

EDAHOD5

October/November 2017

THE EDUCATOR AS ASSESSOR

Duration 2 Hours

100 Marks

EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT

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 four (4) pages

Please note: Answer ALL the questions in each of the sections:

SECTION A 20 marks

SECTION B 40 marks

SECTION C 40 marks

INSTRUCTIONS:

- The paper consists of three compulsory sections Section A, Section B and Section C
- Section A consists of low-order questions
- Section B consists of middle-order questions
- Section C consists of high-order question

[TURN OVER]

SECTION A**Question 1**

Indicate whether the following statements are True or False.

- 1 1 Assessment is continuous, it must be planned for all levels and steps in the teaching and learning process
- 1 2 In the South African Qualifications Authority (SAQA) documentation (e.g. SAQA unit standards), assessment criteria are described as descriptions of the required type and quality of evidence against which candidates are to be assessed
- 1 3 An assessor does not need to know whether learners are learning, at what level they are learning, whether they understand what they are learning and what they still need to learn
- 1 4 Baseline assessment takes place at the end of learning and is used to determine what learners know and can do at point in time
- 1 5 A learner's profile is a cumulative record of the learner's performance. It must be kept so that when a learner moves from grade to grade, school to school, teacher to teacher, or province to province, there is an overall record of what the learner has achieved throughout his or her learning path

(5 x 2 = 10)

Question 2

Match the phrases in Column A with the relevant statements in Column B. Write down the number in Column A with the correct matching letter in Column B, for example,

2 1 F

Column A		Column B	
2 1	Diversity of learning	A	The assessment must produce the same results when judged by more than one teacher or when the evidence is judged on a number of occasions
2 2	Parental involvement	B	These learners learn best when they see text and pictures of what they are studying
2 3	Reliability	C	It is important for teachers to assess learners according to their learning styles and a variety of intelligences to allow all learners equal opportunities to achieve the desired skills
2 4	Visual learning style	D	Teachers should assess the learners' progress on a daily basis during learning activities
2 5	Informal assessment	E	Teachers need to involve parents from the start of the school year to explain the assessment to take place during the year
		F	It is important for teachers to be able to assess learners according to their learning styles and multiple intelligences, so to allow all learners equal opportunities to achieve the desired skills
		G	This refers to assessment of learning and always happens after the learning process, such as at the end of a cycle, a term or the academic year

(5 x 2 = 10)

[20]

[TURN OVER]

SECTION B**Question 3**

With relevant examples, briefly explain the following types of assessment

- 3 1 Formative assessment
- 3 2 Summative assessment
- 3 3 Diagnostic assessment
- 3 4 Continuous assessment
- 3 5 Baseline assessment

(5 x 2 = 10)

Question 4

Indicate the difference between the following assessment terminology

- 4 1 Assessment and evaluation
- 4 2 Self-assessment and peer assessment
- 4 3 Partial credit scoring and judgment of content and skills acquired

(3 x 4 = 12)

Question 5

- 5 1 List and briefly explain the four principles of assessment (4 x 2 = 8)
- 5 2 It is essential for a teacher to develop observation skills. Observation is a critical skill that must be developed over time, and it requires a great deal of practice and experience. Briefly describe the five basic principles of successful observation.

(5 x 2 = 10)

[40]

SECTION C**Question 6**

- 6 1 As a teacher, you need to plan for the annual assessment of **your subject**. It is essential to plan your assessment guidelines and descriptions properly. In table form, outline **ten assessment guidelines and their descriptions** taking into consideration the **grade and the subject** that you teach.

(10 x 2 = 20)

[TURN OVER]

- 6.2 You have decided to give a group work activity to a Grade 9 class. Learners should design and make a model (such as a globe) in their groups. They should indicate the seven continents, the richest countries in the world, the poorest countries in the world, the countries with the highest population density, and the countries with the lowest population density. Each group should present their model and findings. You need to design an assessment rubric to evaluate each group's presentation. Redraw the table below and complete it.

Rubric

Category	Not achieved Level 1 (0–39%)	Partially achieved Level 2 (40–49%)	Achieved Level 3 (50–69%)	Outstanding Level 4 (70–100%)
Personal details of the group				
Designed model (the globe)				
Organisation of information (seven continents, richest and poorest countries, highest and lowest population density)				
Presentation skills (voice, eyes and body language)				
Group members' participation				

(20 x 2 = 20)
[40]

T*otal [100]

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