EDAHOD5

Educator as Assessor

Oct/Nov 2016 Memo

All answers are referenced in terms of:

- The Educator as Assessor. Second Edition.
- EDDAHOD5 Tutorial Letter 501
- CAPS (FET)

SECTION A

QUESTION 1

1.1) 3

1.2) 2

1.3) 2

1.4) 4

1.5) 1

1.6) 1

1.7) 3

1.8) 4

1.9) 4

1.10) 1

1.11) 3

1.12) 4

1.13) 4

1.14) 4

1.15) 1

1.16) 1

1.17) 4

1.18) 4

1.19) 4

1.20) 1

(20)

SECTION B

QUESTION 2

Authentic assessment:

1. Balanced and fair assessment of learners progress
2. Realistic and relevant as provides learners with variety of ways to show their competence
3. Involves learner performance in real-world situations
4. Learner performance on worthy tasks is assessed
5. Learners must perform effectively using acquired knowledge
6. Involves “ill-structured” challenges to help learners prepare for the real world
7. Provides parents and community with evidence of learners performance
8. Takes into account individual learning styles, aptitudes and interests
9. Makes provision for learners with barriers to learning
10. Elicits higher order thinking, and is holistic

(Textbook: page 13)

(10)

QUESTION 3

Five guidelines for effective feedback:

1. Prompt feedback: Immediate feedback is during performance is ideal, so that learners have a chance to implement what they have learned before the work is completed.
2. Written comments: Used to provide a clear explanation of ways in which work is successful and how future performance could be improved.
3. Positive tone: Acknowledging achievements first and treating weakness as a target for development.
4. Scaffolded feedback: Creates a positive state of mind with regards to feedback, giving learners as much help as they need to progress but no more
5. Balanced feedback: Strengths and achievements are set against areas for improvement, without dwelling on either.

(Textbook: page 19, 20)

(10)

QUESTION 4

Five benefits and five limitations of high stake assessments:

Benefits:	Limitations:
1. Ensure that standards are taken seriously and motivate teaching of the standards	1. Places too much emphasis on a single test score
2. Motivate learners to learn	2. Leads to a narrowed nationwide curriculum
3. Same expectations and same basis of evaluation for all learners	3. Tests are unfair to low socioeconomic learners and schools
4. Identify learner strengths and weaknesses to target instruction	4. Too much time spent on preparing learners to take the test
5. Provide information on the quality of education	5. Does not provide information that can improve instruction

(Textbook: page 22)

(10)

QUESTION 5

Develop an assessment activity and a rubric:
9.1 Life Science, Grade 10
9.2 The assessment activity requires the learners to draw a simple diagram of a nucleus, which they must label, and then provide a corresponding function for each label. There are 7 labels and 7 functions required. Learners must include a title with their diagram.
9.3 Scoring rubric:

Criteria	**Rating Scale**		
	1-2 marks Level 1	**3-4 marks Level 2**	**5-6 marks Level 3**
	Descriptors		
Correct title	No title	Incorrect title	Correct title
Accuracy/proportion of diagram/Neatness	Inaccurate diagram/ disproportionate/ illegibly written	Correct diagram but disproportionate/ somewhat illegible	Correctly diagram and correctly proportionate and neat
Labels	Not indicated	Indicated but some labels incorrect	Correctly indicated and spelt correctly
Functions	Not indicated	Indicated but some functions inaccurate	Correctly indicated for corresponding label using correct biological terminology

(21)

QUESTION 6
Choose a lesson topic and develop an assessment task or activity:
Lesson topic: Periodic Table and Atoms
Subject: Natural Science
Grade: 8

Learning aims
Knowledge: Periodic Table of Elements, individual elements, Bohr's model, calculations and classifications
Skills: Classifying elements, interpreting data, applying knowledge, calculating, drawing diagram, communication with peers
Values: Deeper knowledge of individual elements on the Periodic Table, and how this relates to chemistry and the Bohr's model.

Description of assessment task:
Each learner is given an activity worksheet which is a gap fill with space at the bottom for a diagram. Learners choose a piece of paper out of a hat. Each piece of paper has a symbol written on it, for example, “S” or “Li”. Learners then need to investigate which element on the Periodic Table their symbol corresponds with (they can make use of the interactive periodic table or the poster on the wall). They are then required to complete the activity worksheet by they drawing up a representation of their element including its details which must be placed correctly. They must then calculate the number of protons, neutrons and electrons that pertains to their specific element, and then use this information to draw a Borh’s model. Once completed, each learner is required to assess their “buddy’s” activity worksheet and complete a peer assessment grid for them.

Where, when of the assessment: The activity is completed at school, in the Natural Science laboratory. It is completed during Natural Science class, which is 40 minutes in duration.

Who does the assessment: Assessment is done by peers. Each learner is required to check the work of another learner, thereby deepening their own knowledge of the Periodic Table as they must assess a different element to their own.

Assessment instrument: Assessment grid, this is used by peers to rate each other’s work and is simple and easy to use. It is not time consuming to fill in.

Assessment product/activity required: The completed activity worksheet, which will be decorated and brightly coloured.

Variety of learning styles/types: Variety in learning activity is provided, as learners must draw, classify and calculate, as well as communicate with peers

Assessment principles:
Validity - the assessment activity is relevant according to CAPS for Grade 8 Natural Science assessment task.
Fairness - all learners were given an activity worksheet, and extra colourful pens and pencils are available to all.
Reliability - the assessment task was developed and based on sound educational principles.

Unbiased: No bias is present as learners draw their element out of a hat, thereby no favouritism can be shown. “Buddys” for peer assessment is based on the learner sitting nearest their buddy.

How the assessment is an integrated part of the learning process:
This assessment activity develops science process skills and implements learning concepts, classifying information, practicing calculations, communicating, drawing diagrams and applying

acquired knowledge. It contributes to a deeper understanding of the scientific world and the atoms involved, by drawing Bohr’s models and investigating elements of the Periodic Table.