



**Tutorial letter 201/2/2015**

**THE EDUCATOR AS ASSESSOR**

**EDAHOD5**

**Semester 2**

**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  
and 02

BAR CODE



Dear student

This tutorial letter contains feedback on **Assignment 01** 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.

## **FEEDBACK ON ASSIGNMENT 01**

You will receive a memorandum with your marked assignment. The answers will also be available on myUnisa. Please note that answers to three questions for the assignment 1 were incorrectly uploaded on the assessment plan for Semester 2. All the students will there be credited with full marks for questions 11, 14 and 19

## **FEEDBACK ON ASSIGNMENT 02**

You will receive feedback on the assignment in the assignment returned to you. The marker/assessor will make comments on your responses. Pay careful attention to these and revise your responses in terms of such comments in preparation for the examination, as similar questions may be asked in the examination.

## **ASSIGNMENT 2 FEEDBACK**

### **Question 1**

Definition of concepts, no issues were identified with this question

### **Question 2**

#### **Assessment for learning**

- Assessment for learning is a continuous process of gathering and interpreting evidence about learners' learning for the purpose of determining learners' progress to inform the teaching and learning process.
- It forms an integral part of the teaching and learning process to help learners monitor their progress towards achieving their learning objectives.
- It provides clear and timely feedback that helps learners in their learning progression.
- Done during the teaching and learning process
- Monitors student learning to provide ongoing feedback that can be used by teachers to improve their teaching
- Feedback is usually detailed, specific and descriptive in the form of words
- Teachers can conduct various assessment activities on a daily basis to ensure assessment for learning: through classwork, presentations, group discussions, case studies, short tests, question and answer sessions, role plays
- The construct or concept "assessment for learning" means that we assess during teaching and learning with the specific purpose in mind, namely that learning will occur successfully.

**Assessment for learning can be done in a wide variety of ways:**

- As teachers we ask questions and learners respond during lessons – cleverly designed questions (and the responses to those) will form a logical chain of reasoning that will lead learners from the known to the unknown, from the simple to the complex, from the theory to the practice or vice versa.
- We respond to questions asked by learners, and every question asked becomes an opportunity for learning, not only for the one who asked, but also to those who may not have asked, but had the same question in their minds.
- We use peer assessments so that learners may learn from each other's strengths and weaknesses.
- We ask learners to do self-assessment so that they can reflect on their own performances and realise where they have done well, and where they may still improve.
- We often do group activities where learners share ideas, tackle challenges collectively and propose solutions which are assessed by the teacher, or peers, or other groups, or where a whole group discussion consolidates what was learnt.
- We do self-, peer-, and group assessments also with the purpose of giving learners the opportunity to make sense of the learning content and assessment criteria, usually on their own first, and later with assistance from the teacher as needed.
- We give learners class work and homework so that they apply what was learnt and the assessment of the work results in identifying areas of concern, and consequent revision or even re-teaching.
- In all these examples, the focus is not on assessing learners with the purpose of awarding marks that may count toward the term mark, but on *assessment for learning!* It is planned to provide opportunities for learning when the learners complete the actual assessment task.

**Question 3****Purpose of assessment**

- establish what learners already know at the beginning of the year/term/grade/phase
- to find out about the nature and cause of barriers to learning experienced by specific learners
- Formative assessment monitors and supports the process of learning and teaching
- help learners identify their strengths and weaknesses and target areas that need work.
- help teachers recognize where learners are struggling and address problems immediately
- provides an overall picture about the extent of a learner's success at a given time to determine if they have met the learning outcomes
- to monitor the education system by comparing learner's performance to national indicators of learner achievement.

