

PROGRAMME: B. Ed.
MODULE: Teaching Methodology (EMS) - Pipeline
CODE: LME3B20
MARKS: 100
EXAMINERS: Arnold Wentzel
MODERATOR: Ibrahim Kyeswa

Instructions:

Complete all parts in a typed portfolio

Include plagiarism declaration

Due date is as indicated on the exam time table

Part 1: Principles of assessment

(35)

- 1.1 Provide an EMS assessment (exam or end-of-term test) that you have set for learners in the past. If you have not done this, then provide an actual assessment recently used in a Gauteng school.
- 1.2 Considering this assessment and compare what cognitive levels were tested and how it compares to what the CAPS expects. Would you say it was constructively aligned? Why or why not? What can you do to improve them so they become more constructively aligned in the future?
- 1.3 From your own experience, tell me of a time in school or university when the teacher/lecturer's assessment was not constructively aligned. Then explain to me what effect this had on your learning.
- 1.4 From your own experience, tell me of a time in school or university when the teacher/lecturer's assessment was constructively aligned. Then explain to me what effect this had on your learning.
- 1.5 Design three assessments that will take students less than five minutes to complete on different topics in EMS, that you can use after teaching a topic in your next few classes to activate the benefits of the testing effect for your students.

Part 2: Practice of assessment

(50)

- 2.1 For a topic of your choice, design two matching items, one poor and one that is good. In the first item deliberately make one of the mistakes mentioned in the document you had to read, and explain what mistake you made. In the next item eliminate the mistakes and do it correctly.
- 2.2 For a topic of your choice, design four alternate choice items, two poor ones and two good ones. In the first two items deliberately make one of the mistakes mentioned in the document you had to read, and explain what mistake you made. In the next two items eliminate the mistakes and do them correctly.
- 2.3 For a topic of your choice, design four multiple choice items, two poor ones and two good ones. In the first two items deliberately make one of the mistakes mentioned in the document you had to read, and explain what mistake you made. In the next two items eliminate the mistakes and do them correctly.

- 2.4 Create a data response item with an appropriate stimulus. Design three poor questions based on this stimulus and explain what is wrong with each question. Then design three good questions without any mistakes.
- 2.5 Create four essay questions. Design two poor questions and explain what is wrong with each question. Then eliminate the mistakes and rewrite the poor questions as two good questions.

Part 3: Alternatives in assessment

(15)

- 3.1 Which alternatives to conventional assessment would be useful in the EMS classroom? Why?
- 3.2 Explain how you could use one of the alternatives to assessment. State the topic and explain in detail how you would use it.
- 3.3 Which of the alternatives to conventional assessment and grading can you introduce in EMS? How would you do it?