



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: HAECOY : Assessment & Evaluation
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: December Supp. Exam 2019

DATE : DECEMBER SUPP. 2019 **SESSION** :

ASSESSOR(S) : Prof. C. Long (UJ)
: & Dr. M.M. Kazeni (UJ)

MODERATOR : Prof. S. Van Staden (UP)

DURATION : 3 HOURS **MARKS** : 100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly
 3. Answer ALL questions in the same exam booklet.
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Question 1: Visions of education, purpose and assessment. /25 marks/

1.1 Gert Biesta (2009) stated that to ensure “good education” the education community needs to consider three purposes. Discuss these purposes in relation to the South African context. (10)

1.2 Biesta (2009), states that “Good education should at least enable and empower everyone to engage in such crucial deliberations about the shape, form and direction of our collective endeavours” (p. 10).

What do you imagine Biesta might suggest for South African education for the future? Discuss in terms of the broad aims of education, the purpose, and then propose a role for the teacher. (15)

QUESTION 2: Systemic Assessment. /25 marks/

Systemic assessment, such as the Trends in International Mathematics and Science Study (TIMSS), or the Progress in International Reading Literacy Study (PIRLS) is seen to be important for the health of the system (comprising education departments, schools teachers and the learners). There may also be problems with administering such system-wide assessment. Discuss the value and limitations of systemic assessment from different perspectives.

Question 3: Formative Assessment and Classroom–based assessment.**/25 marks/**

Black and Wiliam (2009) outline the five aspects of formative assessment in the table that follows (p.7).

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

Figure 1: Aspects of formative assessment

Use the framework above to describe the advantages of implementing formative assessment in the classroom. Discuss the aspects that you think are important to successful learning. Include also the factors that may inhibit learning.

QUESTION 4: Critique of current assessment practices and alternative models

/25 marks

Jennings and Bearak (2013) investigated the related phenomena of teaching to the test and narrowing the curriculum. They report:

“In general [the findings of this study] point to the fundamental tension in the current uses of test scores as both an incentive for improvement and a measurement of student progress”, (Jennings & Bearak, 2014, p. 387).

These two goals could be in conflict, because the steps teachers take to improve test scores, such as focusing on predictably assessed content, invalidate the inferences that can be made from the test scores. Bennett and Gitomer (2009) present an integrated model, which includes systemic assessment, classroom based assessment and professional development, which they propose could support a healthy education system.

Discuss this tension identified by Jennings and Bearak (2014), and the proposed model by Bennett and Gitomer (2009) in the light of the South African Annual National Assessments (ANAs). In particular, discuss how the South African education community might design an effective systemic assessment programme.

Total: 100 marks