

**Tutorial Letter 201/4/2018**

**THE EDUCATOR AS ASSESSOR**

**EDAHOD5**

**SEMESTER 2: Assignment 2**

**DEPARTMENT: CURRICULUM AND INSTRUCTIONAL STUDIES**

**IMPORTANT INFORMATION:**

**This tutorial letter contains important information about your module.**

## QUESTION 1

1.1. Briefly explain the importance of the following issues in assessment practice:

**(a) credibility of assessment (5)**

Credibility in assessment is assured by ensuring that all assessment practices and procedures (e.g. how the assessment will be conducted, design and implementation of assessment guides, recording of evidence and use of results, etc.) are governed by all the following principles: fairness, validity, reliability, and practicability

**(b) teacher's portfolio (5)**

It is a structured document or file that contains samples of teachers work over time. It provides evidence of planning for teaching and learning, samples of formal and informal assessment activities, recordings learners' assessment activities, instruments for assessment and assessment plan.

**(c) recording and reporting (5)**

The recording is a process in which the teacher documents the level of learner's performance. It provides evidence of learner's progression within a grade indicating readiness to progress/promoted to the next grade. Reporting is the process of communicating (feedback) learner performance to learners, parents, schools and other stakeholders (Department, tertiary institution).

**(d) reflection (5)**

Reflection is about teachers and learners become aware of their own thinking in the teaching and learning process. Reflection readily follows on from self and peer assessment when classroom activities reflect on what is to be learnt, where they to go, the learning process, what is to be done next and how should the learning culture be like in the classroom.

**(e) standardised assessment (5)**

Standardized assessment is an assessment that is given in a consistent manner. It is designed to have consistent questions, administration and scoring procedures. It is administered according to rules and specifications conditions that are the same for learners. It is reliable and valid.

**(f) assessment criteria (5)**

These are statements in the assessment that indicate the level of learners' achievement. It indicates what is required for a pass level, help learners know what they need to do, help learners understand what is expected of them by the teacher at different levels of achievement.

**(30)**

## QUESTION 2

2.1 Briefly explain the assessment principles listed below and use practical examples to illustrate how you would apply every principle in your context. Your responses must refer to the assessment process, the assessment method or assessment evidence in every case:

**(a) Open (4)**

The assessment process should be transparent, and learners are given a chance to contribute to the planning and accumulation of evidence. Learners understand what is expected of them during the assessment. In an open assessment, the criteria that apply to the assessment is clearly explained and the expectations are laid out. Assessment instructions to the learners should be clear.

**(b) Manageable (4)**

The assessment methods used should allow for easy arrangement, the assessment should be cost-effective and should not interfere with the learning process. The assessor remains in control of all assessments resources and

procedures. The scheduling of assessment and amount of assessed work should be an overload to teachers and learners.

(c) **Integrated** (4)

The assessment method requires learners to complete activities that are the same as or similar to those done during learning. The assessor cannot assess what is outside of the scope of the activities taught, done as activities in class. Integrated assessment ensures that learners have the opportunity to develop a range of skills and capabilities.

(d) **Valid** (4)

The validity of assessment implies that the evidence generated by learners, gathered and evaluated/ judged by the assessor, is directly related to the content, topics, skills, and values prescribed in the CAPS policy document and was taught and learnt in class.

(e) **Sufficient** (4)

The assessment evidence collected establishes that all criteria set have been met and that performance to the required standard can be repeated by the learner in the future. It allows the teacher to make justifiable evaluations and judgements.

2.2. Explain the difference between assessment for learning and assessment of learning. Give examples to illustrate your answer. (10)

	Explanation	Examples
Assessment for Learning	It is informal and daily assessment that assists the teacher in monitoring and enhancing learner progress towards meeting learning. It provides feedback that can be used by both the teacher and the learner	Classwork Homework Class discussion Assignment Speed test

	to improve teaching and learning. These assessments are not recorded formally.	
Assessment of Learning	Is the assessment that provides the teacher with a systematic way of evaluating how well learners are progressing in a subject/in a grade. These assessments are recorded for reporting and promotional purposes.	Examination Test Assignment Presentation Orals Investigation Case studies

2.3. Should every assessment done in class be credible? Explain your answer. (4)

Teachers should make all effort to create assessments that are credible. Credibility in assessment is assured by ensuring that all assessment practices and procedures (e.g. how the assessment will be conducted, design and implementation of assessment guides, recording of evidence and use of results, etc.) are governed by the following principles:

- **Fairness-** assessment does not hinder learner’s achievement through the language used, gender biasness, age, disability or race.
- **Validity-** the assessment measures those elements that it says it measures, outcomes clearly stated in the rubric
- **Reliability-** the assessment process will yield similar results under similar circumstances even when used by another assessor
- **Practicability-** all necessary resources (money, facilities equipment and time) required to complete the assessment are available. The assessment is relatively easy to administer, stays within the appropriate time constraints and is not expensive.

2.4. **Indicate two ways in which integrated summative assessment tasks (ISAT) can be done.** (4)

Integrated summative assessment tasks (ISAT) are achieved when:

- Learners complete an assessment task which they work on progressively throughout the year, and it is assessed at the end of the year
- Learners are assessed on their achievement of all competencies in a single assessment at the end of the year.

