

MAY/JUNE 2017

EDAHOD5

Nb: these answers were compiled by a fellow student, therefore they are subject to errors.

Question 1

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

As suggested by the definition of assessment in CAPS, (continuous planned process of identifying, gathering and interpreting information about the performance of learners...), it is clear that it is made up of elements/aspects/essential characteristics.

The main element of assessment is the determination of **PURPOSE** of the assessment. This is very important as it is going to guide the assessor on **planning** the type of assessment which will be suitable to achieve the desired goals. For example if the purpose of assessment is to evaluate learner performance, I would conduct a summative assessment. (Depending on the purpose of the assessment, the assessor can choose to use formal or informal assessment)

Thorough planning of assessment is another element a teacher needs to consider when developing assessment. This is because every assessment should relate to principles and guidelines stipulated in assessment documents and should meet all the eleven principles of assessment and this cannot be achieved without thorough planning. The teacher should plan for the assessment instrument she/ he is going to use, how to cater for different learning styles, learner diversity, how to avoid any bias etc.

Another aspect of assessment is the **evaluation of gathered information**. After administering assessment, the assessor should evaluate learners' work. This is necessary because it enables the teacher to give feedback to learners which will help them improve their learning. Results of the evaluation can also guide the teacher plan for future teaching to address areas of need.

Recording and reporting also plays a vital role in assessment. A number of people are entitled to feedback of learner performance: parents, Ministry of education, interested stakeholders etc. The best way to provide feedback to the above mentioned stakeholders by providing them with reports based on recorded evidence of learner performance. Recording of learner performance also allows the teacher to trace progress of learner performance.

Moderation is another element of assessment that is very important. It ensures that the methods used are applied fairly by the assessor, that the evidence gathered and judged is valid, that the overall assessment process applied is reliable and the assessment principles are met.

QUESTION 2

Explain what informal 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]

Informal assessment, also known as assessment for learning or daily assessment is the monitoring and enhancing of learners' progress by educators through continuously adjusting their instructions to meet learner needs. It is used to close the gaps in learners' knowledge and skills, provide feedback to learners and educators and improve teaching. Informal assessment can be done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions etc.

Examples how informal assessment can be done:

1. Teacher asks cleverly designed questions which will form a logical chain of reasoning that will lead learners from the known to unknown as they respond to those questions
2. teacher respond to every questions asked by learners and considers every question asked as an opportunity to learn, not only for the one who asked it, but also to those who may not have asked.
3. Use peer assessment so that learners may learn from each other's strengths and weaknesses.
4. 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 still need to improve.
5. Give learners class work and homework so that they can apply what has been learnt. The teacher then uses the results of this work not for the purpose of awarding marks that may count towards year mark, **BUT** for the purpose of identifying areas of concern or to check if there is need for re-teaching or revision.

[NB: give grade, subject, topic of your choices when giving examples]

When teaching Grade 10 learners on the topic of STATISTICS, I can give them homework after class with questions requiring them to calculate median, mean, lower and upper quartiles to check if they have understood the meaning of the terms and how to calculate each of them. The answers they will provide will give me an insight on the level of understanding they got and determine whether I should readdress the terms or move on.

QUESTION 3

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

Authentic assessment is a form of assessment in which learners are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. It is realistic in nature and relevant and involves learner performance in real world situations or simulations thereof. It also takes account of different learning styles, aptitudes and interests, and makes provision for learners with barriers to learning.

Authentic assessment is important because;

1. It provides each learner with a variety of opportunities to demonstrate his or her competence in different ways and in different contexts.
2. It is beneficial for all learners, but especially for learners with special needs because it incorporates social and behavioural skills necessary both inside and outside classroom and allows them to demonstrate their competencies in ways they find appropriate.
3. It incorporates higher-order thinking skills since learners must apply their knowledge in creative ways to solve problems. Authentic assessment also assesses the collective abilities of a learner
4. It helps a learner prepare for the real world because it involves “ill-structured challenges and roles.

Question 4

Describe five purposes of assessment of school learners

- **Assessment in order to grade or sort**
Teachers read learners' work and assign a grade or mark to indicate the value of the work.
- **assessment in order to promote or select**
The reason for assessing this way is to keep the group of learners at a more or less similar level and to facilitate teaching from the front.
- **Assessment in order to determine prior learning to assist teachers with planning learning activities and programmes**
If the teacher gives a test to learners at the beginning of a new learning experience, he or she can be able to establish what learners already know and that can guide him or her on planning how she or he is going to teach learners in a best way.
- **Assessment in or to Identify and/ or rectify current learning difficulties and barriers in the learner's performance**
Assessment which is done to understand the learner's current position can shade light to the teacher about learning difficulties the learner is facing and helps the teacher to form interventions to help the learner to overcome the challenges.
- **Assessment in order to Determine learner's overall performance at a given time**
If assessment is done at the end of unit of study, it can help determine what the learner has learnt and how successful learning has been achieved.
- **Assessment in order to Monitor progress of learners and enhance their learning**
Assessment can make learners to constantly think, research, read and discuss learning content which enhances their learning. Regular in-class tests and home works keeps learners alert and always studying in fear of failure.
- **Assessment in order to Monitor the quality of education system**
By comparing different learners' performances to national indicators of learner achievement, a clear picture of the quality of national education system can be given. National and provincial examinations results of learners determine the value of the education system.

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 assessment principles. The assessment principles are:

5.1 (a) reliability

Reliability of an assessment refers to the consistency of the process and the yielding of similar results under similar circumstances, time after time, even when used by other assessors. In order to make sure that the assessment is reliable, my assessment activity will be administered in the same manner in both Grade 9 classes and the same assessment tool will be used to mark it. I will also ask a moderator to check on the assessment activity and assessment results to ensure consistency.

