



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**SUPPLEMENTARY EXAMINATION 2017**

**PROGRAMME:** B Ed Intermediate Phase (Soweto Campus)

**MODULE:** Assessment in the Intermediate phase

**CODE:** TEASTB2

**TIME:** 2 hours

**MARKS:** 100

**EXAMINER:** Inge Nieuwoudt

**MODERATOR:** Prof. Caroline Long

**(This paper consists of 9 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.

**QUESTION 1: PURPOSE AND CONCEPTS OF ASSESSMENT**

**[13]**

1.1 Assessment and Evaluation are both central constructs in education. Across these two constructs are both similarities and difference. Two differences are listed under each heading. Complete the following table by listing four additional characteristics under each construct. (8)

*Please redraw the table in your answer booklet.*

Characteristics of Assessment	Characteristics of Evaluation
Formative	Summative
Assessment for learning	Assessment of learning

**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)

**1.3** Complete the following paragraph by filling in the missing words and or sentences. (2)

Triangulation of assessment means assessing a learner 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

(5)

<b>No</b>	<b>Questions a teacher asks him or herself</b>	<b>Assessment Principle</b>
<b>2.1.1</b>	The assessment task measures what it is intended to measure. It is aligned with the stated purpose.	
<b>2.1.2</b>	The work, or task has been assessed according to the same standard. It is likely that others assessing according to the criteria would achieve the same result.	
<b>2.1.3</b>	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	
<b>2.1.4</b>	The assessment allows the learners to relate learning to real life experience. The situation chosen is close to "reality". There is congruence across the learning situation of and the outcome.	
<b>2.1.5</b>	The assessment tasks do not disadvantage any learner with regard to religion, sexual orientation, appearance, language, culture etc. There is no obvious advantage to any group of learners. There is a balance of different types of assessment?	

**2.2** What type of assessment principle is not adhered to in the following examples (5)

- 2.2.1** A teacher assessed content in a test that she/he did not cover in class.
- 2.2.2** A teacher assesses different knowledge and skills in comparison to those that were initially taught.
- 2.2.3** The teacher only gave one assessment task the whole term and only used that one assessment task as the final mark.
- 2.2.4** The teacher did not accommodate a learner with a visual problem during a lengthy reading assignment.
- 2.2.5** The teacher only asked one type of assessment measure and did not provide multiple levels 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 we are using-usually the one we are most familiar with or that best fit our beliefs about what teaching and learning is all about.*

#### **3.1 Complete the following sentences (3)**

**3.1.1** A teacher that follows the traditional approach of assessment believe that you can assess a learner...

**3.1.2** A teacher that follows the criterion referenced approach of assessment assesse the students in his/her class against...

**3.1.3** A teacher that follows the norm-referenced of assessment refers to practice of assessing the learners according to...

**3.2** A teacher that uses rubrics to assess follows which approach of assessment?(1)

**3.3** A teacher that uses a bell-shaped distribution curve follows which approach of assessment? (1)

**3.4** Each approach contributes value to assessment. Explain which one you would choose to use as your main approach during assessment and why. (3)

**QUESTION 4: CHALLENGES TO MEANINGFUL ASSESSMENT****[6]**

**4.1** There exist six main challenges that impact on **assessment**. Look at the following statements and write down which type of challenge this statement agrees with. (6)

**4.1.1** There is often a gap between the actual assessment practices of teachers and their philosophy on 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 that all learners have an opportunity to do well, whatever the learning style.

**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]**

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

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

**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 promoting deep learning. (4)

**6.2** As a teacher providing feedback to learners four aspects should be kept in mind. These aspects should guide your feedback process.

What are these four aspects? (4)

**6.3** Give two examples of a mechanised assessment techniques (2)

### **QUESTION 7: BLOOMS TAXONOMY [10]**

*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** Look at the following description of each level of assessment. *The levels are not in hierarchical order.* Provide the name for the level of Bloom's taxonomy according to the description. (6)

<b>Levels</b>	<b>Name of level</b>
<b>Explaining ideas or concepts</b> Interpreting, summarizing, paraphrasing, classifying, explaining	<b>7.1.1</b>
<b>Justifying a decision or course of action</b> Checking, hypothesizing, critiquing, experimenting, judging	<b>7.1.2</b>
<b>Using information in another familiar situation</b> Implementing, carrying out, using, executing	<b>7.1.3</b>
<b>Generating new ideas, products, or ways of viewing things.</b> Designing, constructing, planning, producing, inventing.	<b>7.1.4</b>
<b>Recalling information</b>	<b>7.1.5</b>

<b>Breaking information into parts to explore understandings and relationships</b> Comparing, organizing, deconstructing, interrogating, finding	<b>7.1.6</b>
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**7.2** According to Bloom there are three domains of learning. The above mentioned domains are of the cognitive domain. What are the other two domains? (2)

**7.3** Complete the following statement, by filling in the missing words (2)

Level one, two and three of the cognitive domain is **7.3.1** order thinking skills and level four, five and six is **7.3.2** order thinking skills.

