

Tutorial letter: 202/2018

THE EDUCATOR AS ASSESSOR

EDAHOD5

Semester 1

COLLEGE OF EDUCATION

**Department of Curriculum and Instructional
Studies**

IMPORTANT INFORMATION:

This tutorial letter contains important information
about the examination and feedback on Assignments 01

BAR CODE

LECTURER(S) AND CONTACT DETAILS

Lecturer(s)

The contact details of the lecturer responsible for this module are as follows:

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All queries that are not of a purely administrative nature but are about the content of this module should be directed to me. Please have your study material with you when you contact me.

Dear student

This tutorial letter contains feedback on **Assignment 02** as well as **guidelines** for the **examination**.

Most of the assignments that we received from students were generally of a very high standard. It was clear to me that you went to a lot of trouble in completing the assignments. Thank you for that.

1. Feedback on assignments

1.1 Feedback on Assignment 2

Unique number: 694117

The expectations are that you should study the contents of the whole module as contained in the prescribed textbook, the study guide (Tutorial Letter 501) and the NPA and the CAPS document for the phase and/or subject you will teach after completing the PGCE. EDAHOD5/ TL101

In responding to the questions that follow, provide your responses to every question with a numbered heading. Provide every sub-section under the question with an appropriate and numbered sub-heading – number these sub-headings exactly as these are numbered in the questions below.

Question 1

a) Briefly describe five purposes of assessment and give a descriptive example of each indicating how the particular purpose is served in your example (10)

- i. To provide a reliable, valid and fair assessment of achievement of a learner in a specific subject.
 - Summative assessment: (Test and or Examination)
- ii. To help the teacher plan according to learners' needs to improve teaching methods
 - Formative assessment (Project, Assignment, classwork activity)
- iii. To provide information about learners, teachers, and schools
 - Continuous assessment (all types of assessments)
- iv. To drive curriculum and teaching
 - Continuous assessment (all forms of assessment)
- v. For promotional purposes
 - Summative assessment (final examination)

Vi. With special reference to foundation phase, the purpose of assessment mainly focus on:

1. finding out and recording how learners feel, behave and think,
 - Formative assessment (observation)
2. what learners know and can do,
 - Formative assessment (classwork activities)
3. what their physical wellbeing is, and
 - formative assessment (classwork activities on "who am I", reading picture)
4. what their interests, attitudes, and dispositions are,
 - formative assessment (storytelling about their interests, and attitude; teachers' observation: dispositions (identifying learner's qualities and characters that qualifies them for certain roles and responsibilities in and outside the classroom)

b) Mention four types of assessment and also state the purpose of each. (8)

- i. Baseline assessment: (2)
 - to determine what learners know before teaching a topic and or activities
 - to provide the teacher with information regarding the learners' level of development and learning
 - to help the teacher to determine the level of understanding
 - in the foundation phase, it forms the basis of the teacher's planning of new activities
- ii. Formative assessment: (2)
 - to collect learners information that will help the teacher plan properly
 - to support and enhance the learning process
 - gives an opportunity for the teacher to observe learners work and or at play
 - to keep teachers and the programme sensitive and responsive to the needs of learners
- iii. Diagnostic assessment: (2)
 - used to identify barriers to learning

- the focusing on giving learners expanded opportunity to learn
 - it gives the teacher the opportunity to improve his or her ways of assessing and teaching learners
 - it provides learners with opportunity explore a variety of ways to learn
- iv. Summative assessment: (2)
- A series of assessment activities resulting in an overall report on the learner performance
 - In the foundation phase, the nature of activities should be informal and should fit into a daily routine.
 - Results of summative assessment should give feedback into planning the programme

c) What is the purpose of using the following approaches in assessment?

Self-assessment (2)

- Self-assessment implies that learners make judgments about their own work
- Self-assessment is formative in nature and helps learners to gain more insight into their activities, shortcomings and strong points
- learners should justify why and how marks were allocated and moderate each other's assessment
- The teacher should give feedback to the learners after their self-assessment activity

Group assessment (2)

- it involves the assessment of the process as well as the product of the group work
- to involve the elements of both peer assessment and self-assessment
- to improve learners social skills, time management and confidence to individual learners
- learners learn to assist each other and to cooperatively work together to achieve a common goal

Teacher assessment (2)

- the teacher uses a variety of assessment types and forms to assess learners
- each assessment activity is accompanied by the assessment instrument
- after assessing learners work, the teacher gives feedback to learners
- in order to keep records of the learner's assessment, the teacher should record the assessment outcomes
- use the assessment to improve planning of teaching (remedial) and designing future assessment activities

d) List six purposes of using observation as an assessment tool. (12)

