

The Educator as Assessor EDAHOD5 Tutorial letter 201/2/2014

Suggested Questions to study by lecturer:

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. (10)

The assessment policy for the National Curriculum Statement was contained in two documents namely the Addendum to the National Senior Certificate and the National Policy on Assessment and Qualifications for schools. CAPS has replaced this with one comprehensive document namely the National Protocol for Assessment (Gr R- 12).

Progression (Gr R- 8) and Promotion (Gr 10 – 12) of learners from one grade to the next should be based on recorded evidence of formal assessment tasks.

The teacher must record the formal assessment tasks, but does not have to record the daily and informal assessment tasks.

The teacher must submit the annual formal assessment programme to the Senior Management Team before the start of the school year.

The teacher must also maintain a file on the formal assessment tasks and neglecting this duty constitutes an act of misconduct.

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 teacher have to choose in assessing their learners' work. (10)

CAPS defines assessment as a continuous planned process of identifying, gathering and interpreting information of the performance of learners. It involves four steps: generating and collecting information of achievement, evaluating and recording it and then using the information. The information is used to assist learner development and improve the process of learning and teaching. The concept of assessment for learning, which takes place during the learning process (and focuses on improving learning) and assessment of learning, which takes place at the end of learning period(and focuses on the results of learning) is embedded in the caps definition of assessment. Assessment is the vehicle that takes learners to their destination. Teachers need to do the following when it comes to assessment: decide on teaching methods, decide on learning activities to provide practice, decide on materials to be used and decide on the best assessment methods.

Indicate the steps teachers have to use in assessing their learners as prescribed in CAPS. Give every step and a brief explanation in at most two sentences. (10)

When teachers plan a lesson plan they must also do assessment planning as the latter is integrated with learning. When planning assessment the following must be done :

The assessment must be planned properly. Teachers must take the assessment strategies into consideration. Several assessment strategies must be used and it must be clear how assessment will be done and assessment must contribute learning throughout the lesson.

The second step must be to ensure that the learners know exactly what is required, i.e. every assessment must be described in detail. The learner must know what is expected in terms of Knowledge, Skills and Attitudes (competencies).

The third step is to develop an assessment instrument (memorandum, criteria for assessment, rubric etc.). The instrument should indicate marks allocated to answers and length of answers.

The fourth step is that the instrument must be moderated by the mentor and any improvements must be considered.

The final step is to prepare the learners for the assessment task by the specifying the content that must be learnt. It must include the competencies that will be assessed: knowledge, skills and attitudes.

In Caps you are required to use the standard 7-point rating scales, relevant percentages and description of performances. Give this rating scale, indicating the 7 rating scales, relevant percentages and description performances.

Give a very brief account of your opinion of the impact of such a standardized rating scale on the standard of education in the South African education system. Do not use more than 3 statements in your response.(10)

<u>Rating Scale</u>	<u>Descriptions of performances</u>	<u>Percentage</u>
7	Outstanding	80-100
6	Meritorious	70-79
5	Substantial	60-69
4	Adequate	50-59
3	Moderate	40-49
2	Elementary	30-39
1	Not Attained	0-29

A standardized rating scale will improve the standard of education because all teachers will be working with the same assessment instrument. One could also understand how the learner has progressed and whether they met the requirements. Furthermore any report, irrespective of where it came from and who did the scoring can be interpreted.

MEMO for EDAHOD5 May/June 2014

Section A

Question 1 Formative assessment is used to

- 1 identify barriers to assessment
 - 2 support learning
 - 3 determine promotion to the next level
 - 4 Options 1 and 2 are correct
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Correct 2 - Formative assessment is designed to support the learner's development and to provide feedback that shapes the teaching and learning process. Was correct in Assignment 1

Question 2 Criterion-referenced assessment is the practice of comparing a learner's performance against the

- 1 standard predetermined by an average mark and pass mark
 - 2 standard of performance
 - 3 standard of other learners
 - 4 standard described clearly in a memorandum
-

2. page 18 In OBE clear criteria are described and defined to indicate the level of performance that is required and what it is worth.

Question 3 Assessment in an outcomes-based context is

- 1 an approach to determine if learners are competent
- 2 just another name for tests and examinations
- 3 an approach to determine whether learners achieved the learning outcomes
- 4 Options 1 and 3 are correct

3 page 4 textbook – Only determines if outcomes have been achieved.