2.5. **Name three types of alternative assessment used for learners with serious cognitive disabilities and learners who experience barriers to learning. Indicate in every case for which common or “normal” way of assessing the alternative assessment is used.** (3)

- **Alternative assessment based on alternative attainment of knowledge**

It is for learners with a significant **cognitive disability** and their assessment is reduced depth, breadth, and complexity.

- **Alternative assessment based on modifies attainment of knowledge:**

Is for learners with a **moderate intellectual disability**, or who are deaf, or on skills programme. Because of their disability, such learners require more time to master the content.

- **Alternative assessment based on grade-level attainment of knowledge:**

Such an assessment is targeted at learners who **are blind**, those that have **communication or physical disabilities or dyslexia or hearing loss**. It requires the assessment activity to be formatted to meet their needs

(41)

### QUESTION 3

Use a topic from CAPS for your subject/phase to design **TWO** different assessment tools for your specific grade and subject.

- (a) Designing a formative assessment activity (topic, purpose, learners' activity/ the role, teacher's role, and product) (5)

**EXAMPLE:**

**(Subject: mathematics, Grade 12)**

**Topic:** Differential Calculus

**Purpose:** The ability to sketch the graph of cubic functions

**Learners' activity:** In groups of 5 members learners will complete an assessment activity by finding the derivatives, intercepts, turning points, sketch the graph and finding the equation to a tangent at a given point.

**Teacher's role:** The teacher will be monitoring the session, answering questions that learners have regarding the assessment activity.

**Product:** Completed activity scripts submitted to the teacher for evaluating and giving feedback

(b) Designing an Assessment Checklist to be used in peer-assessment.

(10)

**EXAMPLE:**

**ASSESSMENT CHECKLIST**

Criteria	✓	X
Finding $f'(x)$ from the first principle		
Finding $\frac{dy}{dx}$ (derivative) of the function		
Finding the equation to the tangent at a point		
Y- intercept		

<b>X- intercepts (factor theorem)</b>		
<b>The coordinates of the Turning points</b>		
<b>Presentation of the graph (sketching)</b>		
<b>Total: 40 marks</b>  <b>Teacher name:</b> ..... <b>Learner name:</b> .....  <b>Assessment date:</b> ..... <b>Moderated by:</b> .....  <b>Comments:</b> <hr/> <hr/> <hr/>		

- (c) Also, design an Assessment Grid to be used by you to assess the same task summatively after the learners did the peer-assessment and you commented in class on their work. They are given an opportunity to re-work the task and submit the product to you for formal assessment a few days later. (10)

Assessment grid: Example mathematics grade 12

**Assessment Grid**

Criteria	Marks
<b>Finding <math>f'(x)</math> from the first principle</b>	5



<b>Finding <math>\frac{dy}{dx}</math> (derivative) of the function</b>	4
<b>Finding the equation to the tangent at a point</b>	4
<b>Y-intercept</b>	2
<b>X-intercepts (factor theorem)</b>	5
<b>The coordinates of the Turning points</b>	6
<b>Presentation of the graph (sketching)</b>	4
<b>Solve practical problems concerning optimization and rate of change including calculus of motion</b>	10
<p><b>Total: 40 marks</b></p> <p><b>Teacher name:</b> ..... <b>Learner name:</b> .....</p> <p><b>Assessment date:</b> ..... <b>Moderated by:</b> .....</p> <p><b>Comments:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

The following grid will be used in assessing your responses to a), b) and c)

Assessment criteria	Mark
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1	A formative assessment activity is clearly described in terms of the purpose for assessing the learners, the activity learners must do as well as the end product to be submitted for assessment, as well as learner and teacher roles	5
2	✓ A workable assessment <b>checklist</b> is designed and presented and includes an <b>appropriate caption</b> , assessment criteria, spaces for the learner, teacher/assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page.	10
3	A workable assessment grid is designed and presented and includes an appropriate caption, assessment criteria, spaces for the learner, teacher/assessor and moderator names, date of assessment and moderation, mark allocation, minimum standard required ("pass mark") and comments, presented on one A4 page.	10
	<b>TOTAL</b>	<b>25</b>

**3.2. The issue of language background plays a major role in teaching, learning, and assessment. In South Africa, as from Grade 4, the language of teaching and learning (LoLT) is English. What do you consider to be important to keep in mind when assessing learners' work bearing in mind that for many learners in your class, their first language is not English? Refer to the Department of Basic Education NPA and CAPS in this regard.**

**(4)**

The policy on teaching and learning specifically dictates that learners in grades 1 to grade 3 do CAPS subjects in their mother tongue as per Language of Learning and Teaching (LoLT) (SASA 84, 1996). In most South Africa schools (township and rural) the LoLT changes to English First Additional Language (EFAL). Most learners struggle in learning, as they are introduced to new subjects in a foreign language to them. All efforts should be made to simplify LoLT (EFAL) in grade four to accommodate learners' experiences of learning in a new language.

**(29)**

**(Total = 100)**