- i. to document learners "skills, their knowledge, and accomplishments (participation in classroom activities and routines, interaction with peers, and works with educational materials).
- ii. Observation is used as the best tool to enhance the understanding of teachers about how learners are learning
- iii. observation is used to take careful note of everything said or done by a learner over a defined period of time in a particular setting or context
- iv. to gather information about learner's capability/strengths, weakness, personality traits, and interests.
- v. to encourage learners to do their work

- vi. to collect evidence of current competence and record outcome
- vii. to assess learner participation
- viii. to measure important behaviours that may otherwise be unmeasurable or ignored
- ix. to minimize the anxiety of assessment in learners during

e) Explain the purposes of recording and reporting in assessment. (4)

Recording:

- to record the level of a learner's performance
- to provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.
- to verify the progress made by teachers and learners in the teaching and learning process
- to collect evidence of assessment tasks to make a judgment on the learning process

Reporting:

- provide learners with regular feedback, this feedback should be developmental
- to communicate learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions.
- give information to schools and districts or regional offices on the current level of performance of learners

(40)

Question 2

Make use of CAPS topics to design two different assessment activities for your specific grade, and subject. NB: Marks will be allocated as follows: **(16)**

Describing designed activities (Each design must reflect the topic, your purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment). Designing workable assessment instruments or tools, including an appropriate caption, assessment criteria, spaces for the learner, teacher/assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments.

a) Project: (8)

According to CAPS, a project will be any piece of work in which knowledge, skills, and values which lead towards competence in the specific or integrated content, are demonstrated. The task will

involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modeled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product. (2)

Grade: 7 (3)
Subject: History
Topic: The Transatlantic Slave Trade
Nature of assessment: Formal assessment
Assessment task: Learners have to write an essay on the importance and human rights Impact of Transatlantic Slave Trade. The essay should be a page long.

Marking Tool: Assessment **checklist** (3)

Explanation of Transatlantic Slave Trade	✓
Who was benefiting and how	✓
The impact of the slave trade	✓
How was it stopped	✓
Name of learner:	
Teacher:	
Subject:	
Date:	
Each tick counts 5 marks. Total out of 20.	

b) Practical activity (8)

According to CAPS in carrying out practical tasks, learners are required to demonstrate their skills or proficiencies. Learners use materials and equipment to create, produce or investigate something. The teacher observes the learner demonstrate specific practical skills (e.g. measuring the height of a plant, manipulating materials to make models, using a thermometer to measure temperature, etc.). Practical tasks can be very useful for assessing how learners draw on knowledge and values to carry out practical skills (manual and/or behavioural, e.g. safety and handling of equipment). (2)

Grade: 11 (3)
Subject: Physical Science
Topic: The effect of intermolecular forces – Evaporation
Nature of assessment: Formal assessment
Assessment task: Learners have to investigate and determine the relation between evaporation and intermolecular forces.

Marking tool: Assessment **Grid** (3)

Criteria	Mark
Handling apparatus correctly	5
Following the given experiment steps	5

Recording the results from observation on a given table	12
Writing the conclusion	3
Name of learner:	
Teacher:	
Subject:	
Date:	
Total: 25 marks	

c) In a separate response indicate how you would apply **five principles** underpinning the **approach to both recording and reporting** according to the Department of Basic Education's **National Policy Pertaining to Promotion Requirements (NPPPR)**. Refer to the second **(summative) assessment activity** described above in response to **(b)** in this regard. **(10)**

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Teachers should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages, and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - (a) Foundation Phase (Grades R-3): Record and report on national codes and their achievements descriptions.
 - (b) Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - (c) Senior Phase (Grades 7 – 9): Record and report in national codes, their descriptions and percentages.
 - (d) Grades (10 – 12): Record in marks and report in percentages.
5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.

8. The recorded pieces of evidence should reflect a variety of forms of assessment.
9. Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

