

EDAHOD5 (468986)

May/June 2016

THE EDUCATOR AS ASSESSOR

Duration 2 Hours

100 Marks

EXAMINERS

FIRST

PROF JM DREYER

SECOND

PROF MJ TAOLE

Closed book examination

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue

[TURN OVER]

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This paper consists of eight (8) pages**SECTION A: Answer ALL the questions (20 marks)****SECTION B: Answer ALL the questions (80 marks).****INSTRUCTIONS TO THE STUDENT**

- The paper consists of two compulsory sections, Section A and Section B
- Section A (Questions 1–20) consists of multiple-choice questions
- Fill in the answers to Section A on the mark-reading sheet you will be provided with
- Follow the instructions for filling in the mark-reading sheet carefully!
- **The unique mark-reading sheet number for this paper is. 468986.**
- Place the mark-reading sheet in the front of your answer book when you have completed the examination, but please do **NOT** staple or attach it to anything
- Section B consists of EIGHT (8) compulsory questions
- Answer all questions in Section B in your answer book

INSTRUCTIONS TO THE INVIGILATOR

- Students have to place the mark-reading sheet in the front of their answer books when they have completed the examination – the sheet should **NOT be stapled or attached** to anything
- Submit the mark-reading sheet and answer book according to Unisa examination policy and procedures

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SECTION A

ANSWER ALL THE QUESTIONS IN THIS SECTION.

QUESTION 1

Select the correct answer to each of the following questions. Answer these questions on the mark-reading sheet

Question 1

According to the Norms and Standards for Educators (2000) the role of educators as assessors involves

- 1 having an understanding of the purpose, methods and effects of assessment and being able to provide helpful feedback to learners
- 2 designing and managing both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies
- 3 keeping detailed and diagnostic records of assessment
- 4 All of the above

Question 2

Summative assessment is done

- 1 by integrating all assessments
- 2 at the end of the learning process
- 3 at the end of the learning programme
- 4 by adding all the assessment marks for a year

Question 3

is an external way of monitoring the education system by comparing the learner's performance to national indicators of learner achievement

- 1 Summative assessment
- 2 Systemic assessment
- 3 Formative assessment
- 4 1 and 2

Question 4

If the task or work being assessed truly belongs to the learner being assessed, then the principle of in assessment has been observed

- 1 validity
- 2 reliability
- 3 authenticity
- 4 fairness

[TURN OVER]

Question 5

Moderation in assessment can be defined as a

- 1 process of continual gathering of valid and reliable information about the performance of the learner against clearly defined criteria
- 2 process of ensuring that teachers are assessing learners' work according to agreed standards
- 3 process of gathering information about a learner's progress and making a judgment about the learners' achievement
- 4 None of the above

Question 6

Criterion-referencing is an assessment practice of comparing a learner's performance against

- 1 standards predetermined in an average mark and a "pass" mark
- 2 standards of performance which are determined and clearly described beforehand
- 3 standards of other learners
- 4 standards described clearly in a memorandum

Question 7

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

Question 8

Assessment FOR learning

- 1 tracks the progress of learners towards achievement of the aims
- 2 is an integral part of the teaching and learning process
- 3 is a form of formative assessment
- 4 All of the above

Question 9

When providing assessment feedback to the learners

- 1 the learner should also be given an opportunity to give feedback on how he or she experienced the assessment
- 2 feedback should be provided to the learners after assessment and could take the form of a whole-class discussion or teacher-learner interaction
- 3 the focus should be only on the weaknesses of the learner for improvement
- 4 1 and 2

[TURN OVER]

Question 10

Assessment OF learning (select the incorrect answer)

- 1 is done at the end of the teaching and learning process
- 2 is also known as summative assessment
- 3 determines learning that has taken place
- 4 informs and improves learning

Question 11

Alternative assessment

- 1 serves to minimise the impact of the learner's special needs upon assessment performance
- 2 is used to find out about the nature and cause of barriers to learning experienced by specific learners
- 3 aims to accommodate the learners' functional differences, which exist because of the special education needs
- 4 1 and 3

Question 12

When assessment measures what it claims to measure it is regarded as

- 1 reliable
- 2 valid
- 3 open
- 4 authentic

Question 13

The nature of norm-referenced assessment (select the incorrect answer)

- 1 compares a learner's performance with that of other learners in class and are ranked 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

