



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: B Ed Intermediate Phase (Soweto Campus)
MODULE: Assessment in the Intermediate phase
CODE: TEASTB2
TIME: 2 hours
MARKS: 100
EXAMINER: Mrs Inge Nieuwoudt
MODERATOR: Prof. Nadine Petersen

(This paper consists of 11 pages)

INSTRUCTIONS

1. Read the questions carefully.
2. Number your answers correctly. Write clearly and legibly.
3. Write your surname, name and student number in the spaces provided.
4. Use the mark allocation to guide your answers.
5. Answer all questions.
6. Unless instructed to do so, do not redraw tables in your answer booklet.

QUESTION 1: PURPOSE AND CONCEPTS OF ASSESSMENT

[13]

1.1 Complete the following table by comparing the differences between the terms "assessment" and "evaluation". *Draw this table in your answer booklet* (8)

1.1.1	1.1.2
Assessment	Evaluation
a) Formative	b) Summative
c) Assessment for learning	d) Assessment of learning
e)	f)
g)	h)
i)	j)
k)	l)

1.2. In the table above you named the differences between Assessment and Evaluation. What are the three distinct aspects that both assessment and evaluation have in common? (3)

1.2.1
1.2.2
1.2.3

1.3 Complete the following paragraph by filling in the missing words and/or sentences. Only write down the number and the answer. (2)

Triangulation of assessment means assessing a learning using 1.3.1 _____ assessment tasks in combination, such as the marks of a class test, the feedback on a portfolio task and a completed rubric on how an experiment was conducted. To use triangulation as assessment is important because 1.3.2 _____.

QUESTION 2: PRINCIPLES OF ASSESSMENT

[10]

2.1 Name the following assessment principles (10)

No	Questions a teacher asks him or herself	Assessment Principle
2.1.1	Does this task measure what it is intended for? Is this assessment task intended for the purpose? What do you want to assess as a teacher?	
2.1.2	Have I assessed all learners work against the same standards? If others mark the assessment, would they give the same mark? Assessor and Moderators If I used another assessment tool, would I get the same results?.	
2.1.3	Does it consider the diversity of the learners? Does it discriminate in any way against a learner? Does it respect learners multiple learning styles and it is sufficiently varied to accommodate these diverse styles?	
2.1.4	Are there multiple opportunities to students to pass. and improve their grade or module? Was there opportunity to correct any misconceptions?	

2.1.5	Are there any hidden agendas or surprises for the learner? Am I assessing what I agreed to assess? Am I assessing for success or for failure? Am I attempting to trick the learners? Do I want to catch them out?	
2.1.6	It is manageable and practical with the resources available? Does it place any unreasonable demands on learners or staff? Practicality around the assessment?	
2.1.7	Does the assessment match the skills, knowledge or attitudes learners should be able to show in relation to the content and purpose of the subject or module? What the learners are taught and what is being assessed fits or not?	
2.1.8	Does it provide multiple levels of assessment? Is it accountable to the requirements of the profession, the teacher as educational practitioner and the learner	
2.1.9	Do the assessment allow the learners to experience learning in the "closest reality" to the learning outcome? Is situations associated with the learning outcome and situations that reflect the learning outcome? Congruence situation of learning and outcome?	
2.1.10	Have I discriminated against any learner in terms of religion, sexual orientation, appearance, language, culture etc? Does it reflect assessor bias? Have a given one learner advantage over another? Have I used a balance of different types of assessment?	

QUESTION 3: DIFFERENT ASSESSMENT MODELS AND APPROACHES [8]

There are different views on assessment. These views often depend on the model of assessment being used. Assessors tend to use the ones they are most familiar with or that best fit their beliefs about teaching and learning.

3.1 On the basis of the statement above, complete the following sentences (6)

3.1.1 A teacher that follows the traditional approach of assessment believes that she can assess _____

3.1.2 A teacher that follows the criterion referenced approach of assessment assesses the students in his/her class against pre-specified criteria or standards

3.1.3 A teacher that follows the norm-referenced of assessment refers to practice of assessing and

3.1.4 According to Landsberg (2010), when assessering learners with barriers to learning which of the above approaches to assessment is most suitable?

3.1.5 A teacher that uses rubrics to assess follows which approach of assessment?

3.1.6 A teacher that uses a bell-shaped distribution curve follows which approach of assessment? _____

3.2 What approach would you follow and why do you think this approach is most beneficial for your learners? (2)

QUESTION 4: CHALLENGES TO MEANINGFUL ASSESSMENT

[6]

4.1 There exist six main challenges that impact on assessment. Study the following statements and write down which type of challenge this statement agrees with.

