

EDA HOD5 ADDITIONAL ASSIGNMENT FEEDBACK & GUIDELINES FOR THE EXAMINATION

1. Feedback on assignments

1.1 Feedback on Assignment 1

Feedback on Assignment 01, Question: 1

TL 101 states: Now make a summary of **how assessment is done in your phase and subject**. The summary must list **ten guidelines for assessment** given in the above documentation and then give a **description of each** to explain its implications for **assessment planning**.

This assignment required students to make use of **CAPS document** of a particular chosen **phase, grade, and subject**. Most students managed to get this correctly.

Guidelines to answer the questions

- Provide a topic (E.G. How assessment is done in senior phase grade 9 life Orientation)
- Table of content reflecting the main headings and page numbers only
- Paragraph reflecting the purpose and content of the response
- A relevant and appropriate list of guidelines on the left-hand column of the table and description of each is provided in the right-hand column. The list should include critical aspects of assessment focused on assessing learners in a particular subject and /or phase according to sound assessment requirements, practice and CAPS requirements, in an objective and credible manner. The important thing is, you should think **of why you are doing the assessment, what you want to achieve with the assessment, how, where and when it will take place**, et cetera.
- Provide a concise conclusion
- Sources used are listed in a list of references according to the Harvard method

Refer to the two examples below. The first example is done in the context of assessing Grade 9 learners in Life Orientation. Please note that your responses had to be relevant to YOUR subject. The second example is more generic and applies to all assessments, irrespective of the subject or phase. You may want to compare your own work to both of these examples to develop a better understanding of planning assessments in your own context.

EXAMPLE A.

Table 1: Guidelines for planning assessment in Life Orientation, Senior Phase, Grade 9

No	Guidelines	Descriptions/ explain implications for assessment planning
1	What phase, grade, and subject to be assessed?	Senior phase, grade 9, Life orientation
2	What will be the purpose of learner assessment?	There are several reasons why we assess and any of the following may be relevant: <ul style="list-style-type: none">- To identify particular strengths and developmental needs of learners- To build a profile of learner's achievement- To identify any learning difficulties that a learner might be experiencing- To indicate to the teacher how successful his/her learning programme is and where he/she can improve. Indicating learner's level of the understanding of subject taught.- To maximize learners' access to knowledge, skills, attitudes and values in the curriculum- To inform the learner, and report to parents and stakeholders on learner achievement
3	What CAPS topic/s will be assessed?	Any of the following may be relevant:: <ul style="list-style-type: none">- Health promotion (learner should be able to make informed decisions regarding personal, community and environmental health);- Social development (understanding of constitutional rights and responsibilities, diverse cultures and religion);- Personal development (being able to use acquired skills to achieve and extend personal potential to respond effectively to challenges in his or world);- Physical development and movement (being able to demonstrate an understanding of, and participate in activities that promote movement and physical development); and Orientation to the world of work (should be able to make an informed decision about further study and career choices).
4	What type of assessments will be used to assess learners?	Any one or combination of the following may be appropriate: <ul style="list-style-type: none">• Diagnostic assessment will be given to learners in order to identify barriers to learning and /or learning difficulties and or measuring learning that is in place• Formative assessment will be given in order to measure the progress of learners towards achieving the outcomes and the appropriateness of learning acquired• Summative assessment will be conducted to determine the overall achievement of learning and measure the learning success of learners

