

EDAHOD5

(470248)

October/November 2016

THE EDUCATOR AS ASSESSOR

Duration 2 Hours

100 Marks

EXAMINERS

FIRST

SECOND

PROF JM DREYER

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Closed book examination

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This paper consist of seven (7) pages

ALL THE QUESTIONS ARE COMPULSORY

[TURN OVER]

QUESTION 1

Choose the correct answer to each of the following questions Answer the questions on the mark-reading sheet

- 1 1 Assessment is
- 1 just another word for evaluation
 - 2 just another name for tests and examinations
 - 3 a new approach to determine if learners have achieved the learning aims
 - 4 1 and 2
- 1 2 Diagnostic assessment is done to
- 1 support learning
 - 2 identify barriers to learning
 - 3 form opinions about learning
 - 4 form the value system of learners
- 1 3 When assessment measures what it claims to measure, it is regarded as
- 1 reliable
 - 2 valid
 - 3 open
 - 4 authentic
- 1 4 Norm-referenced assessment (select the incorrect answer)
- 1 compares a learner's performance with that of other learners in the class and rank the performance according to ability
 - 2 mainly involves testing and assessment that is standardised
 - 3 encourages competitiveness that can be taken to destructive levels
 - 4 is contextualised in a real-life situation
- 1 5 Criterion-referenced assessment is the practice of comparing a learner's performance against
- 1 criteria
 - 2 other learners
 - 3 a memorandum
 - 4 a predetermined average
- 1 6 Formative assessment is done to
- 1 identify barriers to learning
 - 2 support learning
 - 3 determine promotion to the next level
 - 4 formulate questions

[TURN OVER]

- 1 7 Summative assessment is done
- 1 by summarising all the assessments
 - 2 in mathematics
 - 3 at the end of a learning process
 - 4 by adding all the assessment marks obtained for the specific year
- 1 8 The task of a moderator is to make sure that
- 1 there are no typing/spelling/language errors
 - 2 the layout and mark allocation is correct
 - 3 the memorandum is fair
 - 4 All of the above is in place
- 1 9 Assessment is an ongoing process in which assessors
- 1 establish clear, measurable expected aims of student learning
 - 2 ensure that learners have sufficient opportunities to achieve these aims
 - 3 systematically gather, analyse, and interpret evidence to determine how well student learning matches the expectations
 - 4 All of the above
- 1 10 We assess to
- 1 provide all stakeholders with sufficient dependable information and feedback to inform judgements, choices and decisions about learning
 - 2 grade learners so that we can see who is the best and who is the worst
 - 3 determine how much learners can remember
 - 4 inform parents how clever their children are
- 1 11 We assess
- 1 the learning achievement or progress of learners towards achieving the learning objectives
 - 2 the learning process, or the assistance to learners to reach the learning objectives
 - 3 All the above
 - 4 None of the above
- 1 12 We assess because teachers need to
- 1 provide feedback to learners
 - 2 gather information for reporting purposes
 - 3 identify the appropriate level for a learner
 - 4 All the above
- 1 13 We assess because learners need to
- 1 know what is expected of them
 - 2 know how they can improve
 - 3 understand the composition of their course grade
 - 4 All of the above

[TURN OVER]

- 1 14 Assessment criteria are guidelines that can be used by
- 1 educators to determine what should be taught
 - 2 assessors to determine what should be assessed
 - 3 learners to determine what should be learned
 - 4 All of the above
- 1 15 Continuous assessment spans the entire learning process and includes
- 1 baseline and formative assessment
 - 2 baseline and diagnostic assessment
 - 3 baseline, diagnostic and formative assessment
 - 4 baseline, diagnostic, formative and summative assessment
- 1 16 Which documents should be consulted when planning assessment in the General Education and Training (GET) band, Grade R-9
- 1 National protocol for assessment
 - 2 Assessment guidelines for subjects
 - 3 Assessment guidelines for inclusive education
 - 4 All the above
- 1 17 In order to plan assessment, the assessor must answer the following questions
- 1 How old is the learner? What is the learner's IQ? In which grade is the learner?
 - 2 How much can the learner be expected to know? How did the learner do with the previous assessments? To what extent can the learner improve?
 - 3 Where will the assessment take place? Who will mark the assessment? Who will report?
 - 4 What must the learners be able to do? How can they show that they can do it? How will you assess what they do?
- 1 18 White Paper 6 is about
- 1 recycling the White paper in schools
 - 2 language in the classroom
 - 3 parent involvement in assessments
 - 4 inclusive education and the assessment of learners with barriers to learning
- 1 19 Which of the following is the most important?
- 1 assessment for learning
 - 2 assessment of learning
 - 3 learning from assessment
 - 4 All three are equally important
- 1 20 Lesson plans should include references to
- 1 assessment tasks, assessment methods and assessment activities
 - 2 assessment marks, assessment portfolios and learner portfolios
 - 3 assessment types, assignments and teacher portfolios
 - 4 None of the above