4.1.1 There is often a gap between the actual assessment practices of teachers and their philosophy of teaching and assessment.	
4.1.2 Care should be taken to ensure that assessment tasks do indeed assess for the learning outcome, as this is not done in some cases.	
4.1.3 Teachers themselves have different approaches to teaching. These approaches determine the learning	

outcome and how the learners are involved in class.	
4.1.4 It is important to consider how much time the learners will have to complete an assessment task.	
4.1.5 Are the assessment opportunities diverse enough so that all learners have an opportunity to do well, whatever their learning style/s.	
4.1.6 Treating all learners the same can be a very challenging aspects and sometimes problematic.	

QUESTION 5: ASSESSMENT PRACTICES TO DEEPEN LEARNING**[5]**

5.2 There are two main concepts in assessment practices to deepen learning. Name these two concepts (2)

5.3 Portfolios as authentic assessment is most likely to be used in learning areas such as Arts, culture and Life Orientation. The advantage of portfolios is that it is usually context specific and assesses a range of which three main skills? (3)

5.3.1
5.3.2
5.3.2

QUESTION 6: ASSESSMENT IN LARGE CLASSES**[10]**

6.1 Name four types of assessment techniques you can use in large classes when giving feedback while still ensuring deep learning. (4)

6.1.1
6.1.2
6.1.3
6.1.4

6.2 When you are a teacher there are four aspects to keep in mind when giving feedback. Name these four aspects? (4)

6.2.1
6.2.2
6.2.3
6.2.4

6.3 Give two examples of mechanised assessment techniques. (2)

6.3.1
6.3.2

QUESTION 7: BLOOMS TAXONOMY

[16]

Bloom's Taxonomy is a classification of thinking organized by levels of complexity. It gives teachers and students an opportunity to learn and practice a range of thinking and provides a simple structure for many different kinds of questions.

7.1 Examine the table below. Column A provides a description of Blooms levels of the cognitive domain.

7.1.1 In Column B, please indicate the name of each level fitting the description in column A. (6)

7.1.2 Next to the name of each level in column B write down a verb that can be used as a guide for questioning on that specific level in column C. Name a verb that has not yet been used in the description provided. (6)

Therefore the description in column A should fit the name of Blooms level in column B, as well as the verb in column C.

Draw this table (Only Column B and C) in your answer booklet

A Description of each level	B 7.1.1 Name of level	C 7.1.2 Verb
Explaining ideas or concepts Interpreting, summarizing, paraphrasing, classifying, explaining	a)	b)
Justifying a decision or course of action Checking, hypothesizing, critiquing, experimenting, judging	c)	d)
Using information in another familiar situation Implementing, carrying out, using, executing	e)	f)
Generating new ideas, products, or ways of viewing things. Designing, constructing, planning, producing, inventing.	g)	h)
Recalling information	i)	j)
Breaking information into parts to explore understandings and relationships Comparing, organizing, deconstructing, interrogating, finding	k)	l)

7.2 According to Bloom there are three domains of learning. The domains in question 7.1 cover the cognitive domain. What are the other two domains? (2)

7.3 Complete the following statement/s. (2)

Level one, two and three of the cognitive domain is

7.3.1 _____

order thinking skills and level four, five and six are

7.3.2 _____ order thinking skills.

QUESTION 8: ASSESSMENT AND BARRIERS TO ASSESSMENT**[8]**

Assessment for learning support should source information from all role-players.

8.1 Complete the table below by naming the sources of information for a teacher.
(descriptions are provided in the second column) (5)

	Work completed in class, homework, project work, note-taking ect.
	Oral, written, and practical, and over as many occasions as possible.
	Learning style, problem solving strategies, metacognition, time-on-task, attention, routine.
	Such as reactions to results, self-assessment, participation and relationships
	With the learner, parents and other role-players

8.2 Dynamic assessment can change assessment into learning support opportunities. What are the three basic guidelines' for dynamic assessment that you can use to change assessment into learning support opportunities? (3)

