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Module : EDAHOD5

**Assessment in context
base teaching and learning**

Unique no. : 694117

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Declaration of plagiarism

PLAGIARISM DECLARATION

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Student number: 63506513

Module code: EDAHOD5

ASSIGNMENT TOPIC: Assessment in school context

ASSIGNMENT NUMBER: 2

ASSIGNMENT UNIQUE NUMBER: 694117

I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the Internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work

Signed : Riaana Petronella Pistorius



Date: 6 April 2018

Control list

1. Assessment purposes

a. Purposes of assessment



Assessment to sort or grade

The purpose of assessment is grading. This happens when the educator evaluates a learner's work and assign a grade or a mark. like when a formal assessment was set up for an essay ,and the teacher must evaluate whether this learner acquired the knowledge to be advanced to the next grade or level. These results are collected must be recorded to indicate the learner's progress.

Assessment to evaluate

Because educational institutions and teachers performances are sometimes judged for their quality , the results may be used to evaluate this. A Learners marks can be used to evaluate the teacher's performance as well.

Assessment to predict

Assessment can be used to predict, how well learners would do in another assessment, by assuming they would deliver similar results in different assessments in the same field.

Assessment to diagnose

Outcomes-based assessment promotes diagnostic assessment to let the teacher identify problems and then adjust her teaching methods so that the diversity of learners are accommodated in the learning process.

Assessment for learning

This is a informal assessment that takes place continuously on a day to day bases and where the learners get continuous feedback to guide them to more efficient learning.

b) Types of assessment

Baseline assessment is the assessment that takes place in the beginning of the learning process ,to measure the quality of education by comparing their baseline assessment of learner with their performance.

Formative assessment monitors and supports the process of the teaching and learning . It is used for information purposes about the quality of teaching and learning

and guide them to improve teaching and learning.

Diagnostic assessment is used to identify the nature and cause of barriers to learning that may be experienced by individual learners to enable the teacher to make adjustments to accommodate these learners prior to instruction.

Summative assessment proves the amount and quality of learning a learner achieved at the conclusion of a defined instructional period and to determine if they have met the learning outcomes and requirements to be promoted.

c) The purpose of approaches in assessment:

Self-assessment helps learners reflect on and evaluate the quality of their work and learning and assist them to improve their own performance by discovering their own strengths and weaknesses.

Group assessment are done with purpose of cooperative learning, the freedom to make sense of the learning content and inspecting the assessment criteria for themselves and assisting each other and with guidance from the educator reflect the contribution of individual learners

Teacher assessment enables a teacher to determine what learners understand, the information helps the teacher give feedback on tasks and activities, this information can be used to help understand a learners' progress and improve performance.

d) Observation as an assessment tool.

- Observation as assessment allows for early identification of learning difficulties and gives enough time to apply intervention strategies.
- Observation serves as a tool to determine learners' attitude towards learning. Observation can supply more accurate indications of a learners capabilities than a written assignment could.
- Observations can be useful if learners are observed in an inconspicuous way , that is when learners portray true reflection of their abilities in a less stressed environment.
- Observation in the classroom can be helpful to determine learners' ability to work and function in a group, their interrelationships with different learners.
- Observation also acts as a tool to determine skills that has been taught that can't be assessed on paper like artistic skills, including performing music and various different performing art forms.

e) Recording and reporting in assessment.

Recording

The data collected and recorded during assessments can be used as proof to the teacher, the learner, the parent and other stakeholders to confirm learner's progress in the learning process. This proof must be kept and used to monitor learning and future teaching and guides the teacher's planning.

Reporting

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers in making decisions by providing information

about what students know and can do, along with recommendations for their future learning.

2. Assessment Instruments

a) Practical: Summative assessment

Description

Subject: English FAL

Grade: 10

Topic: Visual texts

Purpose: Understanding visual texts

Activity: Create a Poster about figurative language Idioms , use pictures to express the meaning of the chosen idioms

Product: Posters must be colorful and depicted in away to draw attention to them. thus making the learning process creative and fun.

Creating a Poster.

Learner Name: _____

Teacher: _____

Moderator: _____

Date of assessment: _____

Date of moderation: _____

Mark allocation: _____

Checklist for creating a poster.

Criteria	Mark	Yes	No
Does the product contain sufficient layout, illustrations, graphic information?	2		
Did the product contain argumentative text?	1		
Is the purpose and message of the product clear?	2		
Is the relationship between the writer and the visual elements successful?	2		
Is the product pleasing and successful in its purpose?	2		
Does the product have visual design elements?	1		
Is there evidence of planning and drafting?	2		
Is there evidence of successful revising, editing and proofreading?	3		
Passing mark required is 7/15	15		

Comments:

b) Practical assessment task (summative)

Description

Subject: English FAL

Grade: 10

Topic: Oral task : prepared speech

Purpose: Learners' own research, summative assessment paper 4

Activity: Give a prepared speech of a topic chosen, making notes and prepare to speak in front of class

Product: Oral speech

c) Principles underpinning the approach to both recording and reporting

- As per the above-mentioned example, results should be recorded in marks but reported in percentage.
- Language should be recorded and reported according to the level it is offered like the above-mentioned assessment that is designed for gr 10 FAL.
- The assessment of prepared speech forms part of paper 4 of the end of year examination. Several tasks and school-based assessment comprise of the year mark and then the final year end exam results are added for a holistic result that can be reported back on the achievements of learners as stated in *Chapter 4* of the Curriculum and Assessment Policy Statement.
- There must be a variety of forms of assessment recorded to form holistic evidence of the learning process. Part of language assessment also includes several different forms of oral presentation like prepared speech.
- Assessment serves no purpose if the results are not recorded and reported for the purpose of either continuous learning, adjustments in the learning and teaching process or for the purpose of evaluating whether the learner achieved the learning goal in order to be promoted to the next level.

