



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: SCHOLASTIC ASSESSMENT (SAS00Y1)
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: November 2019

**ASSESSOR(S)** : Dr JV FOURIE  
Dr MP VD MERWE

**MODERATOR** : PROF M SEFOTHO (UJ)

**DURATION** : ONLINE SUBMISSION **MARKS** : 100

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NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer the questions as set-out in the paper.
2. Submit the answers ONLINE. Submit the answers to the questions as ONE PDF-file titled: EXAMINATION SUBMISSION in the online portal.
3. Attach a similarity report for the submission.

4. Submit all consent forms, assessments and any other related material to the submission as PDF-files.
5. Label the attachments and files uploaded clearly.

**Preamble**

Educators, remedial teachers and learning support specialists are often required to determine the support needs of a learner who is experiencing barriers to learning. The Department of Education has developed a form (Support Needs Analysis) for analysing and recording a learner's support needs (DoE, SIAS, 2014). You will use a modified version of this form as the basis for this exam assignment.

**QUESTION 1**

Identify a learner who is experiencing scholastic barriers or specific learning problems. Obtain written consent from the parents/guardians before conducting the scholastic diagnostic assessment with the learner. Attach this consent to the assignment. Briefly discuss ethical issues to consider when assessing the scholastic difficulties of learners.

(15)

**QUESTION 2**

Conduct an interview with the parent/guardians to obtain relevant background information AND foundational skills on the learner. Use pseudonyms for the name of the school and learner for this assignment, to keep the information confidential. Record the information in the SNA. Briefly discuss your experience of this interview.

(25)

**QUESTION 3**

Administer a scholastic diagnostic assessment of the learner's' oral language, reading, spelling, writing, handwriting and mathematical ability. Complete the SNA form (DoE, SIAS, 2014) which assists in collating and recording all the information. Keep the information concise and accurate. Explain the cultural and linguistic appropriateness of the assessment tools used for this learner.

(30)

**QUESTION 4**

Once you have conducted this assessment, write a scholastic assessment report explaining the nature of the learning difficulties the child experiences and also the areas of strengths. This report should be written for the parents and thus should clearly explain the areas of weakness and strengths.

(20)

**QUESTION 5**

Then schedule a feedback session where you consult with the parents regarding the results of this scholastic assessment. You should conduct this session accompanied by another teacher or colleague for support and constructive input. Provide the parent with a copy of the report and they should sign for its receipt. Write a discussion where you reflect on the feedback session with the parent. Reflect on what went well and what areas you could work on as a remedial therapist when consulting with parents.

(10)

**TOTAL: 100****ASSESSMENT CRITERIA GRID for Examination**

<b>Focus of assessment</b>
<b>Conducting the Scholastic Assessment and Reporting ethically:</b> Has the SNA been conducted ethically? Is the biographical information given accurate and complete? Is there depth and empathy shown in the parent interview? Is the assessment of the learner's scholastic ability accurate, fair and appropriate? Are appropriate tools used in screening of scholastic barriers? Is there a consideration of culture and language in the assessment tools used? Does the SNA and reporting show understanding of the assessment process? Are there relevant and realistic examples given to demonstrate the learner's scholastic barriers to learning? Is the SNA an accurate reflection of the child's scholastic difficulties? Is the report clearly written for parents to understand their child's areas of weakness and strengths at this time? Is there evidence that the student acted ethically and learnt from the parent feedback session?
<b>Integration and Structure:</b> Does the assignment have a logical, coherent and cohesive structure with relevant sub-sections? Can the student integrate information from a variety of sources to develop a coherent SNA and parental report?
<b>Collaboration and Reflection:</b>

Has a process of collaboration taken place where input from relevant people has been considered and their various roles in the learning support provisioning accounted for? Does the reflective report show that the student has learnt deeply from this process and acquired insight into the process of conducting scholastic assessment?
<b>Appendix A:</b> Are samples of learner's work from the assessment/school work included to demonstrate relevant aspects of the SNA?
<b>Appendix B:</b> Ethical Considerations – consent letters, confidentiality maintained, protects the rights of the learner. Is a Pseudonym used?
<b>Outcomes:</b> Does the assignment demonstrate that the student has achieved the outcomes set for this unit?
<b>Presentation:</b> <b>Plagiarism Declaration</b> – signed? Safe Assign at acceptable level? <b>Technical aspects</b> – file labels, printing, margins, formatting, uploaded on Ulink. <b>Structure</b> – appropriate length, meaningful and relevant subheadings used; pages numbered. <b>Title Page:</b> Provide a unique title that reflects the specific content; <b>Table of Contents</b> – logically structured, sections numbered, page numbers included. <b>Referencing</b> - Correct and consistent layout of sources consulted, both in the text & reference list.

Percentage	0 - 40	40 – 49	50- 59	60 - 69	70 -79	76 - 100
Descriptor	Inadequate	Partial	Minimal	Satisfactory	Meritorious	Outstanding

MARK GIVEN: \_\_\_\_\_%

Marker Signature: \_\_\_\_\_

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 Comments: