
- Activate learners as instructional resources for one another. Groups assessment and peer assessment assist learners to learn from each other.
- Use evidence of learning to adapt/improve instruction. Assessment results can be used to adjust instruction.

**Indicate the steps teachers have to follow in assessing their learners as prescribed in CAPS and describe each step in no more than two sentences. (10)**

(I don't see it in my CAPS documents – I got these from the group)

- Step 1: Plan the assessment properly and the assessment strategies must be taken into consideration. Several assessment strategies must be used and it must be clear how assessment will be done and how it will contribute to learning throughout the lesson.
- Step 2: Ensure that the learners know exactly what is required, i.e. every assessment must be described in detail. The learners must know what is expected of them in terms of knowledge, skills and attitudes (competencies).
- Step 3: Develop an assessment instrument (e.g. memorandum, criteria for assessment, rubric, etc.). The instrument should indicate marks allocated to answers and length of answers.
- Step 4: Let the assessment be moderated by a mentor and any improvements must be considered.
- Step 5: Prepare the learners for the assessment task by specifying the content that must be learnt. It must indicate the competencies that will be assessed: knowledge, skills and attitudes.

**What should teachers choose in assessing learner's work?**

- The teaching method
- The assessment method
- Material to be used
- Activity to provide practice

**Indicate the differences between assessment OF learning and assessment FOR learning (10)**

Assessment <b>OF</b> learning (see p.12-13 of textbook)	Assessment <b>FOR</b> learning (see p.23 of textbook)
It is seen as Summative assessment – It determines the overall achievement and learning success of learners.	It is seen as Formative assessment – it determines the progress of the learners
It occurs at the end of a learning event, period, cycle, or phase	Occurs continuously during the learning process
Evaluates what the learners know (i.e. determines the learning that has taken place)	Assessment is used to advance student learning (i.e. to improve and inform learning)
The assessment results are tested against a set of criteria that sets out the minimum standard required to continue to the next phase or grade.	The assessment results are tested against the learner's own accomplishments to see whether they have improved or not.
Feedback is usually provided in the form of marks, scored or grades	Feedback is usually detailed, descriptive and shows learners where and how they can improve their learning. It tells learners where they are in terms of their learning, as well as how to get from where they are to where they need to be

**Discuss how you would go about providing constructive feedback to the learners in all your assessments as a teacher (10)**

(See p.19-20 of textbook)

When giving constructive feedback to my learners in all my assessments, I will take the following guidelines into account:

1. Provide **prompt/ immediate feedback** to the learner during performance, so that the learners have an opportunity to implement what they have learned before the work is completed.
2. Give **written comments** to provide a clear explanation of ways in which work is successful and how future performance could be improved
3. Provide **task-involving feedback** that focuses on the knowledge, skills and concepts relevant to succeeding with a task
4. Consider giving **criterion-referenced assessments**, so that the assessment is linked to explicit criteria which are clarified before learners embark on a task.
5. Offer **scaffolded feedback**, which creates a positive state of mind with regard to the feedback, giving learners as much help as they need to progress but no more.
6. Make sure feedback is **balanced feedback**, where strengths and achievements are set against areas for improvements, without dwelling unduly on either
7. Give feedback with a **positive tone**, by acknowledging achievements first and treating weaknesses as targets for development.
8. Make sure your feedback is **feedforward**, by providing time for learners to read and respond to feedback and by following up on previous feedback

**Illustrate your understanding of the assessment principles listed below by describing them in your own words, and then give an example of how you would apply the principle in your own assessment practice. Your response should indicate the relevance of every principle and when an assessment can be regarded as “credible” in terms of assessment principles. (10)**

(See p.14-15 of textbook)

- Reliability – The extent to which an assessment tool can produce consistent and stable results. When an assessment produces consistent results regardless of when the assessment occurs or who does the marking. E.g. If a teacher marks a test and gives the learner 50%, and another teacher marks the same test at another time, then they should give the same marks for the test.
- Validity – The extent to which an assessment actually measures what it supposed to measure. The evidence generated by learners, is directly related to the content, outcomes, skills and values prescribed in the curriculum and taught and learnt in class. I.e. A valid assessment task will measure a student's learning and not something else, there must be a genuine relationship between the task and the learning required to complete the task. E.g. If a class test is set to measure a learner's understanding of the water cycle, it should ask questions about the water cycle, and not test his/her ability to read.

- **Fairness** – The assessment must have a clear relationship with what was taught (curriculum), how it was taught (teaching process) and what is being assessed. A fair and just assessment tasks provide all students with an equal opportunity to demonstrate the extent of their learning. The teacher cannot assess content and skills that have not been taught. E.g. an assessment of laboratory skills, without providing the appropriate teaching and learning activities to practice these skills, even if a written guide had been made available, would not be considered a very fair assessment task.
- **Manageability** – The assessor and relevant role-players remain in control of all assessment resources and procedures throughout the entire assessment process. Manageable assessment balances the anticipated time an assessment task will take to complete with the time students have available; and considers other concurrent assessments due. E.g. the teacher plans the assessment task to take place after sufficient time has been given for the teacher to teach the content and the learners to understand the outcomes.

Credibility = Reliability + Validity + Fairness + Manageability

An assessment can be regarded as credible when the following 4 conditions are met:

- The **overall assessment process is reliable**
- The **assessment method** of generating, gathering and evaluating assessment evidence **is fair**
- The **assessment evidence** generated, gathered and evaluated or judged, **is valid**
- **The assessment was manageable**

(Very useful website on the topic above: <https://app.griffith.edu.au/assessment-matters//docs/design-assessment/principles>)

### **Other principles to study**

Assessment principles fall into 3 categories:

1. Principles relevant to and governing the overall **assessment process**
  - **Systematic** – The process follows a logical step-by-step sequence, reflecting planning, then conducting, then feedback, then review of the assessment in the sequence
  - **Open** – The process is transparent to all stakeholders and even gives learners the opportunity to contribute to the planning of the assessment
  - **Consistent/Reliability** – The same assessor would make the same judgement again in similar circumstances, and judgements match judgements made on similar evidence. The process is consistent and yields similar results under similar circumstances, time after time, even when used by other assessors. I.e. the degree to which an assessment tool produces stable and consisted results.
2. Principles relevant to and governing the **assessment methods**
  - **Appropriate** – The assessment methods used for generating, gathering and evaluating or judging the learner's work are suited to the content, skills, outcomes or topics prescribed in the curriculum and taught in class

- **Fair** - The methods treat all learners exactly the same in terms of time, language and assessment environment before, during and after the assessment method is applied
  - **Manageable** – The assessor and relevant role-players remain in control of all assessment resources and procedures throughout the entire assessment process
  - **Integrated into work or learning** – The method requires learners to complete activities that are the same as or similar to those done during learning – or similar to what would be expected in the world of work.
3. Principles relevant to and governing the **assessment evidence**
- **Valid** – The evidence generated by learners, and gathered and evaluated or judged by the assessor, is directly related to content, topics, sub-topics, skills and values prescribed in the curriculum and taught and learnt in class. I.e. it is the extent to which the assessment measures what it is supposed measure.
  - **Current** - The evidence is produced at the time (or very shortly after) the time of evaluation or judgement, i.e. the evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
  - **Authentic** - The evidence generated by the learner assessed and nobody else AND no assistance whatsoever is given to the learner when the evidence is generated.
  - **Sufficient** - Enough evidence is generated by the learner and gathered for the assessor to be able to make justifiable evaluations and judgments.

**Give a short description of authentic assessment (give at least 5 aspects describing it). Illustrate your response by means of an example taken from your subject or phase. (10)**

(See p.13 of textbook)

- Authentic assessment is realistic and relevant and involves learner performance in real-world situations or simulations thereof (I.e. Authentic assessments are relevant and reflect what the student will do in the 'real world'.)
- It is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills
- Therefore, when assessing whether a learner understands the outcomes and have the skills, they should be assessed with the appropriate instrument so that they can demonstrate the application of the skills they learnt.
- Learners must be presented with a variety of opportunities to demonstrate their competency in different ways and in different contexts
- We must teach and assess work that will assist learners after they graduate. The knowledge, skills and attitudes (competencies) must prepare learners for the real world

For example, if I am a Mathematics teacher and I taught the skills required to perform well, I would not assess my students' performance by giving them a multiple-choice test. I ask them to solve mathematical problems. We must teach students how to do math, not just know about maths. Then, to assess what our students had learned, we can ask students to perform tasks that "replicate the challenges" faced by those using mathematics.

Authentic assessment springs from the following reasoning and practice:

1. A school's mission is to develop productive citizens.
2. To be a productive citizen, an individual must be capable of performing meaningful tasks in the real world.
3. Therefore, schools must help students become proficient at performing the tasks they will encounter when they graduate.
4. To determine if it is successful, the school must then ask students to perform meaningful tasks that replicate real world challenges to see if students are capable of doing so.

**Briefly describe 5 practical guidelines for planning an assessment (10)**

(These relate to Q1 of Assignment 1, as well as the assessment principles from p.14-15)

When planning an assessment ensure:

- **Ensure that the assessment task is fair to all learners.** A fair assessment task reveals what learners know and can do. It also provides equal opportunities for all learners, regardless of their ability. Learning style, interests and language
- **Use a variety of questions.** A variety of questions, such as open-ended and closed-ended questions, relating to different contexts, addresses different thinking skills and dimensions of competencies of learners.
- **The purpose/outcome of the specific assessment activity should be kept in mind all the time.** This will give guidance to the teacher on what types of questions to ask so that is matches with the learning outcomes prescribed in the curriculum, and it communicates to the learner what will be covered in the assessment.
- **Make sure the instructions are clear, simple and unambiguous.** Clear, simple and unambiguous instructions eliminate the barriers to learners, so that learners can know and understand what they are to do.
- **Design tasks that are authentic.** This means that the tasks need to be appropriate to the learners' experience.

Give the standard 7-point rating scale, relevant percentages and description of performances as required by CAPS, and give no more than 3 statements of your opinion of the impact of standardised rating scale on the standard of education in South Africa. (10)

(see p.52 of CAPS)

Rating scale	Description	Percentage
7	Outstanding	80-100
6	Meritorious	70-79
5	Substantial	60-69
4	Adequate	50-59
3	Moderate	40-49
2	Elementary	30-39
1	Not attained	0-29

- A standardised rating scale will improve the standard of education because all teachers will be working with the same assessment instrument.
- One could also understand how the learner has progressed and whether they met the requirements.
- Any report, irrespective of where it came from and who did the scoring, can be interpreted

Design your own assessment activity and a rubric (or checklist or grid if he asks this) that will be used for assessing it (21)

(See p.69 and 70 of tut 501 for difference between design and develop assessment activity)

The following assessment activity is for Grade 4 Social Sciences with a specific focus on Geography. The topic being assessed is “Water in South Africa”. The learners will be given a class test after the topic of “Water in South Africa” has been discussed with the learners. The class test will request learners to look at a picture of the water cycle and then ask them to label each stage of the water cycle. They will also then be asked to define each stage of the water cycle. The aim of the class test is to assess whether the learners understood the learning outcomes of the study unit pertaining to the topic of Water in South Africa.

<p><b>Assessment rubric</b> <b>Geography</b></p> <p><b>Geography class test</b></p> <p><b>Grade: 4</b> <b>Topic: Water in South Africa</b> <b>Date: 3 April 2017</b> <b>Time limit: 15 min</b> <b>Total marks: /10</b> <b>Assessor: .....</b> <b>Moderator: .....</b></p>
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**Instructions for moderator:**

Use the following assessment rubric to mark this assessment

Criteria	Rating scale		
	0-1	2-3	4-5
	Descriptors		
Labels must be named and located correctly	No labels indicated	Labelled, but not all stages are named correctly or located correctly	All correctly labelled and located
Each stage must be described correctly	Not described correctly	Not all stages are described correctly or located correctly	All stages are described correctly
<b>TOTAL MARK</b>			<b>10</b>
<b>Comments:</b>			

**Assessment checklist  
Geography**

**Geography class test – Term 4****Grade: 4****Topic: Water in South Africa****Date: 3 April 2017****Time limit: 15 min****Total marks: /10****Assessor's name and surname: .....****Instructions for moderator:**

Use the following checklist to mark this assessment

✓ Each tick counts 1 mark. The total is out of 10.

For question 1.1 - If labels are named and located correctly they get one ✓. Maximum of 3 marks.

For question 1.2 – If each stage is described correctly they get one ✓. Maximum of 5 marks

**Comments:**

**Assessment grid  
Geography**

**Geography class test – Term 4**

**Grade: 4**

**Topic: Water in South Africa**

**Date: 3 April 2017**

**Time limit: 15 min**

**Total marks: /10**

**Assessor's name and surname: .....**

**Instructions for moderator:**

Use the following assessment grid to mark this assessment

<b>Criteria</b>	<b>Mark</b>
Labels are named and located correctly	5
Each stage must be described correctly	5
<b>TOTAL MARKS</b>	<b>10</b>

**Comments:**

**Choose a topic for a lesson in your subject. Indicate the topic as well as the subject and grade of your choice in the beginning of your answer. Everything you do from now on must relate directly to the topic, and assessment aspects must be aligned to it.**

**Develop an assessment activity or task (a research project, poster, a written assignment, an experiment, etc.) with complete associated assessment strategies. Indicate the following very distinctly concerning each aspect (29)**