Question 3

- a) Why is planning for assessment in any grade/phase important? (2)**
- It informs the teacher on what type and form of assessment is to be given to learners
 - It acts as a scope of assessment to learners
 - It informs parents, schools and other stakeholders about the programme of assessment
 - It gives the opportunity to teachers to plan on how remedial teaching and expanded opportunity should be given to learners
- b) Mention four documents that provide the framework for planning assessments in the school context (8)**
- Curriculum and Assessment Policy Statement,
 - National Protocol for Assessment Grades R – 12
 - National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement grades r – 12,
 - School-based subject policy
 - Subject Textbook, and
 - White paper six of July 2001 “supporting barriers to learning”
- c) With relevant examples taken from teaching and assessing practice in the phase and/or the subject of your choice briefly illustrates your understanding of the assessment principles listed below. Your responses must refer to the assessment process, the assessment method or assessment evidence in every case:**
- **Reliability-** Assessment should produce consistent results even if used by another assessor under same conditions. E.G. if the same subject test is given to learners of another school it should produce similar results (learners performance) E.G. Annual national assessment (ANA) (2)
 - **Fairness-** Assessment must not present any barrier to the achievement be either language, race or sexism in questioning. Should be sensitive to contextual factors. E.G. test learners on what they have been taught. Resources,

classroom environment, and learner’s cultural background. (2)

- **Authenticity**- the evidence produced in assessment is attributed to the learner and no one else E.G. written class work, homework, project, and or assignment (2)
- **Validity**- Assessment should measure what it supposed to measure and nothing else E.G. Test (2)
- **Sufficiency**- The evidence collected in assessment establishes that criteria have been met. E.G. Rubric (2)

d) **You should always take into consideration diversity when teaching and assessing learners in the class. With relevant examples of assessment activities, mention and explain three different assessment and learning styles. (9)**

Style	Explanation	Assessment forms
Haptic learning style	Haptic learners learn by doing, they need hands-on activities.	Role-play, physical action, songs, presentations, dramatization, experiments
Visual learning style	These learners need visual orientated activities like posters, flash-cards, graphics written materials	Research, map reading, written materials, diagrams
Auditory learning style	These learners learn well through hearing. Activities like choral verse, rhythm, audio/video tapes, storytelling are good for them	Group work, pair work, storytelling, songs, dialogues, brainstorming

e) **Can any assessment be completely devoid of any bias? Refer to assessor objectivity to support your answer. (2)**

You can avoid bias by doing the following:

- i. Use neutral terms in the assessment.
- ii. Strive for a balanced representation of various groups in diverse roles.
- iii. Use standard, formal English. Also avoid obscure language or ambiguous acronyms unless they are standard, recognized terms with regards to the subject matter of the assessment.

- iv. Be wary of using a condescending tone. For example, this could be a tone that implies that a person with differing abilities is incapable of caring for himself or herself, or that a person of lower socio-economic status is not as intelligent as someone from a higher status.
- v. Avoid references to race, ethnicity, gender, age, etc. unless they specifically apply to the question.

f) Indicate two ways in which integrated summative assessment tasks (ISAT) can be done. (4)

- i) Learners have to complete an assessment task which they work on progressively throughout a whole year, and the task should be assessed at the end of the year.
- ii) Learners are assessed on their achievement of all the competencies in a single assessment at the end of the year.

g) List the three types of alternative assessments that can be used for learners with disabilities, or for learners who experience barriers to learning. Indicate in every case for which common or "normal" alternative assessment is used. (3)

1. Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills) for learners with a significant cognitive disability. These assessments are based on the **grade-level content covered by the general assessment**, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined as a high expectation for these learners. Target learners can include learners with **an intellectual disability** some of who are currently enrolled in special schools or schools of skill.

- Assessment should be **flexible learner-based and learner-paced approach to the curriculum**.
- **Portfolios, project work, and Practical demonstration** (assessment activities requiring some type of rubric and or observation checklist as assessment instrument)
- **Inclusive assessment** practice should be adhered to

2. Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills) for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability, they may require more time to master the content. These assessments measure a learner's mastery of grade-level content with reduced load or at a more functional level. Target learners can include learners with a moderate intellectual disability, who are deaf, some learners on skills programmes, etc. Alternative assessments based on grade-level attainment of knowledge- these assessments require special formatting or procedures that provide learners with equal opportunities to

demonstrate their attainment of content which is at the same grade-level as the general assessment. (Learners who are blind, have communication or physical disabilities or suffering from dyslexia or hearing loss).

- Assessment should be flexible learner-based and learner-paced approach to the curriculum. Practical demonstration (observation checklist as assessment instrument)
- Portfolios, project work, and Practical demonstration (assessment activities requiring some type of rubric and or observation checklist as assessment instrument)
- Inclusive assessment practice should be adhered to

3. Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts

and skills) for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss and who need additional time, alternate formats, readers, amanuensis, electronic equipment, etc. as outlined in the policy document, National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).

- Assessment should be flexible learner-based and learner-paced approach to the curriculum. Practical demonstration (observation checklist as assessment instrument)
- Portfolios, project work, and Practical demonstration (assessment activities requiring some type of rubric and or observation checklist as assessment instrument)
- Inclusive assessment practice should be adhered to

1. The examination

1.1. Examination admission

Examination submission is solely dependent upon submission of Assignment 01 or 02. Assignments will count 20% towards your final mark and the examination 80%.