Question 4 Which statement is NOT associated with pure outcomes-based assessment?

- 1 Outcomes against which learners are assessed include knowledge, skills and values
- 2 Assessment is done in terms of performance criteria
- 3 Assessment is norm-referenced
- 4 Assessment should result in crediting achievement at different levels

3 – Assessment is norm-referenced is not associated with outcomes-based assessment.

Question 5 Assessment is an ongoing process in which assessors

- 1 establish clear, measurable, expected outcomes of learning
- 2 ensure that learners have sufficient opportunities to achieve these outcomes
- 3 systematically gather, analyse and interpret evidence to determine how well learning matches expectations
- 4 All the options are correct

Correct 4. Page 6 Textbook –At the academic level ... and we are looking at assessment from an academic point of view- and definition- Assessment is the discussion and collection of information from various reliable sources in order to gain a deeper understanding of what a learner knows understands and can do with the knowledge acquired during an educational programme. It culminates when the assessment is used in future or subsequent learning. (textbook pg 34)

Question 6 Assessment is similar to evaluation and occurs when

- 1 a learner finishes a task, whereas evaluation goes beyond assessment to include gathering information about learner performances
- 2 information is gathered about components of something that is evaluated
- 3 a performance measured against outcomes and/or criteria is judged
- 4 Options 2 and 3 are correct

Correct 4 assignment 2 q9

Question 7 Summative assessment takes place

- 1 at the end of a learning process
 - 2 at the end of the year
 - 3 by summarising all assessments
 - 4 by adding all the assessment marks for a term
-

Correct 1 – at the end of a learning process (Assignment 1)

Question 8 Which statement is NOT related to or associated with OBE?

- 1 Assessment criteria must be known before the lesson starts
 - 2 Learning and assessment are separate processes
 - 3 Performances are judged against standards
 - 4 Emphasis is placed on continuous assessment
-

Correct 2 Learning and assessment are separate processes

Question 9 In assessment for and of learning we assess

- 1 learning achievements or learners' progress towards achievement of the outcomes
 - 2 the learning process or how learners are assisted to reach the outcomes
 - 3 summatively and formatively
 - 4 All the options are correct
-

4. Correct In Assignment 1

Question 10 Assessment criteria are guidelines that

- 1 educators use to determine what to teach
 - 2 assessors use to determine what to assess
 - 3 learners use to determine what to learn.
 - 4 All the options are correct
-

4 Correct – Assignment 1

Question 11 Appropriateness, fairness, manageability and integration are all assessment principles related to

- 1 assessment methods
 - 2 assessment evidence
 - 3 the overall assessment process
 - 4 assessment procedures
-

1 correct – page 14 Methods or activities of assessment – Appropriate – methods of assessment is suited to the outcomes being assessed – Fair – The method of assessment does not present any barriers to achievement of the outcomes at hand- Manageability – the methods used allow for easily arranged, cost effective assessment that do not unduly interfere with learning – integrated into work or learning evidence collection is integrated into the work or learning process where this is appropriate and feasible.

Question 12 Continuous assessment spans the entire learning process and includes

- 1 baseline and formative assessment
 - 2 baseline and diagnostic assessment
 - 3 baseline, diagnostic, formative and summative assessment
 - 4 baseline, diagnostic and formative assessment
-

3. Page 16 Continuous assessment spans the entire learning process – all 4 figure 1.6

Question 13 Assessment is objective and transparent This means that learners need to understand

- 1 what is assessed and why it is assessed
 - 2 when and how they must prepare
 - 3 what is assessed, why it is assessed and how it is assessed
 - 4 Options 1 and 2 are correct
-

3. Correct Assignment 1 pg 55

Question 14 Which one of the following ways of giving feedback is counterproductive?

- 1 Feed forward
 - 2 Corrective feedback
 - 3 Balanced feedback
 - 4 Positive tone in feedback
-

2 Corrective feedback pg 20

Question 15 Which principle refers to the practice where the assessment process is transparent to all stakeholders and where learners or candidates are given an opportunity to contribute to the planning of assessments?

- 1 None of the options are correct
 - 2 Consistency
 - 3 Authenticity
 - 4 Openness
-

4 Openess

Question 16 Which statement is NOT relevant to assessment and multiple intelligences (MI)?