- Which learning aims (knowledge, skills and values) were assessed?
  - Ability to work with a range of sources to complete their project
  - Ability to observe and engage with phenomena (in this case the weather) in their own environment
  - Ability to find out about events by using research skills
  - Ability to communicate information and findings
- What is going to be assessed?
  - The chosen subject is Social Sciences with a specific focus on Geography. The lesson topic being assessed is "Weather of South Africa". The chosen grade is Grade 5.
  - This assessment activity is designed for learners to observe the weather and use weather terminology to document data for two weeks in a scientific journal. Students will read rain gauges, thermometers, and barometers for this data. This assessment activity covers topics such as the elements of weather, rainfall, weather maps, and how weather affects the daily lives of people.
  - The grade 5's will complete a project about the weather which they must hand in after a three-week period. The project consists of a scientific journal where they must record the weather over a 14-day period, and then answer certain questions about their observations during the third week. On the last day of the third week,

the learners will give an oral presentation of their findings to the class. The teacher will assess each learner's work using an assessment rubric with clear criteria. The total marks of the project will be 100 marks and will count towards their year mark.

- Who is going to be assessed?
  - Grade 5 Learners
- Who is going to do the assessment?
  - The Grade 5 teacher will do the assessment, as the teacher have knowledge about the subject content and can form a more informed opinion and judgement whether the learner has met all the criteria or not. This is a formal assessment task that will be marked and formally recorder to show and evaluate progression and will be used for certification purposes.
- Which assessment instruments are used?
  - An assessment rubric will be used to assess the learners' project, as it divides an assignment into its component parts and objectives, and provides detailed criteria and descriptions of what is seen as acceptable and unacceptable levels of performance. It gives learners a better idea of what is expected of them.
- Which assessment products and/or assessment activities are required?
  - The assessment products and/or activities required include entries, recording and observations written in a scientific journal, as well as an oral presentation of the findings as per the features listed in the assessment rubric. This will show the assessor whether the learners understand and can apply their knowledge about the weather elements and how to use weather instruments to record the weather.
- How were the individual learning styles, aptitudes and interests taken into account?
  - This assessment activity caters for haptic (collecting data practically), visual (writing down the information) and auditory (talking about the findings) learning styles. In this way, a variety is given in the assessment activity.
- Where and when will assessment take place?
  - Learners will need to complete this project at home during the third term over a three-week period. The teacher will then assess the oral presentation during class and assess the written scientific journal after class. The teacher will then give feedback on both the oral presentation and written scientific journal the following week, so that there is enough time for discussing the project results and giving constructive feedback.
- How did you make sure that the assessment is an integral and ongoing part of the learning process?
  - The assessment helps learners to apply their knowledge, that they have learnt in class, in a practical and real-life situation, therefore reconfirming their current knowledge and gives them a chance to practice. This can contribute to their understanding of how weather works, and it sharpens their knowledge to learn the concepts used in describing and recording weather.
  - The assessment activity builds on information learnt in previous lessons on the same topic and is therefore part of the ongoing process of learning and assessing.
  - The most important thing is that learners gain more information during assessment. Learners must be able to apply information.
- How did you make sure that the assessment in accurate, objective, valid, fair, manageable and time efficient?

- In order to make sure that the assessment project is fair, it was taken into account that there should be no barriers for learners to achieve the outcomes of the project.
- This assessment was fair to all learners since all learners got enough time to complete the project. All questions were simple, straight forward and fair to everyone. Learners were treated equally during assessment. Learners were given all materials to do their work.
- The assessment is based on work that was previously taught and practiced in class. The work done equips learners for the future and is relevant to social sciences.
- Furthermore, it is indicated in the project instructions that if learners do not have access to the internet, then they can use newspapers as a source of information.
- Moreover, all the instruments the learners need to use for recording the weather in their project was already made by them as part of class activities during the term, or they can borrow it from the teacher, so they do not have to buy any instruments.
- The different learning styles and intelligences gives the learners various opportunities and ways to learn. Learning styles such as haptic, visual and auditory styles are planned for in this assessment activity.
- How did you make sure that the assessment is unbiased and sensitive to gender, race, cultural background and abilities?
  - As assessor, I made sure that the assessment is not bias, sensitive to gender and race because the assessment is there to equip learners with relevant information, and is based on learning and understanding the elements of weather and how to read and record it. Assessment is there to check understanding of learners not to discriminate learners. Assessment makes a big contribution to the learning process, for example content of the subject, and contributes to the understanding of learners.

### **Define the following concepts (2 points each)**

#### **Assessment**

(see p. 6 of textbook)

Assessment is the process of gathering or discussing information from multiple and diverse sources in order to develop a deep understanding of what a learner knows, understands and can do with their knowledge as a result of their educational experience. The process finishes when assessment results are used to improve subsequent learning.

#### **Moderation**

#### **Reporting**

**Recording**

**Criterion-referenced assessment**

**Analytic rubric**

**Norm-referenced assessment**

**Continuous assessment**

**Criterion-referenced assessment**