

# **Tutorial Letter 201/2017**

# **THE EDUCATOR AS ASSESSOR**

## **EDAHOD5**

### **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.

## LECTURER AND CONTACT DETAILS

### Lecturer

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

**Dr AS Mawela**

E-mail address: [mawelas@unisa.ac.za](mailto:mawelas@unisa.ac.za)

Telephone number: 012 4294381

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 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.

## 1. FEEDBACK ON ASSIGNMENT 01

### Question 1

Now make a summary of **how assessment is done in your phase and subject**. The summary must **list 10 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 the students to make use of the **CAPS document** of a particular chosen **phase, grade and subject**. Most students managed to do this correctly.

### Guidelines to answer the questions

- Provide a topic (e.g. how assessment is done in the Senior Phase, Grade 9, Life Orientation).
- Provide a table of content reflecting the main headings and page numbers only.
- Provide a paragraph reflecting the purpose and content of the response.
- Provide a relevant and appropriate list of guidelines, with the guidelines in the left-hand column of the table and a description of each 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. It is important that 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 must be listed in a list of references according to the Harvard method.

See the examples below of the 10 guidelines of Life Orientation, Grade 9, Senior Phase.

No	Guideline	Description/explain implications for assessment planning
1	What phase, grade and subject will be assessed?	Senior phase, Grade 9, Life Orientation
2	What will be the purpose of learner assessment?	<p>To identify particular strengths and developmental needs of learners.</p> <p>To build a profile of the learner's achievement.</p> <p>To identify any learning difficulties that a learner might be experiencing.</p> <p>To indicate to the teacher how successful his/her learning programme is and where he/she can improve, indicating the learner's level of understanding of the subject taught.</p> <p>To maximise learners' access to knowledge, skills, attitudes and values in the curriculum.</p> <p>To inform the learner, and report to parents and stakeholders on learner achievement.</p>
3	What learning outcomes will be assessed?	<p>Learning outcomes in Life Orientation include:</p> <p><b>Health promotion</b> (the learner should be able to make informed decisions regarding personal, community and environmental health)</p> <p><b>Social development</b> (understanding of constitutional rights and responsibilities, diverse cultures and religions)</p> <p><b>Personal development</b> (being able to use acquired skills to achieve and extend personal potential to respond effectively to challenges in his or her world)</p> <p><b>Physical development and movement</b> (being able to demonstrate an understanding of, and participate in activities that promote movement and physical development)</p> <p><b>Orientation to the world of work</b> (should be able to make an informed decision about further study and career choices)</p>
4	What type of assessments will be used to assess learners?	<p>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.</p> <p>Formative assessment will be given in order to measure the progress of learners towards achieving the outcomes and the appropriateness of the learning acquired.</p> <p>Summative assessment will be conducted to determine the overall achievement of learning and measure the learning success of the learners.</p> <p>Continuous assessment will be conducted in order to inform the learning process and provide continuous feedback to the learners.</p>

5	What assessment principles will be applied in assessing learners?	Assessment will be direct and linked with the lesson outcomes. 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 recognised through assessment. It shall cater for all learners and be bias-free. It shall provide the quality of learning.
6	What assessment activities should learners be engaged in?	Learners will be engaged in group work; oral presentations; written test, written assignments; research projects; field of work; journals; practical projects; and portfolios.
7	What assessment strategies should be used in assessing learners?	Assessment strategies include self-assessment (learners assess themselves); peer assessment (learners assess one another, either in pairs or in groups); and teacher assessment (the teacher takes responsibility for assessing learners).
8	What approaches will be employed to make sure that the assessment is authentic?	The use of the observation approach, which involves watching what the learner 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 results or evidence that a skill or knowledge has been applied. The use of portfolio assessment, in order to collect meaningful student work for assessment purposes.
9	Which learners' assessments 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 will the recording assessment tools be?	Grids assessment recording tools are user-friendly for both formative and other forms of assessment. They enable us to see the learner's progress at a glance. A teacher is able to give evidence on all assessments given to the learner.
11	Who is entitled to the learner's assessment feedback?	Feedback should be given to the learners, the parents and the department of education and other interested stakeholders such as school governing bodies and tertiary educational institutions.

## Question 2

You must then **use the above 10 guidelines** to **design an assessment activity** for your **phase** and **subject**. Use the following format when you design your assessment activity.

### An example of designing the activity

- **These guidelines and descriptions should be used when designing the assessment activity.**
- **A test is given as an assessment activity.**

Guidelines	Description of assessment activity
What will the purpose of learner assessment be?	To indicate to the teacher how successful his/her learning programme is and where he/she can improve. Indicating the learner's level of the understanding of the subject taught.
What type of assessments will be used to assess learners?	Formative assessment will be given in order to measure the progress of the learners towards achieving the outcomes and the appropriateness of the learning acquired.
What learning outcomes will be assessed?	Health promotion: The learner should be able to make informed decisions regarding personal, community and environmental health.
What assessment principles will be applied in assessing learners?	<p>The assessment will be direct and linked with the lesson outcomes.</p> <p>It shall be integrated into the teaching and learning.</p> <p>It shall be balanced, comprehensive, varied and fair.</p> <p>It shall be efficient and manageable in terms of time.</p> <p>Individual learner achievement and progress should be recognised through assessment.</p> <p>It shall cater for all learners and be bias-free.</p> <p>It shall provide the quality of learning.</p>
What assessment activities should learners be engaged in?	A written test
What assessment strategies should be used in assessing learners?	Teacher assessment (the teacher takes responsibility for assessing the learners)
What approaches will be employed to make sure that the assessment is authentic?	The use of performance tasks, in order to assess the quality of learners' performance of a predetermined task
Which learner assessments will be recorded?	Formal activity (test)
What will the recording assessment tools be?	A grid recording tool
Who is entitled to the learner's assessment feedback?	Feedback should be given to the learners, parents, the department of education and other interested stakeholders such as school governing bodies and tertiary educational institutions

**Your assessment activity should focus on the same guidelines indicated in question 1.**

**Example:**

**Purpose:**

- Written tests can be given after the learning and teaching of a piece of work has been completed. Tests focus on measuring the level of achievement relative to the learning outcome. Although the primary focus might be on knowledge and understanding, values and attitudes are also important. An important purpose of the test is to measure the performance of learners.

**Type of assessment**

- Written test

**What learning outcome?**

Health promotion: The learner should be able to make informed decisions regarding personal, community and environmental health.

**Principle applied**

A written test is based on teaching and learning based on the lesson on health promotion.

**NB: Give the full activity**

**The format of a balanced, comprehensive, varied and fair written test:**

**Application of Blooms taxonomy:** lower-order questions, middle-order questions and high-order questions

**For example:**

Lower-order questions include multiple-choice questions and choosing the correct word.

Middle-order questions include short questions (mention five, list two and/or match the concepts).

High-order questions include essay-type question and/or a case study.

## **2. THE EXAMINATION**

### **2.1 Examination admission**

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

### **2.2 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 Assignments 01 or 02 on or before the due date.

### 2.3 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.**

### 2.5 Previous examination papers

Previous examination papers are available to the 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, the lecturers may not demarcate or “scope” specific work for examination purposes and the 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 the students.

## FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant information.

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

**Question: I need more time to complete my assignment. Can you help me?**

**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 the 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. What can I do?**

**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 at 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.

## **SOURCES CONSULTED**

**None**

## **CONCLUSION**

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

Kind regards  
**Dr AS Mawela**