## **QUESTION 8: ASSESSMENT AND BARRIERS TO ASSESSMENT [18]**

**8.1** What is the difference between a learner's assets and strength, write an explanation of each to make the meaning clear and then give one example for each (4)

**8.2** Why is it important to make accommodations during assessment, especially for learners with barriers to learning. (1)

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

**8.3.** Complete the table below by naming which sources of information you would use to get information when assessing a learner with barriers to learning. The examples are provided. (5)

<b>8.3.1</b>	Work completed in class, homework, project work, note-taking ect.
<b>8.3.2</b>	Oral, written, and practical, and over as many occasions as possible.
<b>8.3.3</b>	Learning style, problem solving strategies, metacognition, time-on-task, attention, routine.
<b>8.3.4</b>	Such as reactions to results, self-assessment, participation and relationships
<b>8.3.5</b>	With the learner, parents and other role-players

**8.4** What are the three basic guidelines' for dynamic assessment. (3)

8.4.1      8.4.2      8.4.3

**8.5** Explain why it is important to do dynamic **assessment** with a learner that is experiencing learning difficulties? (2)

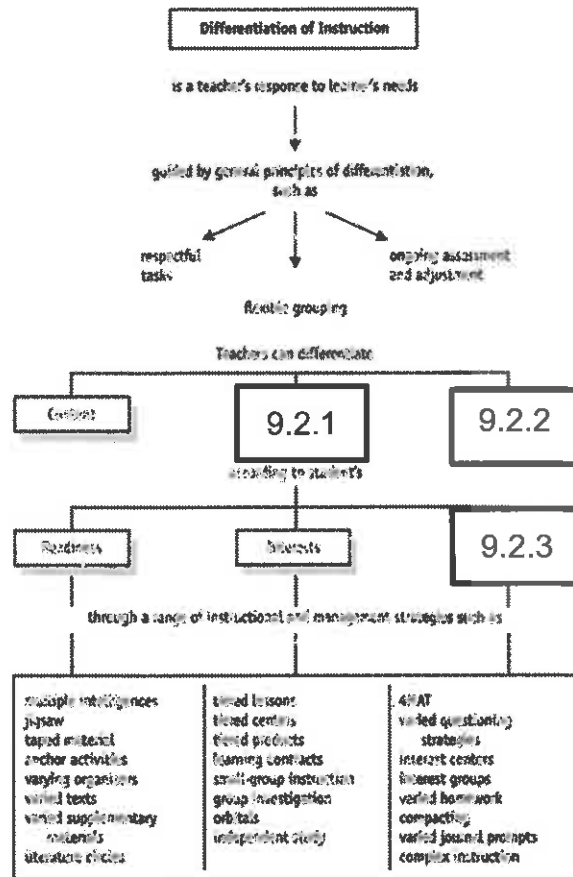
**8.6** When assessing learners with barriers to learning, should your assessment method focus be on assessment for learning, assessment as learning or assessment of learning? Give a reason for your answer. (3)

**QUESTION 9: DIFFERENTIATED ASSESSMENT [20]**

**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** Complete the diagram on the next page and give a short explanation of each to make your understanding clear. (3x2=6)



*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 a memorable moment in their lives. It will be the English class.

Answer according to the following:

(3x2=6)

**9.3.1** Visual learner

**9.3.2** Auditory learner

**9.3.3** Kinesthetic learner

*Howard Gardiner's Theory of Multiple Intelligences.*

**9.4** Look at the following statements and name the type of intelligence this teacher uses in her class to differentiate her teaching and assessment (5)

**9.4.1** Complete a piece of creative writing on a topic

**9.4.2** Turn to a peer and discuss a case study in class



- 9.4.3 Draw a diagram to depict the information
- 9.4.4 Compose a piece of music about a topic
- 9.4.5 Create a piece of art to explain your holiday

**TOTAL: 100**

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