

# **EDAHOD5**

## **Educator as Assessor**

**May/June 2016 Memo**

All answers are referenced in terms of:

- The Educator as Assessor. Second Edition.
  - EDDAHOD5 Tutorial Letter 501
    - CAPS (FET)

## SECTION A

### QUESTION 1

1.1) 4

1.2) 2

1.3) 2

1.4) 3

1.5) 2

1.6) 2

1.7) 2

1.8) 4

1.9) 4

1.10) 4

1.11) 4

1.12) 2

1.13) 4

1.14) 3

1.15) 4

1.16) 1

1.17) 1

1.18) 2

1.19) 2

1.20) 1

## SECTION B

### QUESTION 2

Types of Assessment	When does it take place?	What is it's purpose?
Formative assessment	(1) During the learning process	(2) Determines learners' progress towards achieving the outcomes
(3) Diagnostic assessment	Determines the nature and cause of barriers to learning experienced by specific learners	(4) Takes place at any time during the learning process
(5) Summative	(6) Takes place at the end of a learning cycle, programme or phase	Determines the overall achievement of learners
(7) Baseline assessment	Before learning commences	(8) Determines what learners know and can do
(9) Systemic	(10) At the key transitional points of Grade 3, 6 and 9 in Maths and language	Evaluates the appropriateness of the education system

(Textbook: page 17, 65)

(10)

### QUESTION 3

#### Multiple Intelligences:

3.1 Musical: These learners respond well to audio/dvd presentations, and teachers should allow them to make use of a song or dramatisation when assessing them.

3.2 Intrapersonal: These learners prefer journals and portfolios for assessments, and teachers should encourage them to use reflection sheets.

3.3 Logical/mathematical: These learners quickly understand concepts in Maths, Science and Accounting. They excel in written tests.

3.4 Naturalist: These learners prefer projects and action research, and teachers should allow them to engage in investigation for assessments.

3.5 Bodily/kinaesthetic: These learners prefer hands-on activities, and teachers should allow learners to do practical demonstration to show their knowledge.

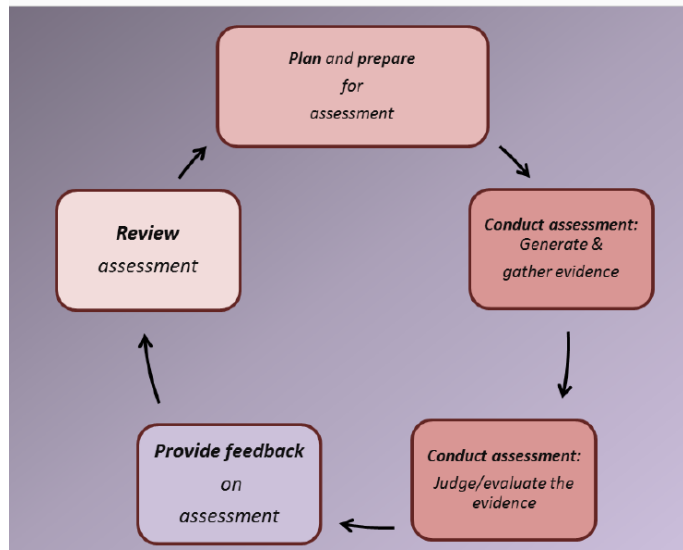
(Textbook: page 85-88)

(10)

#### QUESTION 4

Stages of the assessment cycle:

1. The diagram below illustrates the cyclical nature of assessment
2. It suggests that we should always take action (assess) and then reflect (review)
3. This continually improves our assessment practice.
4. This action-reflection approach suggests that no assessment can ever be perfect
5. We should continually seek to improve the quality of our assessments.



(Tut letter 501: page 29)

(10)

#### QUESTION 5

Differences between assessment OF learning and assessment FOR learning:

<b>Assessment OF learning:</b>	<b>Assessment FOR learning:</b>
1. Formal assessment	1. Informal or daily assessment
2. All assessment tasks that make up a formal programme of assessment for the year	2. Continuously collecting information on learners' achievement that can be used to improve their learning.
3. Include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances	3. Done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions
4. Must be marked, formally recorded and moderated	4. Does not need to be recorded or moderated
5. Tells learners where they are (not where they're going)	5. Tells learners how to close the gap between where they are and where they are going

(CAPS page 66, 67)

(10)

## QUESTION 6

Providing constructive feedback in all assessments:

1. Prompt feedback: Immediate feedback during performance is ideal, so that learners have a chance to implement what they have learned before the work is completed.
2. Written comments: Used to provide a clear explanation of ways in which work is successful and how future performance could be improved.
3. Positive tone: Acknowledging achievements first and treating weakness as a target for development.
4. Scaffolded feedback: Creates a positive state of mind with regards to feedback, giving learners as much help as they need to progress but no more
5. Balanced feedback: Strengths and achievements are set against areas for improvement, without dwelling on either.

(Textbook: page 19, 20)

(10)

## QUESTION 7

7.1 Moderation: Assessment is inherently exposed to human error. No assessment can ever be perfect, that is why it must be moderated. The policy requirements regarding moderation are clearly reflected in both the National Protocol for Assessment and in the CAPS, Chapter 4 for every subject.

(Tut letter 501: page 37-40)

7.2 Reporting: Process of communicating learner performance to learners, parents, schools and other stakeholders. Can take the form of report cards, parents' meetings, parent-teacher conferences, phone calls, letters.

(Textbook: page 68)

7.3 Criterion-referenced assessment: Comparing learners performance with a well-defined standard/criteria of achievement. These criteria are used in rubrics.

(Textbook: page 18)

7.4 Analytic rubric: An assessment tool that divides the assignment into parts and objectives, and provides a detailed descriptions of acceptable and unacceptable levels of performance for each part.

(Textbook: page 118)

7.5 Assessment: A continuous, planned process of identifying, gathering and interpreting information about learners' performance. Four steps of assessment: gathering evidence of achievement, evaluating this evidence, recording findings, and using this information.

(Textbook: page 6)

(10)

## **QUESTION 8**

8.1 Reliability: The assessment must produce the same results when judged by more than one teacher or when evidence is judged over a number of occasions.

For example, the Grade 10 exams are internally moderated. They must show reliability of assessment in that the marks awarded by the teacher who initially marks the paper and the teacher who moderates the paper do not show a large discrepancy in the marks awarded for each question. This also shows that the assessment was developed, the input processes were organised and based on sound theoretical and educational measurement principles.

8.2 Fairness: The method of assessment should not present any barriers to learners' achievements. It must also be free of bias and sensitive to contextual factors.

For example, the learners in a class are given exactly 60 minutes to write a cycle test, but some learners are absent due to illness and must write the next day. In terms of fairness, the teacher cannot show these learners sympathy or favour (which is a means of bias) and these learners must also be given exactly 60 minutes to write the test.

8.3 Authenticity: The assessor is satisfied that the evidence is attributed to the learner being assessed. For example, assessments can include a declaration upon completion in which the learner declares that the work done is their own and signs to this effect. Grade 12 final exams also require that learners bring their ID book to verify their identification and indicate this information on their exam answer booklet.

(Textbook: page 76, 13)

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