		<ul style="list-style-type: none"> Baseline assessment will be conducted in order to inform the learning process and provide continuous feedback to the learners at the beginning of a year or term.
5	What assessment principles will be applied in assessing learners?	<p>Assessment will be direct and linked with the topic and skills as prescribed in CAPS:</p> <ul style="list-style-type: none"> It shall be integrated into teaching and learning It shall be balanced, comprehensive, varied and fair It shall be efficient and manageable in terms of time Individual learner achievement and progress should be recognized through assessment It shall cater for all learners and bias-free It shall provide the quality of learning
6	What assessment activities should learners be engaged in, informing the choice of assessment method to be used?	Learners will be engaged in group work; oral presentations; written test, written assignments; research projects; field of work; journals; oral presentations, and practical projects.
7	What assessment strategies to be used in assessing learners, informing who the assessor would be?	Any one or combination of the following assessment strategies could be used and include self-assessment (learners assess themselves); peer assessment (learners assess one another, either in pairs or in groups) and teacher assessment (teacher assesses the learners)
8	What approaches will be employed to make sure that assessment is Authentic?	<p>Any of the following would be appropriate:</p> <ul style="list-style-type: none"> The use of the observation approach, which involves watching what learner the does, how he/she participates and what he/she contributes The use of performance tasks, in order to assess the quality of learners' performance of a predetermined task The use of product assessment, in order to obtain concrete result or evidence that a skill or knowledge has been applied The use of portfolio assessment, in order to collect meaningful students, work for assessment purposes.
9	Which assessment results will be recorded?	Since teaching and learning under CAPS involve continuous assessment, both formal and informal assessments are essential and entitled to be recorded.
10	What assessment tools will be used in such recordings?	<p>Properly designed and moderated Checklists, Grids, Rubrics and even Memoranda are all user-friendly tools for both formative and other forms of assessments. These enable us to see the learner's progress at a glance.</p> <p>A teacher is able to give evidence of all assessment judgements made on the learner's response to the assessment task at hand.</p>
11	Who is entitled to assessment feedback?	Feedback should be given to learners; parents; the department of education and other interested stakeholders such as SGB (School governing bodies, and tertiary educational

		institutions), as appropriate and feasible in terms of SBA prescribed in CAPS
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EXAMPLE B.

Table 1: Guidelines for planning assessment in Life Orientation, Senior Phase, Grade 9

Guideline	Description / Explanation
<i>1. What subject, topic in CAPS and Grade are being assessed?</i>	<i>The starting point for planning is the curriculum. I must select the topic from CAPS and assess it as required in CAPS and the NPA</i>
<i>2. What is the purpose of my assessment? Why do I want to assess the learners?</i>	<i>Various purposes may be applicable. We assess to grade or promote (summative assessment); to support learning and teaching (formative assessment); to identify learning problems (diagnostic assessments); to determine prior learning (baseline assessment) and other purposes. I have to be clear about the purpose of every assessment I plan and inform my learners accordingly.</i>
<i>3. What assessment activity/activities is/are the learners going to do to demonstrate their abilities related to the topic?</i>	<i>A wide variety of assessment activities may be done by the learners to provide evidence that can be evaluated or assessed. They can do individual, pair or group activities, written or oral activities, design and make activities, practical performances, etc.</i>
<i>4. Which assessment method/s and associated assessment instrument/s will I use to gather and judge evidence provided by the learners?</i>	<i>Again a wide variety of assessment methods is available to me as the teacher/assessor. Written tasks, such as Tests, Research tasks, Design and make tasks, Examinations, etc. all use Question Papers / Instructions and assessment tools as assessment instruments. Practical assessment tasks such as role plays and other performances, use Instructions and assessment checklists, grids, or rubrics as instruments. I must be very clear on the suitable method and its instruments when I plan an assessment.</i>
<i>5. What are the assessment criteria or standards that I will use in this assessment?</i>	<i>Assessment criteria are observable and measurable descriptions of standards of a performance. Every assessment task and instrument should have a list of such criteria that are used in assessing the evidence provided by the learners.</i>
<i>6. Who will assess the evidence?</i>	<i>In formative assessments self-, peer-, group-, and teacher assessment are used. This means learners and teachers are the assessors. In summative, diagnostic and baseline assessments only the teacher may be the assessor of evidence as subject matter expertise is of paramount importance in these kinds of assessment.</i>
<i>7. How will I ensure that the assessment process is reliable?</i>	<i>Reliability means the process will yield similar results under similar circumstances. I must make practical arrangements to ensure this in every assessment, especially when it is high stakes assessments such as term tests and examinations.</i>
<i>8. How will I ensure that the assessment method/s I use are used in a fair</i>	<i>All learners have to be treated exactly the same in all aspects, before, during and after the evidence have been collected and</i>

