

EDAHOD5

May/June 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

This paper consist of FIVE (5) pages.

ALL THE QUESTIONS ARE COMPULSORY

[TURN OVER]

QUESTION 1

Assessment in CAPS should be planned and is essentially about improving the teaching and learning process. Elaborate on the assessment elements of CAPS in practice [10]

QUESTION 2

Explain what informal classroom assessment is and give two examples of informal classroom assessment to demonstrate how it can be done in your subject field(s). Indicate what the subject, grade and topic is and what informal assessment you will do [12]

The following assessment rubric will be used to assess your answer:

	0-3	4
Explanation of informal classroom assessment	Some elements explained	Full explanation of what it is
Example 1 of informal classroom assessment in your subject	Example inappropriate or not all elements provided	Appropriate example and relevant to the subject, grade and topic
Example 2 of informal classroom assessment in your subject	Example inappropriate or not all elements provided	Appropriate example and relevant to the subject, grade and topic

QUESTION 3

Explain what is meant by authentic assessment and why it is important [8]

QUESTION 4

Describe five purposes of assessment of school learners [5]

QUESTION 5

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 response must indicate the relevance of every principle to the assessment process, the assessment method or the assessment evidence in every case. Also indicate when an assessment can be regarded as "credible" in terms of the assessment principles. The assessment principles are

[TURN OVER]

- 5 1 (a) Reliability
(b) Fairness
(c) Authenticity

5 2 Indicate when is assessment credible

[13]

Your response will be assessed by means of the following grid

Aspect assessed	Marks
Definition of reliability	0-1
Example illustrates a sound understanding	0-2
Definition of fairness	0-1
Example illustrates a sound understanding	0-2
Definition of authenticity	0-1
Example illustrates a sound understanding	0-2
Response illustrates an understanding of credibility	0-4
TOTAL	13

QUESTION 6

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. We will mark your question using the following assessment grid

[TURN OVER]

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

QUESTION 7

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

Develop an assessment activity or task (e.g. a research project, a poster, a written assignment, an experiment, etc.) with its complete associated assessment strategies. Indicate the following concerning each aspect very clearly:

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

ASSESSMENT GUIDELINES

Write down the assessment task. Now use each of the above aspects as a heading, and explain why you did what you did, and why you are sure that you met the criterion or criteria for a specific aspect. The following assessment grid will be used to mark the answer.

[TURN OVER]

Criteria	Descriptor	Rating scale/ weight
Topic	A relevant topic is given	2
Learning aims (in curriculum documents)	A relevant learning aim is described for knowledge, skills and values	3
A description of the assessment (What must the learners do? For example, they must make a poster)	The description is clear and understandable and includes detail on what learners have to do, how they must do it, what exactly is expected, how it will be assessed, and what it is worth	5
Where and when of the assessment	A full description is given of where it will take place and when it will take place, and how it will take place	2
Who does the assessment? (teacher, peers, group, self)	A description is given of who will do the assessment, and an explanation of why you think this is the best way of doing it	2
Assessment instrument	A relevant instrument is chosen and the choice is explained (You do not have to develop the actual instrument)	2
Assessment product or activity required (e.g. research report, poster, essay)	The product or activity is clearly described and is appropriate for the assessment	2
Variety of learning styles or learning types	A good variety of learning styles where alternative ways of presenting the product or activities are allowed, or where there is variety in an activity, for example, a poster and an oral presentation	4
Assessment principles	Name and explain how this assessment fully adheres to three assessment principles	6
Bias-free (Gender, race, religion, etc.)	Explain why you believe there is no bias	1
The assessment is an integral part of the learning process	Explain in which way the assessment makes a big contribution to the learning process (e.g. learning concepts and/or content contribute to understanding) Be very specific by giving examples from your theme in your subject	2

[31]

GRAND TOTAL: [100]

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