8.2.1

8.2.2

8.2.3

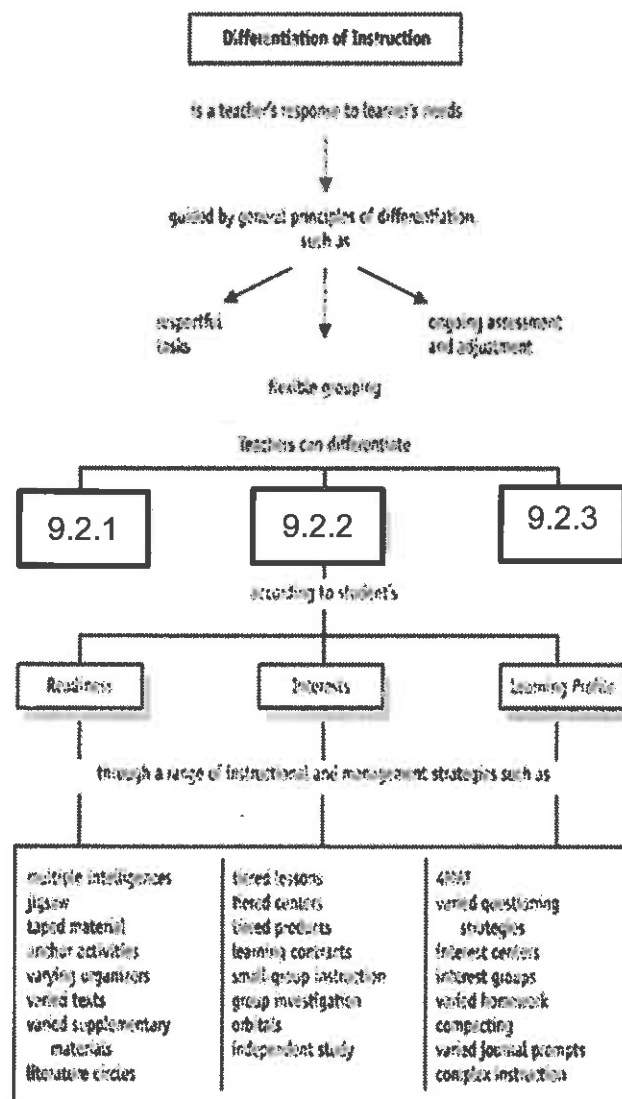
QUESTION 9: DIFFERENTIATED ASSESSMENT**[24]**

9.1. Complete the missing words in the following definition of differentiated assessment to make the definition clear. (3)

Differentiating assessment involves rethinking the 9.1.1 _____ practice of having all learners do the same assessment tasks at the same time. In this new way of thinking, teachers need an assessment approach and plan that is 9.1.2. _____ enough to 9.1.3. _____ a range of learner needs.

9.2 Examine the following diagram that summarises what differentiation is. Complete the three aspects in the diagram that teachers should differentiate between.

(3)



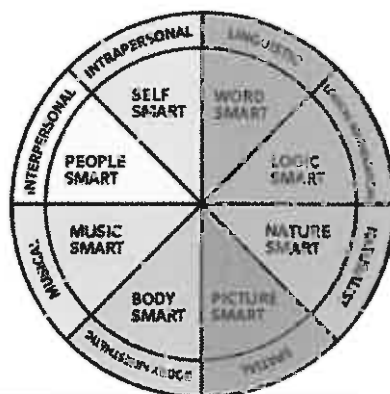
The two major theories of the way students learn are, Neil Fleming's VAK model and Howard Gardiner's Theory of Multiple Intelligences. We can use these two theories as a differentiation technique, especially when designing assessment tasks for our learners.

9.3 How would you use Neil Flemming's VAK model to differentiate an assessment task requiring learners to write an essay of their experiences of book he/she has read in the English class? Use the labels in the table to answer the question. (3x2)

	Name of the Acronym	Example of differentiation
9.3.1	Visual	
9.3.2	Auditory	
9.3.3	Kinaesthetic	

Below is a figure explaining Howard Gardiner's Theory of Multiple Intelligences. Use this figure to answer the questions that follow.

The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.



9.4 Look at the following table and name the type of intelligence this teacher uses in her class to differentiate her teaching and assessment.

9.4.1	Discover and manipulate materials in maths	
9.4.2	Present an oral story illustrating new information in context	

9.4.3	Introduce new terms in a flow chart or mind map	
9.4.4	Complete a piece of creative writing on a topic	
9.4.5	Turn to a peer and discuss a case study in class	
9.4.6	Draw a diagram to depict the information	
9.4.7	Write journal entries from a particular point of view	
9.4.8	Role-play a possible scenario	
9.4.9	Compose a piece of music about a topic	
9.4.10	Create a piece of art to explain your holiday	

9.5. Complete the following statement. (2)

Many teachers are currently accused of catering mostly to 9.5.1 _____ and 9.5.2 _____ intelligence and neglecting the other types.

TOTAL: 100

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