**Question 4***The importance or the purpose of assessment in the curriculum*

- Assessment in order to grade or sort
- Assessment in order to promote or select
- Assessment in order to evaluate
- Assessment in order to predict
- Assessment in order to diagnose
- Assessment in order to guide and motivate
- Assessment in order to learn
- Assessment in order to control
- To find out how much students have learnt

- So we can measure students' achievement
- To ensure that students have achieved certain standards and core knowledge
- To maintain quality and standards
- As a way of monitoring our teaching
- So we can identify areas where students need further guidance/support
- So we can give students feedback and help them improve
- To help students to monitor their progress
- To encourage students to learn

**NB: Please note that questions 3 and 4 are closely related and similar answers may be used**

### Question 5

#### a) Giving feedback on assessment results

- Feedback should focus on the quality and sufficiency of the learner's performance in relation to the agreed aims and criteria. The type of feedback and manner of giving feedback should be constructive. Feedback about the assessment should be given:
  - as soon as possible
  - in an appropriate place
  - in a constructive and affirming way
  - in a manner based on facts and the evidence collected in the assessment
- The teacher must decide whether the learner has provided sufficient evidence of appropriate quality to confirm that he or she is capable of performing the aim/s consistently and to the required level. The teacher decides on the competence of the learner once sufficient evidence has been collected.
- The ability to make assessment judgements must be demonstrated using diverse sources of evidence.
- Assessment judgements are always justified by the quality and sufficiency of the evidence.
- Judgements should be substantiated in terms of the consistency and ability of the learner to replicate the performance, as well as through evidence from various sources and time periods.
- Learners must be informed about what was correctly done and achieved, and if necessary what was not correctly done or achieved. They should be informed of whether they are deemed competent or not yet competent.
- In formative assessment the learner should be told what their strengths and weaknesses are, why they have the strengths and weaknesses, and what they need to do to deal with the weaknesses.
- In summative assessment the learner needs to know whether they are competent or not, and why. If judged not competent they should be told what steps could be taken to get them to competency. Not all learners going through the same subject will reach competency at the same time and the teachers should keep this in mind.

#### b) Guidelines for effective feedback

- Prompt
- Written
- Task-involving
- Criterion-referenced
- Scaffolded
- Balanced
- Positive tone
- Feedforward

- c) Don'ts on giving feedback:
- Don't be vague.
  - Don't make generalised comments like: "Your problem solving skills are not acceptable".
  - Don't be judgemental or evaluative. Don't say: "The way you did that was good", but rather: "The way you did that matched exactly the requirements of the assessment criteria".
  - Don't blame, or behave as if problems are the learner's fault.
  - Don't end off without making suggestions how the problems can be addressed.

Feedback is not one-way traffic. The learner should also be given an opportunity to give feedback on how he or she experienced the assessment, and opportunities must be provided for clarification and explanations concerning the entire assessment.

**Question 6**

Credibility in assessment, no issues were identified with this section

**Question 7**

Bloom's Taxonomy

<b>Subject: _____ Geography</b>	
<b>Grade: _____ 11</b>	
<b>Topic: _____ Transportation</b>	
<b>Category</b>	<b>Questions</b>
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Identify uses of transport in rural areas</li> <li>2. List advantages of public transport</li> </ol>
<b>Comprehension</b>	<ol style="list-style-type: none"> <li>1. Explain the role of transport in the economic development of the country</li> <li>2. Classify various types of transport</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Compare the state of South African public transport system with the neighbouring countries. What lessons can we learn from them?</li> <li>2. How can we reduce the high rate of accidents in our roads?</li> </ol>
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. Analyse how the taxi industry operates in South Africa and how it contributes to our economy</li> <li>2. Identify the key stakeholders in the public transport system and explain their roles</li> </ol>
<b>Synthesis</b>	<ol style="list-style-type: none"> <li>1. Propose a model to the municipality on how to encourage citizens to use public transport</li> <li>2. Formulate a plan to deal with traffic congestion in the cities</li> </ol>
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. Evaluate the efficiency of public transport system in South Africa</li> <li>2. Defend the why the government should spend more money on rail transport (trains) than on road transport (buses)</li> </ol>

## Question 8

Different types of assessment are used for different purposes

Type of assessment	When does it take place	What is its purpose?
Formative assessment	During the learning process	Monitors student learning to provide ongoing feedback that can be used by teachers to improve their teaching
Diagnostic Assessment	Determines the nature and cause of barriers to learning experienced by specific learners	to find out about the nature and cause of barriers to learning experienced by specific learners
Summative Assessment	provides an overall picture about the extent of a learner's success at a the end of the term/quarter/year/grade	Determines the overall achievement of learners
Baseline assessment	Before learning commences	establish what learners already know at the beginning of the year/term/grade/phase
Systemic assessment	Evaluation is conducted at phase exit levels i.e. Grade 3, Grade 6 and Grade 9.	Evaluates the appropriateness of the education system

