

# **EDAHOD5**

## Educator as Assessor

Oct/Nov 2015 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) 4

1.2) 2

1.3) 3

1.4) 4

1.5) 4

1.6) 1

1.7) 1

1.8) 4

1.9) 4

1.10) 4

1.11) 2

1.12) 1

1.13) 4

1.14) 3

1.15) 1

1.16) 3

1.17) 4

1.18) 3

1.19) 3

1.20) 1

## SECTION B

### QUESTION 2

Types of Assessment	When does it take place?	What is it's purpose?
Summative assessment	(2.1) Takes place at the end of a learning cycle, programme or phase	(2.2) Determines the overall achievement and learning success of learners
(2.3) Diagnostic assessment	(2.4) At any time during the learning process	Determines the nature and cause of barriers to learning experienced by specific learners
(2.5) Baseline assessment	(2.6) Takes place before learning commences	Determines the learners' achievement
(2.7) Formative assessment	During the learning process	(2.8) Determines learners' progress towards achieving the outcomes
Systemic	(2.9) At the key transitional points of Grade 3, 6 and 9 in Maths and Language	(2.10) Ensures that assessment is fair, effective, repeatable and manageable

(Textbook: page 17, 65)

(10)

### QUESTION 3

Discuss the way CAPS defines assessment:

1. CAPS defines assessment as a continuous planned process of identifying, gathering and interpreting information on learners' performance, using various forms of assessment.
2. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence, recording the findings and using this information to understand and thereby assist the learners' development in order to improve the process of learning and teaching.
3. Assessment should be both informal (Assessment **for** Learning) and formal (Assessment **of** Learning).
4. In both cases, regular feedback should be provided to learners to enhance their learning experience.
5. Assessment **for** learning has the purpose of continuously collecting information on learners' achievement that can be used to improve their learning.
6. Informal assessment is daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc.
7. All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment/ assessment **of** learning.

8. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes, and must be moderated to ensure that appropriate standards are maintained.
9. Teachers choose the design of assessments that ensure a full range of content and skills are assessed within each Grade in the Phase.
10. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessments.  
(CAPS page 66, 67)

(10)

#### **QUESTION 4**

Five aspects of authentic assessment with an example:

1. Balanced and fair assessment of learners progress by taking into account different learning styles, interests and aptitudes..
2. Realistic and relevant as provides learners with variety of ways to show their competence
3. Involves learner performance in real-world situations
4. Learners must perform effectively using acquired knowledge
5. Involves “ill-structured” challenges to help learners prepare for the real world  
(Textbook: page 13)

For example, in a Natural Science class, Grade 8’s are given an assignment in which to depict a food web in a tall grass ecosystem of South Africa. They are given a list of animals to place into their food web and blank sheets of paper or lined sheets of paper. They may add more animals onto this list if they wish. Learners may complete this task individually or in groups of 2 learners. They may present their food web in several ways; as a graphical representation of words and arrows, as a graphical representation of pictures and arrows, as a list of words/statements/facts in a flow chart, or as an essay. Learners must clearly indicate each trophic level and which animal is at the highest trophic level. Learners must complete the assignment in the lesson time (ie. 40min) and they may listen to music with the use of headphones while completing the assignment if they wish.

(10)

#### **QUESTION 5**

Steps to assess learners as prescribed in CAPS:

- Step 1: planning for assessment* - plan and prepare for assessment
- Step 2: generating and collecting the evidence of achievement* - conduct the assessment
- Step 3: evaluating the evidence* - criterion-referencing
- Step 4: recording the findings* - document level of performance
- Step 5: using the information* - provide feedback on assessment  
(Tut letter 501: page 28, 29)

(10)

## QUESTION 6

Five things teachers can do to achieve assessment for learning:

1. Provide diagnostic and formative feedback for learners
2. Gather information for reporting purposes (grades)
3. Identify the appropriate level for a new learner (placement)
4. Determine whether or not a learner meets the programme requirements (certification)
5. Motivate learners to study and make steady progress

(Textbook: page 7)

(10)

## QUESTION 7

7.1 Fairness in assessment: Assessment methods should not present any barriers to learners' achievements. It must be free of bias.

(Textbook: page 76)

7.2 Norm-referenced assessment: When learners are compared with norms based on other test-takers. Forms part of traditional assessment, not CASS.

(Textbook: page 17)

7.3 Continuous assessment: (CASS): The constant process of assessment that spans the entire learning process. Assessment starts when learning starts and is ongoing throughout the learning process. Baseline, formative and summative assessment are included in CASS.

(Textbook: page 16)

7.4 Criterion-referenced assessment: Comparing learners performance with a well-defined standard/criteria of achievement. These criteria are used in rubrics.

(Textbook: page 18)

7.5 Reliability: The degree to which the assessment tool produces consistent results. The assessment must produce the same results when judged by more than one teacher.

(Textbook: page 76)

(10)

## QUESTION 8

8.1 Openness: When the overall assessment process is transparent, ie. learners understand the assessment process and the criteria that apply, and can contribute to the planning and accumulation of evidence.

For example, including the criteria to be assessed in the instructions of an assignment allows learners to understand what is expected of them.

8.2 Appropriateness: The method of assessment is suited to the outcome being assessed, ie. it is capable of gathering evidence in relation to the intended outcomes and not something else.

For example, practical investigations are made use of in Natural Science assessments in order to align with the practical nature of the subject and its outcomes in practical experiments.

8.3 Currency: The evidence is sufficient proof that the learner is able to perform the assessment outcomes at the time the assessor declares the learner competent.

For example, when the teacher compiles report cards at the end of the year, he or she must indicate (with evidence of ongoing assessment compiled over the course of the year) whether or not learners attained sufficient results (thereby declaring competence) to progress to the next grade.

(Textbook: page 14, 15)

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### QUESTION 9

Develop an assessment activity with an assessment grid:

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 function for each label. There are 7 labels and 7 functions required. Learners must include a title with their diagram.

9.3 Assessment grid:

<b>Criteria</b>	<b>Mark</b>
Correct title	1
Neatness	1
Accuracy/Proportion of diagram	4
Labels	7
Functions	7

(10)