- **Fairness**

(b) Fairness

An assessment is regarded as fair if it is reasonable and responds equitably to learner differences. It should be unbiased in every aspect and treats every learner exactly in the same manner in terms of time, assessment environment throughout the assessment process and language. To make my assessment fair (test, project etc), I will use same language for all learners and make sure that the assessment does not contain any hate speech towards a particular group of learners. in the case of a test, I will also ensure that all learners are given same amount of time to do the assessment task and every learner is seated comfortably and not seated on the floor or writing on his or her lap while others have desks.

(c) Authenticity

An assessment can only be authentic if the evidence by the learner being assessed is his or her original work and does not contain assistance from anybody else. In an assessment practice like a test, I can ensure authenticity by monitoring the process from the beginning to the end to make sure no copying among learners take place and to ensure that learners are not getting information from other sources like textbooks or phones.

5.2 indicate when assessment is credible

Assessment is credible if the methods used have been applied fairly by the assessor, the evidence gathered and judged is valid and the overall assessment process applied is reliable and the assessor remained in control of the resources throughout the entire assessment. It is the role of the moderator to ensure that all the eleven principles of assessment(valid, fair, manageable, reliable, systematic, open, current, authentic, sufficient, integrated and appropriate) are uphold in every assessment as far as method, gathering of evidence and evaluation of evidence is concerned.

Question 6.

Design your own activity and a rubric that will be used for assessing it

Grade 11 learners assessment exercise on statistics

1. The table shows the heights of a group of learners.

Height (in cm)	Frequency
$140 \leq x < 150$	15
$150 \leq x < 160$	27
$160 \leq x < 170$	18
$170 \leq x < 180$	10

1.1 copy and complete the frequency table. Use the information in the table to answer the questions that follow.

Height (in cm)	Frequency (f)	Mid-class value (m)	Mean $m \times f$
$140 \leq x < 150$	15		
$150 \leq x < 160$	27		
$160 \leq x < 170$	18		
$170 \leq x < 180$	10		
totals	70		

[10]

1.1.1 Determine the approximate mean height, the modal group and the range [6].

1.1.2 Draw the histogram to represent the data in the frequency table [10]

1.1.3 On the same set of axes, draw a frequency polygon to represent this data [4]

Rubric for marking the assessment

Criteria	0-2 marks	3-5marks	6-8marks
1. The table is completed.	No or little completion is done.	The table is partially completed with some inaccuracies.	The table is fully completed with very little or no inaccuracies.
2.the mean, modal group and range are determined	One or no aspect is determined	At least two aspects determined but with some inaccuracies.	All aspects determined and/or with few accuracies.
3. Histogram is drawn and the data in the frequency table is represented.	No histogram drawn or drawn with wrongly or non-labelled labelled axis and wrong scale.	Histogram drawn with correct axis but with an inconsistent scale and some data is missing.	Histogram completely drawn with correct axis, correct scale and a little or no data is missing.
3. The frequency polygon is drawn.	No or wrong frequency polygon drawn.	Frequency polygons drawn with some inaccuracies and not very clear.	Correct and neatly drawn frequency polygon with little or no inaccuracies.
Total			

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 the answer. Everything you do from now must relate directly to the topic of your choice and all the aspects of the assessment you plan must be aligned to it.

Example 1.mathematics

Below are assessment guidelines for a written test and **how** I would apply them and **reasons** for doing it in that particular way.

Grade, subject, learning aims and topic

Grade 11, Mathematics learners are going to be assessed on the topic Statistics.

(a) Which learning aims (knowledge, skills, values) were assessed.

Learner's skills of collecting, analysing, organising quantitative data evaluating and concluding critically and logically were assessed. Their skills of essential communicating by using description in words, graphs and diagrams were also assessed.

(b) What is going to be assessed?

This assessment activity serves to assess how well learners have mastered the knowledge and skills they have been taught.

(c) who is going to do the assessment?

The teacher is going to be in charge of the assessment and learners are going to engage in the assessment activity. The teacher is in the best position to tell whether learners have mastered what they have been taught.

(d) Which assessment instruments are used?

A memorandum is going to be used to mark the assessment activity. A grid is also going to be used to record marks.

(e) Which assessment products and/or assessment activities are required?

at the end of the assessment, learners are supposed to submit fully completed tasks in their answer books.

(f) How did you take the individual learning styles, aptitudes and interests of the learners into account?

To cater for individual learning styles, aptitudes and interests of the learners, I structured the assessment activity from low order questions to high order questions

(bloom's taxonomy). I also included questions which need drawings and some that do not require drawings.

(g) Where and when will the assessments take place?

The assessments will take place in the classroom at the end of topic STATISTICS.

Assessing at the end of the topic allows me to get clear indication on the mastering of concepts learned by learners. Assessing in classroom allows me to monitor learners during the activity to ensure authenticity and accuracy of each and every learners work.

(h) How did you make sure that the assessment is an integral ongoing part of the learning process?

The assessment requires learners to complete activities that are the similar to those done during learning. This was to ensure that the assessment becomes an integral part of learning process and not something strange.

(i) How did you make sure that the assessments are accurate, objective, fair, valid, and manageable and time efficient?

To ensure that the assessment meets all the above mentioned principles, I asked the moderator to go over it and check if all is right. I then adjusted it according to his findings.

(j) How did you make sure the assessments are bias free and sensitive to the gender, race cultural background and abilities of learners?

I made sure that the assessment does not contain individual names of people, or refers to a certain race or group rather it generalises.

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Edahod5S1-2018 exam prep