## Question 9

- Content of the assessment policy in CAPS (list six aspects only)
- Progression and promotion
- Recording of assessments
- Planning of assessments
- Filing of assessment record

## GUIDELINES FOR PREPARING FOR THE EXAMINATION

For examination purposes you have to study the guide and the following chapters of your prescribed book and policy documents on the Curriculum and Assessment Policy Statement (CAPS) of the subject/phase of your choice:

Chapter 1: The generic knowledge of assessment you need as a basis to understand assessment (very important)

Chapter 3: Assessment in the intermediate and senior phase that focuses on assessment in the learning areas (only if you are enrolled for one of these phases)

Chapter 4: Assessment in the FET that focuses on assessment in school subjects (only if you are enrolled for this band)

Both chapters 3 and 4 are more practical in nature and provide you with the policies governing assessment in schools while they also include real examples which you can use in this module, in your learning area didactics and subject didactics modules and during your practical teaching and beyond.

The National Protocol for Assessment (NPA) and CAPS for the phase / subject you chose.

### **Examples of the kind of questions to expect:**

The examination will include 20 MCQ's, similar to those asked in Assignment 01, (20 marks).

The examination will also include several paragraph-type questions on the content of the module as indicated above. The questions in the examination will be similar to those in Assignment 02, (80 marks).

As this is only the second time examination questions are set on CAPS in this module a few examples of possible questions are included here. The mark allocation is 10 marks per question.

- Give an overview of the changes to assessment envisaged in the CAPS contexts. Refer to policy documents, progression, recording of assessments, formal programmes, and maintaining files on assessment in this regard.
- The National Protocol for Assessment Grades R-12 clearly indicates the content of the assessment policies in CAPS. It also gives a clear indication of how progression (grades R-8) and promotion (grades 10-12) of learners, recording of assessments, assessment planning and filing of results should be done. Briefly explain these policies under the following headings:
  - Content of the assessment policy in CAPS (list six aspects only)
  - Progression and promotion
  - Recording of assessments
  - Planning of assessments
  - Filing of assessment record
- Discuss the way CAPS define assessment and refer to the following issues in your response:
 

The definition itself, assessment for learning and assessment of learning, what teachers have to choose in assessing their learners' responses?
- Indicate the steps teachers have to use in assessing their learners as prescribed in CAPS. Give every step and a very brief explanation of every step in at most two sentences.
- Name and very briefly describe any five features and principles of the National Protocol for Assessment Grades R-12.
- In CAPS you are required to use the standard 7-point rating scale in recording the assessment judgements you make on the performance of the learners you assess.

- Give this rating scale, indicating the 7 rating scales, relevant percentages and descriptions of performances
- Give a VERY brief account of your opinion of the impact of such a standardised rating scale on the standard of education in the South African education system. Do not use more than 3 statements in your response.

Please note that these are examples only. Any other similar kind of question may be asked as well.

## STRUCTURE OF THE EXAMINATION PAPER

The examination mark total is 100 and you have two hours to complete the paper.  
The following types of questions are included:

### SECTION A

There are 20 multiple choice questions that were set from the prescribed book, NPA, CAPS and the study guide. These will be similar to the questions in Assignment 01.

### SECTION B

There are 8 paragraph type questions of mostly 10 marks per question in this section. The following types of questions are included:

Mention ...

Briefly describe ...

Complete a table illustrating different types of ...

Discuss ...

Design an assessment checklist / grid / rubric ...

Define ...

Develop an assessment activity and ...

Illustrate your understanding of ...and indicate by means of an example / examples ...

Indicate the steps...

What is the role ...?

***You are urged to do and submit Assignment 02 in preparation for the examination in spite of it not being compulsory!***

It is therefore important to revise your responses to the assignments in preparation for the examination. ***Do not prepare*** by using the ***questions in the assignments only*** as there are several questions that are set on content other than that contained in the assignments.

Please do not hesitate to contact me should you experience difficulties with your work before the examination.

Best wishes in your studies.

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