1.2. How will this work in practice?

As explained above you need to qualify to write the examination, as there is no automatic admission. In order to qualify, you **MUST** submit Assignment 01 or 02 on or before the due date.

1.3. Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2017 and the supplementary examination in October/November 2017. If you are registered for the second semester you will write the examination in October/November 2017 and the supplementary examination will be written in May/June 2018.

During a particular semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times pertaining to the module.

2.4. Examination paper

There is one two-hour examination paper for EDAHOD5.

1.4. Previous examination papers

Previous examination papers are available to students. We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers changes from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the assignments.

DEMARCATION OR “SCOPING” FOR EXAMINATIONS AND ASSESSMENTS

NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be spelled out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

FREQUENTLY ASKED QUESTIONS

The My Studies @ Unisa brochure contains an A-Z guide to the most relevant information.

The frequently asked questions in this module (EDAHOD5) are:

Question: I need more time to complete my assignment.

Answer: It is not possible to extend the due date by more than a week. If your circumstances compel you to hand in one of the essay-type assignments late, you have to ask for permission to do so before the due date. No extensions are granted for multiple-choice assignments.

Question: If I repeat the module, do I have to submit assignments again?

Answer: A repeating student has to submit all the assignments again. Students will not gain

admission to the examinations without the submission of Assignment 01.

Question: I do not have internet access.

Answer: You can access the internet at all Unisa regional offices.

Question: I have not yet received my study material. Can you send it to me?

Answer: No, unfortunately, the study material is kept in a different department. Please contact the relevant section and ask whether the specific item has been dispatched. If it has been dispatched and you have not received it after a reasonable period of time, ask for another copy to be dispatched. You can also find your study material on MyUnisa. Refer to paragraph 1.1 on how to access MyUnisa.

2.6. Guidelines for Examination preparation

1. Please take note that no delimitation of the content of modules may be made in guidelines for the examination anymore. All the content in Tutorial Letter 501 and the prescribed textbook is being examined in the examination paper.

2. The examination duration is 2 hours and the mark allocation is 100.

3. Contrary to previous years' papers, THERE ARE NO MCQ's in this semester's paper. This means that your knowledge and understanding of all concepts related to assessment in education will be assessed in two ways. Directly by means of short paragraph type questions requiring you to define or describe or explain such concepts and indirectly in longer type questions when you have to apply your understanding to assessment to your context, i.e. assessing learners in your phase, subject and grades you teach / would teach.

4. The paper consists of a series of paragraph type questions of varied mark allocation.

5. The verbs in these questions may include any of the following:

- Describe...
- Mention...
- List...
- Define...
- Explain...
- Illustrate...
- Indicate...
- Elaborate...
- Apply...
- Analyses...
- Compare...
- Develop...
- Design...
- Evaluate...

6. Collectively the questions in the paper are aimed at assessing your understanding as well as your ability to apply such understanding to assessing learners in the subject you intend to teach.
7. The mark allocation to the questions in the paper varies considerably. Shorter type questions have mark allocations from 5, 8, and 10 up to 12 and 13 marks per question. Longer type questions where you have to apply what you have learned in this module to your context vary from 21 marks to as much as 31 marks per question. Obviously, the questions requiring higher order thinking have higher mark allocations than those requiring lower order thinking. Use the mark allocation to manage time during the examination.
8. Some of the questions are also similar to those in the assignments you completed during this semester. Note that the questions may be SIMILAR, but that they are not necessarily the SAME as in Assignment 1 and/or Assignment 02. This means that you will be required to USE what you have done in the assignments in the examination to RESPOND to similar questions.
9. We strongly advise that you do the questions that are similar to those in the assignments first during the examination session, and the others later. This way you will ensure that the questions which contribute most are done first, should you run out of time in the examination.
10. Take note that examination papers of previous years should be used with utmost discretion. Papers from 2015 onwards only included limited questions related to CAPS contexts. It would be prudent not to use papers prior to 2015 in this regard.
11. It would be inappropriate and even unethical should we as lecturers provide students with the memoranda or model answers to questions in the assignments and from previous years' examination papers? Please do not ask for this in preparation for the examination. Work out the answers for yourself when doing the assignments and revise your responses in terms of the comments from the marker.
12. Good luck with your preparation for the examination!

SOURCES CONSULTED

None

CONCLUSION

I hope that you will enjoy this module and I wish you success with your studies

Dr. A.S. Mawela