3. Assessment planning

a) Importance of planning for assessment

The aim of planning for assessment is to be certain that all contents and skills for every subject in each grade would be covered by the educator. (JM Dreyer,2014:74). To ensure that it is the case the educator should consult the relevant caps document for the subject and grade to be certain that the teacher assesses the relevant content. The central purpose of curriculum planning is to promote student learning and increase student achievement.

b) Documents used for planning assessments in school context

- National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grade R-12
- National Protocol for assessment Grade R-12
- The CAPS for all subject listed in National Curriculum Statement Grade R-12
- Assessment guidelines for inclusion/ white paper 6

c) Applied assessment principles

Reliability

The reliability principle aims to ensure that the assessment process is transparent and consistent to produce the same results even when assessed by another teacher.

Fairness

Fairness in principle means that the assessment should be fair and bias free. An example of assessment method is a narrative essay that the educator has prepared the learners for in class time. All learners have the same information.

Authenticity

Applying the authenticity principle without assisting the learner to generate their own assessment results. This is done when learners must provide evidence on their own capacity like when they are writing examinations in a controlled environment.

Validity

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level. When creating assessments, to make certain that the work that is being assessed reflects the content, topics and skills as prescribed in the CAPS document. Before you create an assessment for English you should verify the levels of questions that you need to include as well as the marks and requirements dictated to the assessment form.

Sufficiency

The educator must keep records of marks obtained by learners for all the assessments done for a specified period and use as evidence to make a valid decision on the promotion of learners. Sufficiency refers to when the assessment allows learners to provide a sufficient amount of evidence for the educator to make a valid evaluation of the learner's performance. For example all the tasks and assessments done in English per term must be considered to determine the mark for the term.

d) Different assessment and learning styles.

Kinesthetic or haptic (tactile) learning style is a learning style in which learning takes place by the learners carrying out physical activities, rather than listening to a lecture or watching demonstrations. Haptic learning style- learners tend to learn through exploring, investigation and hands-on experience. According to (Dreyer 2014:84), they

use movement as a memory aid. In taking these learners into consideration, the best forms of assessment would be role-plays, physical actions, dramatizations and experiments.

Auditory learners tend to benefit most from traditional teaching techniques. Auditory learners succeed when directions are read aloud, speeches are required or information is presented and requested verbally.

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Visual learners rely upon a visual learning style: "Show me and I'll understand."

Visual learners benefit from diagrams, charts, pictures, films, and written directions.

These learners will value a to-do list, and assignment logs.

e) Unbiased assessment

Although the educator can handle gender, religious cultural and other background activities in a sensitive manner but assessment can't be totally void of bias due to the fact that it is also influenced by the teacher's own background, experience, values and attitude (Dreyer, 2014:55) assessment should meet the principles of assessment and the national and school policies of assessment since every person has bias and therefore moderators are needed to give credibility and devoid the assessment of bias.

f) Integrated summative assessment tasks implemented

Learners has to complete an assessment task throughout the whole year progressively and it must be assessed at the end of the year. (Dreyer, 2014:126)

Learners must at the end of the year be assessed in one assessment of their achievements in all competencies. (Dreyer, 2014:126)

g) Alternative assessments for learners with disabilities and learners with learning difficulties

1. Alternative assessments based on alternative attainment of knowledge

Learners with reduced knowledge of content, concepts and skill, these learners can be learners with intellectual disabilities some might be enrolled in special schools, these schools provide education ✓ to learners who need high-level individualised and specialised support.

2. Alternative assessments based on modified attainment of knowledge

These learners require more time to master the content, concepts, and skills or a reduced work load for learners who have moderate intellectual disability and are working on grade level

3. Alternative assessments based on grade-level attainment of knowledge

Learners with disabilities ✓ or learning difficulties who need testing formats or procedures that provide them with equal opportunities at the same grade-level as the general assessment. Learners who are blind, have communication, physical disabilities dyslexia or hearing loss.

Conclusion

When going through the assessment process and tools used for successful and principled assessment it is found that the ability to assess depends on a deep settled understanding of every aspect. Assessment is the most important factor in determining, effective teaching and learning with in the classroom.

Self-reflection on my responses to this assignment

(a) Which pedagogical knowledge and skills have you gained and demonstrated by doing this assignment?

An in depth insight and knowledge about the importance of the assessment process and how's it applied.

(b) Which assessment values have you gained and demonstrated as a teacher-to-be?

How to create assessments following the Caps document

(c) Which strengths will you be able to apply in your classroom in the future?

All the principles and the ability to follow the guidelines given in the Caps document to create credible assessments.

(d) Which shortcomings do you need to pay attention to in future?

I would have to guide against bias as all people are naturally biased

(e) To what extent have you achieved the learning intentions or outcomes formulated for each study unit? (Remember to specify the learning intentions or outcomes which you have achieved.)

An assessment is credible when four conditions are met, namely:

- The overall assessment process is reliable and would yield similar results time and again, even when used by other assessors.

- The assessment method of generating, gathering and evaluating assessment evidence is fair and treats all learners the same before, during and after the assessment.

- The assessment evidence generated, gathered and evaluated or judged, is valid, i.e. directly related to what is prescribed in the curriculum and addressed in teaching and learning opportunities in the classroom.

- The assessment was manageable, i.e. the resources and procedures were under the control of the school management, assessors and other staff involved in the assessment throughout the entire assessment process.

This means that every assessment you do has to be credible, in spite of minor weaknesses that may occur in doing the assessment.

It also means that the moderator will assure the quality of your assessments by ensuring that at least the four critical principles of assessment have adhered to that is: reliability, fairness, validity, and manageability.

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