



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2016**

**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 8 pages)**

**INSTRUCTIONS**

1. Read the questions carefully.
2. Number your answers correctly. Write clearly and legibly.
3. Use the mark allocation to guide your answers.
4. Answer all questions.

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

**[11]**

**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)

## QUESTION 2: PRINCIPLES OF ASSESSMENT

[10]

**2.1** In the table below are descriptions of assessment principles. Name the corresponding assessment principle. [Only write down the number and the corresponding answer] (5)

No	Questions a teacher asks him or herself	Assessment Principle
2.1.1	The assessment task measures what it is intended to measure. It is aligned with the stated purpose.	
2.1.2	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.	
2.1.3	The questions are clear and explicit. It is obvious to the learner what is required. The questions are framed in such a way that they give the learner the opportunity for showing what he or she knows.	
2.1.4	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.	
2.1.5	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** Which assessment principle/s are not adhered to in the following examples (5)

**2.2.1** A teacher only uses one type of assessment throughout the year.

**2.2.2** A teacher assesses different knowledge and skills in comparison with those the knowledge that was taught.

**2.2.3** A teacher is very rigid in her way of teaching and assessing. She does not consider the diversity of learners and their different learning needs.

**2.2.4** A teacher places unrealistic demands on learners regarding completing a practical project with the resources available.

**2.2.5** A teacher does not believe in differentiated worksheets and asks learners to complete the assessment that is on one level, therefore not catering for different ability levels.

### **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 teaching and learning is the one we choose.*

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

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

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

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

**3.2** According to Landsberg (2010), when assessing learners with barriers to learning which of the approaches to assessment, in 3.1, is most suitable? (1)

**3.3** A teacher that uses rubrics to assess 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: ASSESSMENT PRACTICES TO DEEPEN LEARNING****[5]**

**4.1** There are two main types of assessment practices that deepen learning. Name these two types. (2)

**4.2** Portfolios, as examples of authentic assessment, are most likely to be used in learning areas such as Arts & Culture and Life Orientation. The advantages of portfolios are that they are usually context specific and assess a range of skills. Name three skills? (3)

**QUESTION 5: ASSESSMENT IN LARGE CLASSES****[10]**

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

**5.2** 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)

**4.3** Give two examples of a mechanised assessment technique. (2)

**QUESTION 6: 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.*

**6.1** 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)

**6.1.1 Explaining ideas or concepts**

Interpreting, summarizing, paraphrasing, classifying, explaining

**6.1.2 Justifying a decision or course of action**

Checking, hypothesizing, critiquing, experimenting, judging

**6.1.3 Using information in another familiar situation**

Implementing, carrying out, using, executing

**6.1.4 Generating new ideas, products, or ways of viewing things.**

Designing, constructing, planning, producing, inventing.

**6.1.5 Recalling information**

**6.1.6 Breaking information into parts to explore understandings and relationships**

Comparing, organizing, deconstructing, interrogating, finding

**6.2** According to Bloom there are three domains of learning. The above mentioned domain is the cognitive domain. What are the other two domains? (2)

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

Level one, two and three of the cognitive domain is **6.3.1** order thinking skills and level four, five and six is **6.3.2** order thinking skills.

**QUESTION 7: ASSESSMENT AND BARRIERS TO ASSESSMENT [14]**

**7.1** What is the difference between a learner's assets and a learner's strengths? Write an explanation of each to make the meaning clear and then give one example for each. (4)

**7.2** 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>7.2.1</b>	The work is completed in class, for example, homework, project work, note-taking etc.
<b>7.2.2</b>	The information is obtained from oral, written, and practical tasks. They are spread over time to give learners multiple opportunities.
<b>7.2.3</b>	The information includes learning style, problem solving strategies, metacognition, time-on-task, attention, and routines.
<b>7.2.4</b>	The sources include feedback to results, self-assessment, participation in activities and relationships with peers.
<b>7.2.5</b>	The learner, parents and other role-players all contribute.