- 1 MI creates awareness that many varied assessment tasks will allow learners to respond according to more than one intelligence or ability
 - 2 Learners can go beyond traditional test-taking modes because MI-related tasks will allow them to respond in various ways
 - 3 Teachers need to structure their lessons to engage most of the intelligences, but not their assessments – all learners have to be assessed in the same way
 - 4 Teachers can use different methods, tools and techniques to assess learners in MI
-

3 – pg 68 Changing teaching strategies and learning styles without changing assessment methods will not bring about the full benefit of MI theory and OBE

Question 17 Which statement is NOT associated with authentic assessments?

- 1 Worthy tasks are assessed and means that knowledge is repeated rather than applied
 - 2 Worthy tasks are assessed, i.e. tasks that are varied and provide real-world challenges
 - 3 Varied tasks are assessed to address individual learning styles, aptitudes and interests
 - 4 Worthy tasks are assessed, including tasks that require higher-order thinking
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1. Pg 13

Question 18 Which set of questions must the assessor answer when planning an assessment?

- 1 How old is the learner, what is the learner's IQ, in which grade is the learner?
 - 2 How much can the learner be expected to know, how did the learner perform in previous assessments, how can the learner improve?
 - 3 What must the learners be able to do, how can they show that they can do it, how will the assessor assess what they do?
 - 4 Where will the assessment take place, who will be the marker, who will do the reporting?
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3 pg 61

Question 19 Your accountability as an educator and assessor means that you have to

- 1 account to parents, potential employers and the public
 - 2 provide clear records of the academic progress and achievements of learners as future employees
 - 3 Options 1 and 2 are correct
 - 4 Options 1 and 2 are correct and you have to give an account of your lesson plans, work schemes and your own reflections on assessments
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4 – assignment 1

Question 20 Lesson plans should include references to

- 1 assessment tasks, assessment methods and assessment activities
- 2 assessment marks, assessment portfolios and learner portfolios
- 3 assessment types, assignments and teacher portfolios
- 4 None of the options is correct

TOTAL SECTION A: 20

1 – Assignment 1

Section B

Question 1

Name and briefly describe any five (5) purposes of assessment. (10)

We assess in order to grade and sort: Grading is the most common purpose of assessment. We grade or mark to indicate the value of the work.

We assess in order to promote or select: selecting and promotion is done to keep the group more or less at a similar level and to facilitate teaching from the front.

We assess to evaluate: schools and training institutions are judged by the performance of the learners – results are used to evaluate the quality of education.

We assess to predict – assessment tools are used for the purpose of prediction, if learners do well in a particular assessment, they will do well in something else as well. Career guidance uses prediction, if learners do well in a particular field a career associated with that field will be chosen.

We assess to control: though it is highly controversial and is sometimes used for ill disciplined learners - should be avoided

We assess to diagnose– outcomes –based assessment is designed to promote diagnostic assessment- teachers can adjust teaching to where the learners are. This enables teaching strategies to be adapted.

We assess to guide and motivate: by giving positive reinforcement teachers can use assessment to create a stimulating environment that encourages learners to learn while guiding their progress.

We assess in order to learn - assessment for learning involves integrating teaching, learning and assessing.

QUESTION 2

Name and very briefly describe any five features and principles of the National Protocol for Assessment Grades R–12 (10)

Distinction is made between school-based assessments done by the school during the year and external assessments done at the end of the year by external bodies such as Umalusi. The ratios school-based: external assessments are indicated in percentages and vary amongst the different phases in school.

School-based assessments are also referred to as classroom assessment and are formal and informal in nature.

The principles of transparency is regarded of utmost importance and teachers must ensure that learners know beforehand what knowledge and skills will be assessed, what criteria will be used, what the length of responses are required.

Feedback and feed forward have to be done on all formal assessments, individually and/or in groups.

Formal assessments include tests, exams, projects, oral presentation, demonstrations, performances, practical demonstrations, etc. especially to cater for Practical Assessment Tasks in subjects as Art, Technology, Languages, etc.

The number, type and format of all formal assessment tasks, practical assessments tasks and examinations are prescribed.

There are special assessment guidelines for the assessment of learners with barriers to learning.

Rating codes and associated percentages are used to record and report learner achievement. Educators assessing learners in all grades use the same seven point scale.

Assessment guidelines for different subjects are similar, yet some subjects have unique guidelines also due to the particular nature of assessment in these subjects.