<i>manner?</i>	<i>assessed. Again this is very important in summative assessments. In formative assessment, where learners assess one another's work, this may not be practical, but as these are assessment for learning, it does not have a major impact on the overall results.</i>
<i>9. How will I ensure that the method/s are applied in a manageable way?</i>	<i>Everything used and done during an assessment has a bearing on the quality of the evidence produced and on the credibility of the results. I have to make sure, in practical ways that control is maintained throughout the entire assessment. An example is an invigilation during a test being written – if learners are allowed to copy, the authenticity of evidence is doubtful.</i>
<i>10. How will I ensure that the evidence produced by learners in the intended assessment task is valid?</i>	<i>The validity of evidence refers to the evidence being DIRECTLY related to what is prescribed in the curriculum. I must therefore make sure that the assessment criteria, questions asked and answers provided in instruments have curriculum fidelity.</i>
<i>11. How will the credibility of my assessment be ensured?</i>	<i>Moderation is used in this regard. I have to plan for moderation of my assessment plan, the instruments I will use as well as for moderation of my judgments on the evidence (marking). All these plans have to be made before the assessment is done – assessment and moderation are integrated processes and not two separate processes.</i>

Please note that references to sources were not included in these examples – you had to do so in your response. Also, note that eleven guidelines were listed and explained – you had to do only ten.

Many responses in the left-hand column were not formulated as guidelines at all. Some students copied words, phrases, and concepts from the study material verbatim into the column instead of drafting proper guidelines. In the examples above we used question format. Note that the guidelines could also be posed as full sentences suggesting exactly what should be done regarding an important aspect of the assessment to be conducted...the critical aspect is the VERB in the sentence or question describing the guideline. E.g.

- Decide which Subject, Grade, and topic you want to assess.
- Determine the purpose of the assessment - (Summative, formative, diagnostic, baseline, etc.)

Also note that IN THE SECOND EXAMPLE the questions are directed at yourself, the teacher/educator/assessor who plans every assessment you do. This enhances our intention, namely that we wanted you to draft guidelines for your own use.

The whole idea with the assignment was that you generate your own list of guidelines for planning an assessment AFTER you have studied the content of the module as well as the CAPS for your subject/phase. This means that you had to do ALL activities related to Chapter 1 of the textbook in Tutorial Letter 501 before you start working on the assignments. Unfortunately, the results of Assignment 1 suggest that many of you did not do this!

Feedback on Assignment 01, Question 2

TL 101 stated: You must then **use the above ten guidelines** to **design an assessment activity** for your

phase and **subject**. Use the following format when you design your assessment activity.

As far as Question 2 is concerned, no example can be given as you were required to APPLY the guidelines drafted to your own context, i.e. your phase, subject, learners, etc., t

The following glaring weaknesses were identified:

- Some students did not copy the guidelines drafted in Q1 into the table for Q2! Some other, unexplained guidelines or phrases or concepts were copied into the table for Q2.
- Many students did not APPLY the guidelines to ONE particular assessment activity. They simply continued describing and discussing the guideline, referring to various unrelated examples and activities, instead of showing how it would be used in reality when planning to assess a particular assessment task such as a group work research task, or a written classtest.
- Actual assessment instruments such as test papers and memoranda were included by some students. This was clearly not required. You had to describe in the right- hand column what you would do in the case of every guideline.
- Many responses remained on a theoretical level instead of being really practical. For example - A student will respond on the guideline about assessment criteria, that he/ she would use assessment criteria, instead of listing a few of the actual criteria in the right- hand column, to illustrate APPLI CATION of the guideline.
- Generally, the quality of responses suggests that many of you tried to do the assignment in spite of the fact that you have not studied and MASTERED the content of the module, at all.

Some of you did, however, submit work of outstanding quality as is reflected in your marks. Thank you for working toward being the best educator and assessor you can be.