[20]

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QUESTION 2

Explain what is meant by authentic assessment, and why it is important **[10]**

QUESTION 3

Give five guidelines for effective feedback, and explain what each one entails **[10]**

QUESTION 4

Explain the five benefits and five limitations of high stake assessments (such as a final examination that counts a high percentage of the total marks) **[10]**

QUESTION 5

Design your own assessment activity and a rubric that will be used for assessing it **[21]**

ASSESSMENT GUIDELINES

The rubric must contain four criteria and three descriptors for each criterion. The assessment activity can be taken from any of the subjects and grades you teach or are enrolled for. Your response to the question will be marked by using the following assessment grid.

Criteria	Marks
Suitable assessment activity	1
Assessment criteria are correctly stated	8
Assessment descriptors are worded correctly	12
TOTAL	21

QUESTION 6

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, a poster, a written assignment, an experiment, etc.) with complete associated assessment strategies. Indicate the following very distinctly concerning each aspect:

[TURN OVER]

- Which learning aims (knowledge, skills and values) were assessed?
- What is going to be assessed?
- Who is going to do the assessment?
- Which assessment instruments are used?
- Which assessment products and/or assessment activities are required?
- How were the individual learning styles, aptitudes and interests taken into account?
- Where and when will assessments take place?
- How did you make sure that the assessment is an integral and ongoing part of the learning process?
- How did you make sure that the assessments are accurate, objective, valid, fair, manageable and time efficient?
- How did you make sure that the assessments are unbiased and sensitive to gender, race, cultural background and abilities?

ASSESSMENT GUIDELINES

Write down the assessment task Use each of the above aspects as a heading and explain why you met the criterion/criteria for the specific aspect The following assessment grid will be used to mark the answer

Criteria	Descriptor	Rating scale/weight
Topic	A relevant topic is given	2
Learning aims (as per curriculum documents)	A relevant learning aim is described for knowledge, skills and values	3
A description of the assessment task (What must the learners do? for example, they must make a poster)	The description is clear and understandable, and includes detail on what learners must do, how they must do it, what exactly is expected, how it will be assessed, and what it is worth	5
Where, when of the assessment?	A full description of where it will take place, when it will take place, and how it will take place	2
Who does the assessment? (teacher, peers, group, self)	A description of who will do the assessment, and an explanation why you think this is the best way of doing it	2
Assessment instrument	A relevant instrument is chosen and the choice is explained (Do not develop the actual instrument)	2
Assessment product/activity required (research report, poster, essay)	The product/activity is clearly described and is appropriate for the assessment	2

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Variety of learning styles/learning types	A good variety of learning styles where alternative ways of presenting the products/activities are allowed, or where there is variety in activity, for example a poster and an oral presentation	2
Assessment principles	Name and explain how assessment fully adheres to three assessment principles	6
Unbiased (gender, race, religion, etc)	Explain why you are certain that there is no bias	1
The assessment is an integrated part of the learning process	Explain in which way the assessment makes a valuable contribution to the learning major process (e g learn concepts and/or content, or contributes to understanding) Be very specific by giving examples from the theme in your subject	2

[29]

GRAND TOTAL [100]**1st Examiner: Prof JM Dreyer****2nd Examiner: Mr H van Schalkwyk**

PART 1 (GENERAL/ALGEMEEN)-DEEL 1

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For use by examination invigilator
Vir gebruik deur eksamenopsiener

IMPORTANT

- USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- MARK LIKE THIS
- CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- DO NOT FOLD

BELANGRIK

- GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
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PART 2 (ANSWERS/ANTWOORDE)-DEEL 2

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