QUESTION 3

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

- 3.1 Content of the assessment policy in CAPS (name six aspects only)
 - 3.2 Progression and promotion
 - 3.3 Recording of assessments
 - 3.4 Planning of assessments
 - 3.5 Filing of assessment records
- (10)

3.1. Content of the assessment policy in Caps

The Formal assessments tasks are prescribed.

The type and number of Practical Assessment Tasks are prescribed.

The end-of year examinations are detailed.

The promotion and progression requirements are indicated.

The management of school assessment is described in great detail.

Regulations regarding the moderation of all assessment tasks are clearly indicated.

School records including learner profiles and teacher files are clearly stipulated.

Examples of report cards, record sheets and schedules for all grades are provided.

3.2.

Progression (Gr R-8) and Promotion (Gr (9- 12) into the next grade must be recorded evidence in the formal assessment tasks. This means that tasks used for formal assessment must be recorded and must be used to decide whether a learner will be promoted or progress to the next grade.

3.3. Recording of assessments – formal assessments must be recorded while teachers are not required to record evidence of daily activities and informal assessment tasks. Recording is therefore a process in which the teacher documents the level of a learner’s performance. Records of learner performance should also be used to verify the progress made by teacher and learners in the teaching and learning process.

3.4. Planning of assessments – the teacher must submit the annual formal programme of assessment to the SMT(Senior Management Team) before the start of the year.

3.5. The filing of assessment records – failure by the teacher to maintain a file of formal assessment tasks constitutes an act of misconduct. The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles and report cards.

QUESTION 4

Teachers can achieve assessment for learning in several ways Name and briefly explain five ways in which teachers can achieve assessment for learning (10)

Clarify and share intentions and criteria. Learners must know, in advance, what is expected of them (their achievement targets) and understand the purpose of the learning programme.

Engage effective classroom discussion. Teachers must also actively involve learners in communicating with the teacher and their families about their achievement status and improvement.

Give feedback that moves the learner forward. Classroom assessment must be translated into descriptive feedback rather than judgmental feedback. Learners must know how they can improve.

Activate learners as instructional resources for one another. Group assessment and peer assessment assists learners to learn from each other.

Use evidence of learning to adapt instruction. Assessment results can be used to adjust instruction.

QUESTION 5

Define the following concepts and principles Focus only on the essential aspect of every concept or principle (do not elaborate too much) The mark allocation is two marks per definition

- 5 1 Assessment
- 5 2 Norm-referenced assessment
- 5 3 Criterion-referenced assessment
- 5 4 The principle of reliability
- 5 5 The principle of validity (10)

5.1.

Assessment is the process of gathering or discussing information from multiple and diverse sources in order to develop a deep understanding of what students know understand and can

do with their knowledge as a result of their educational experience. The process culminates when assessment results are used to improve subsequent learning.

5.2.

Norm-Referenced Assessment – When a teacher uses norm-referenced assessment, the teacher compares the learner’s performance with that of other learners or the “norm” which means comparing the learner’s performance with what is normally expected from people in that group. The average performance of the class sets the standard.

5.3.

Criterion-referenced assessment – Criterion –referenced assessment is the practice of comparing a learner’s performance with a well-defined standard (criterion). There are clear criteria described and defined to indicate what level of achievement is attained.

5.4.

The principle of reliability

This is the degree to which an assessment tool produces stable and consistent results. An assessment is considered reliable when the same results occur regardless of when the assessment occurs or who does the scoring.

5.5.

The principle of validity

Validity describes the extent to which assessment measures what it purports to measure. The evidence focuses on the requirement laid down in the relevant standard and matches the requirements of the outcome at hand.

Validity is defined as "an indication of how well an assessment actually measures what it is supposed to measure."

QUESTION 6

Illustrate your understanding of the assessment principles listed below by describing every principle in your own words **and** give an example of how you would apply the principle to your assessment practice. Your response must in each case indicate the principle's relevance to the assessment process, assessment method or assessment evidence. Also indicate when an assessment can be regarded as "credible" in terms of assessment principles.