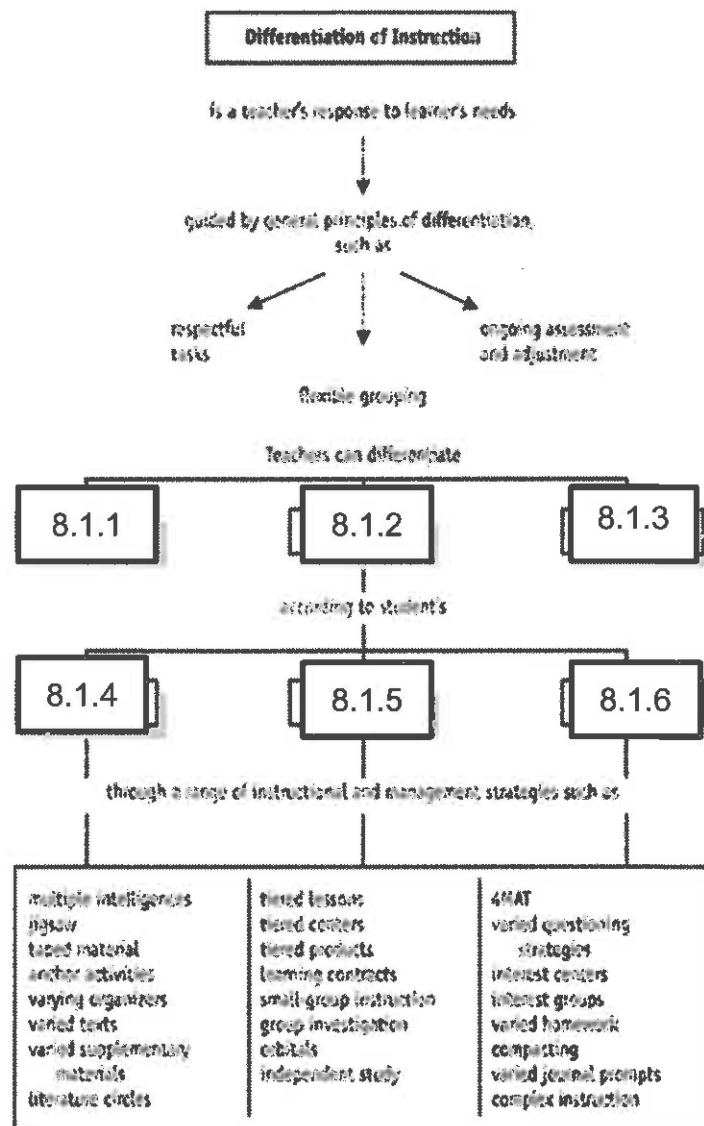
**7.3** Explain why it is important to do dynamic assessment with a learner that is experiencing learning difficulties? (2)

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

## **QUESTION 8: DIFFERENTIATED ASSESSMENT**

**[17]**

**8.1** Complete the following diagram by naming the missing word and giving a short explanation of each to make your understanding clear. (6x2=12)



**8.2** Explain the five important principles (cornerstone aspects) of a differentiated classroom that a teacher should keep in mind when applying differentiated assessment. (5)

### QUESTION 9: APPLICATION

[15]

*The two major theories of the way students learn are, Neil Fleming's Visual-Auditory-Kinesthetic (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.*

**9.1** How would you differentiate an assessment task while using Neil Fleming's VAK model and Howard Gardiner's Theory of Multiple Intelligences for the following type of learners in your class? (3x3=9)

*Find the Information to assist you below.*

**Assessment task for the learners:**

The goal of the assessment is to see if the learners in your class can conduct a mini research project within the school environment, their community or family on a topic of choice. They must be able to interpret and evaluate the findings, summarize the research findings, report on the research and give a creative presentation of the research findings.

Your answer should clearly distinguish between the following two aspects:

- What type of research will you expect from learners with different learning profiles?
- What type of presentation of research findings will you expect?

Through your answers you should show an understanding of how different learners with different learning profiles can perform an assessment task while still achieving the assessment goal set out by the teacher.

Choose **three** of the following options of learners to discuss.

- Visual-Spatial learner
- Auditory Verbal-Linguistic learner
- Kinesthetic-Movement learner
- Musical learner
- Interpersonal learner also good with Visual-Spatial abilities
- Logical-Mathematical learner that has strengths in Verbal-Linguistic skills

**9.2** Develop a rubric where you show that all learners will be fairly assessed no matter what method of presentation of the assessment task they will use.

Clearly distinguishing between the different assessment criteria you will use and what the different scales of assessment are to show the different levels of achievement of each criteria.

List at least three **assessment** criteria and at least three explanations to make the measurement scale clear. (3x2=6)

**TOTAL: 100**