Question 14

According to Bloom's Taxonomy, the level on analysis deals with

- 1 remembering or recalling appropriate, previously learned information
- 2 grasping or understanding the meaning of informational materials
- 3 breaking down information into parts
- 4 applying prior knowledge and skills to combine elements into a pattern not clearly there before

[TURN OVER]

Question 15

Existential or spiritual intelligence involves

- 1 visual perception of the environment
- 2 understanding the natural environment around us
- 3 understanding deep questions about human existence or spiritual issues
- 4 the capacity to understand oneself and one's thoughts, and growing in the ability to control them and work with them consciously

Question 16

Interpersonal intelligence can be assessed through

- 1 debates, group discussions, pair work, group projects and role plays
- 2 posters, art work, slides, charts, graphs, video tape and laser disks
- 3 presentations, storytelling, poetry, prepared and unprepared speeches and debates
- 4 application of theories, solving mathematical problems, counting and calculating

Question 17

are designed to draw out more complex explanations or opinions

- 1 Open-ended questions
- 2 Assertion/reason questions
- 3 Closed questions
- 4 Alternative response questions

Question 18

is a process in which the teacher documents the level of a learner's performance

- 1 Feedback
- 2 Recording
- 3 Reporting
- 4 All of the above

Question 19

is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etcetera

- 1 Accountability
- 2 Reporting
- 3 Recording
- 4 None of the above

Question 20

consist of a single scale with all criteria to be included in the assessment prior to being considered together

- 1 Analytic rubrics
- 2 Assessment criteria
- 3 Holistic rubrics
- 4 None of the above

[20]

[TURN OVER]

SECTION B**ANSWER ALL QUESTIONS IN THIS SECTION (80 MARKS).****QUESTION 2**

Different types of assessment are used for different purposes. Complete the table on types of assessment.

Type of assessment	When does it take place?	What is its purpose?
Formative assessment	2.1	2.2
2.3	Determines the nature and cause of barriers to learning experienced by specific learners	2.4
2.5	2.6	Determines the overall achievement of learners
2.7	Before learning commences	2.8
2.9	2.10	Evaluates the appropriateness of the education system

(10)**QUESTION 3**

The Gardner Theory of Multiple Intelligences (MI) recognises the fact that learners in the same class possess different abilities. Describe each of the following intelligences as proposed by Gardner.

- 3.1 Musical
- 3.2 Intrapersonal
- 3.3 Logical/mathematical
- 3.4 Naturalist
- 3.5 Bodily/kinaesthetic

(10)**[TURN OVER]**

QUESTION 4

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

QUESTION 5

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

QUESTION 6

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

QUESTION 7

Define the following assessment concepts

7.1 Moderation

7.2 Reporting

7.3 Criterion-referenced assessment

7.4 Analytic rubric

7.5 Assessment (10)

QUESTION 8

Illustrate your understanding of the assessment principles listed below by describing every principle in your own words *and* then give an example of how you would apply the principle in your assessment practice. Your responses must indicate the relevance of every principle to the assessment process, assessment method or assessment evidence in every case. Also indicate when an assessment can be regarded as "credible" in terms of assessment principles

8.1 Reliability

8.2 Fairness

8.3 Authenticity

Your responses will be assessed by means of the following grid

Aspect assessed	Marks
Definition of reliability	0 – 2
Example illustrates sound understanding	0 – 2
Definition of fairness	0 – 2
Example illustrates sound understanding	0 – 2
Definition of authenticity	0 – 2
Example illustrates sound understanding	0 – 2
Response illustrates an understanding of credibility	0 – 8
TOTAL	20

(20)
[80]

[TOTAL: 100]

First Examiner:
Second Examiner.

Prof JM Dreyer
Prof MJ Taole

PART 1 (GENERAL/ALGEMEEN) DEEL 1

STUDY UNIT e.g. PSY100 X
STUDIE EENHEID by PSY100-X

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INITIALS AND SURNAME
VOORLETTERS EN VAN

DATE OF EXAMINATION
DATUM VAN EKSAMEN

PAPER NUMBER
VRAESTELNOMMER

EXAMINATION CENTRE (E.G. PRETORIA)
EKSAMENSENTRUM (BY PRETORIA)

STUDENT NUMBER
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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

- GEBUIK SLEGS 'N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- MERK AS VOLG
- KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
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PART 2 (ANSWERS/ANTWOORDE) DEEL 2

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Specimen only