- 6.1 Reliability
- 6.2 Fairness
- 6.3 Authenticity

(10)

Your response will be assessed by means of the following grid

Aspect assessed	Marks
Definition of reliability	0 – 1
Example illustrating sound understanding	0 – 1
Definition of fairness	0 – 1
Example illustrating sound understanding	0 – 1
Definition of authenticity	0 – 1
Example illustrating sound understanding	0 – 1
Response illustrating an understanding of credibility	0 – 4
TOTAL	10

6.1. Reliability -

Reliability is the extent to which an assessment tool can produce consistent and stable results. An assessment is deemed reliable if the results are the same irrespective of when the assessment was done and who did the scoring. Clearly defined criteria detailed in the assessment tool can ensure reliability i.e. if all educators use the same tool and the learners are familiar with the criteria, the results should not vary so much.

6.2. Fairness

Fairness, there must be a clear relationship between what is being taught (curriculum), how it is taught (teaching process) and what is being assessed. Teachers cannot assess content and skills that have not been taught. Example you cannot assess Grade 9 learners on a formal letter, if you have not taught the format.

6.3. Authenticity

Authentic assessment is realistic and relevant and involves learner performance in real-world situation or simulations thereof. Learners must be presented with a variety of opportunities to demonstrate their competency in different ways and in different contexts. We must teach and assess work that will assist learners after they graduate. The Knowledge and, skills and

attitudes(competencies) must prepare learners for the real world. We must thus bear that in mind when we choose assessment activities.

QUESTION 7

Design your own assessment activity and an **assessment grid** that can be used to assess it Your response must indicate the following

- Details about the relevant subject and learner/s being assessed
- The assessment activity the learner/s have to do
- The criteria used in the assessment
- The actual instrument itself reflecting the weighting of criteria

The assessment grid has to be user-friendly and practical, it must be clear that it can be used in the school context as presented in your response

Present the instrument (assessment grid) on **ONE** page (start on a new page) in your script

Do not present anything more than the actual instrument on the page

ASSESSMENT GUIDELINES The instrument must be your own design **Do not use any of the examples you received in Tutorial Letters 101, 102 or 201** The assessment activity can come from any of the subjects or learning areas and grades you teach or are enrolled for

(10)

Use work done for assignment 2.

QUESTION 8

Refer to the activity you designed in Question 7 and clearly describe how you would conduct various aspects or strategies to ensure that your assessment would be both professional and credible. Answer the following questions clearly and concisely (do not provide theory) and indicate how you will apply the theory.

Give suitable headings for your answers. Change every question into a sub-heading and indicate how you would conduct the assessment in terms of the sub-headings. ***Your answers will not be assessed if you do not use headings and sub-headings.***

- 8.1 Which CAPS theme or topic is assessed?
- 8.2 What product or performance will be submitted or performed by the learners?
- 8.3 What assessment criteria will be used to assess the task? Name at least three criteria.
- 8.4 What specific value/s and/or attitude/s will be fostered and assessed in this assessment task? Do not mention knowledge and skills.
- 8.5 Who will assess the task? Explain why. (10)

Use work done for Assignment 2.

MEMO for OCTOBER /NOVEMBER 2013

Section B

Question 1 Mention and briefly explain any 5 purposes of assessment.

We assess in order to grade and sort: Grading is the most common purpose of assessment. We grade or mark to indicate the value of the work.

We assess in order to promote or select: selecting and promotion is done to keep the group more or less at a similar level and to facilitate teaching from the front.

We assess to evaluate: schools and training institutions are judged by the performance of the learners – results are used to evaluate the quality of education.

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We assess to guide and motivate: by giving positive reinforcement teachers can use assessment to create a stimulating environment that encourages learners to learn while guiding their progress.

We assess in order to learn - assessment for learning involves integrating teaching, learning and assessing.

Question 2 : Briefly describe 5 practical guidelines for planning an assessment :

When planning an assessment ensure that :

The task is fair to all learners. A good assessment task reveals what learners know and can do. A fair assessment task provides equal opportunities for all learners, regardless of their ability, learning styles , interest and language.

Use a variety of tasks – for instance, open and closed questions and tasks, formal and informal, relating to different context, requiring different modes of communication and thinking.

Keep outcomes in mind at all times. Choose a small number of outcomes – do called “focus outcomes”

Ensure that learners know what they are to do, which parts of the process is their responsibility, what are the time lines for the process and how they will be assessed.

Design tasks that are authentic, which means that these task need to be appropriate to the learner’s’ experience.

Always seek balance in your programme with regard to types of assessment, outcomes, content of an emphasis in the learning programme.