1.2 Feedback on Assignment 2

Feedback on Assignment 02, Question 1

You were required to design three (3) instruments, a checklist, an assessment grid and an assessment rubric, for the same assessment activity in your context.

The most critical weakness identified was that many students did not understand that the instruments presented had to be workable as presented. The presented document (Checklist, Grid or Rubric), had to be a blank document on ONE page only. It had to have spaces for learner, assessor and moderator names, spaces next to each criterion where the learner's mark would be entered, where the total would be entered, and spaces for comments and summary of the result of the assessment ("Pass / Fail"). Students who tried to do something similar to the flawed examples in TL 101, instead of really designing their own instruments, did not do very well.

Most students presented instruments that were in line with what was required in the assessment grid we used to assess your designs. If you have not done well in this question, please revisit Tutorial Letter 501, pp. 93 onwards containing additional guidelines for designing assessment instruments. Also revisit the assessment criteria in the grid we used to assess your assignment.

Please note that similar questions had been asked in previous examination papers before. This means that you being able to design your own assessment instruments is of utmost importance – an educator as assessor MUST be able to design workable and professional assessment instruments!

Feedback on Assignment 02, Question 2

As far as Question 2 is concerned, no example can be given here as you were required to APPLY your understanding of the module content to developing an assessment as suggested in the set of bullets provided as well as the assessment rubric given in Tutotial Letter 101. This means that you had to apply the theory in the textbook as well as the requirements of CAPS to an assessment task that you had to choose from your context (phase, subject and chosen topic from CAPS)

The following glaring weaknesses were identified in assessing your work in this regard:

- Many students failed to provide the response to the assignment with an appropriate title, topic, or main heading. Failure to do so created the impression that you did not know what the assignment was all about!
- Some students also did not change the questions in the list of bullets in 101 and the assessment grid, into proper sub-headings to the main heading of the assignment. You were not credited for copying questions from 101 – you were credited for understanding the question and changing it into a suitable sub-heading. In fact, being able to change such a question into a suitable and useable sub-heading not only means that you have insight in the question, it also meant that you understand the question as it is related to other questions and the overall assessment you described. Not being able to do so reflected a serious lack of insight stemming from a flawed or limited understanding of the content of the module.
- Many students did not APPLY the relevant theory to a particular assessment activity. They simply continued describing and discussing the theory, instead of showing how it would be used in assessment in reality.
- Actual assessment instruments such as test papers and memoranda were included by some. This was clearly not required. You had to describe under each sub-heading how you applied theory related to the particular issue suggested in the question bulleted in 101.
- Many responses remained on a theoretical level instead of being really practical. For example - A student will respond on the issue of using assessment criteria, that he/she would use assessment criteria, instead of listing a few of the actual criteria under the sub-heading, to illustrate APPLI CATION of the theory related to assessment criteria and the requirements of the subject as in CAPS.

Generally, the quality of responses suggests that many of you still tried to do the assignment in spite of the fact that you have not studied and MASTERED the content of the module, at all.

Some of you did, however, as in Assignment 01 submit work of outstanding quality as is reflected in your marks. Thank you for working toward being the best educator and assessor you can be.

1. The examination

Examination paper

The examination consists of A two- hour examination paper for EDAHO5.

1.1. 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.

DEMARCATI ON OR “SCOPI NG” FOR EXAMI NATI ONS 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.

1.2 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 and essay 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 vary considerably. Shorter paragraph type questions have mark allocations from 5, 8, and 10 up to 12 and 13 marks per question. Longer essay 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 in the examination.
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. Post such responses on the myUnisa forum for comment by the lecturer and fellow students.
12. Good luck with your preparation for the examination!

Dr. A.S. Mawela
Mr H van Schalkwyk

An unedited draft of this set of guidelines is available in Afrikaans on request

Contact Mr van Schalkwyk at omnied@ymail.com in this regard.

'n Ongeredigeede konsep van hierdie riglyne is beskikbaar in Afrikaans op aanvraag.

Kontak Mnr H van Schalkwyk in hierdie verband – omnied@ymail.com