



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Teaching Studies 2B (TST20B2)
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November 2019

<u>ASSESSOR(S)</u>	: N. Dasoo		
<u>MODERATOR</u>	: V. Mabalane (UJ)		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	: 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly.
 3. **SUBMIT THIS QUESTION PAPER WITH YOUR ANSWER SCRIPT AT THE END OF THE EXAM.**
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QUESTION 1

1.1. Diagnostic assessment is?

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.2. Development of self-assessment and peer-assessment skills fall into which category?

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.3. Examples of "assessment ____ learning" can include: tests and examinations, portfolios, exhibitions, performances, presentations, simulations

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.4. Assessment ____ Learning involves both teacher and learner in a process of continual reflection and review about progress

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.5. In assessment ____ learning teachers adjust their plans and engage in corrective teaching.

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.6. Assessment ____ learning guides learners in setting goals and monitoring their progress toward them

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.7. Assessment ____ learning is used to make judgments about learners' performance in relation to provincial standards

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.8. Overall curriculum expectations are assessed in assessment ____ learning

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.9. Assessment ____ learning provides the opportunity to respond to assessment feedback for students to improve a project

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.10. Examples of assessment ____ learning include: quizzes, conversations, learning logs, and observations

- A. Assessment "for" Learning and Assessment "as" Learning
- B. Assessment "as" Learning and Assessment "for Learning"
- C. Assessment "of" Learning and Assessment "for" Learning

1.11. Assessment ____ learning uses a task or an activity for the purpose of determining learners progress during a unit or block of instruction.

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.12. Assessment ____ learning uses a task or an activity to allow learners the opportunity to use assessment to further their own learning.

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.13. Teachers use assessment ____ learning as an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have.

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.14. Assessment ____ learning helps learners' learn to be critical assessors who make sense of information, relate it to prior knowledge, and use it for new learning.

- A. Assessment "for" Learning
- B. Assessment "as" Learning
- C. Assessment "of" Learning

1.15.



The image above is a better example of which type of assessment?

- A. Assessment "for" learning
- B. Assessment "of" learning
- C. Assessment "as" learning

[15]

QUESTION 2

- 2.1. What are the three principles of assessment? Illustrate your answer with examples. (6)
- 2.2. Using a table, contrast formative assessment with summative assessment? (4)
- 2.3. Describe the various criteria one is able to use when selecting resources? (4)
- 2.4. List the 5 elements on both the left and the right of the continuum for authentic assessment (5)

2.5. Use ONE of the elements from the traditional side of the continuum (as mentioned in question 2.4), define this element and describe how you would move from this element to the related authentic aspect on the continuum. Give a practical example in your discussion. (5)

2.6. Discuss the recording and reporting process include tools used relevant to assessment. (6)

[30]

QUESTION 3

By means of a diagram explain the “Assessment – teaching cycles for quality student learning goals” (Di Ranna et al. 2008). (5)

[5]

QUESTION 4

You are asked to make a presentation to a group of parents on the Assessment policy and practices at your school. It must be an in-depth presentation on all aspects of assessment, as well as recording and reporting of assessment results. (30)

[30]

QUESTION 5

You are presented with the rubric below for a poster and oral presentation. Provide four criticisms of it as it appears and construct a correct redesign of the rubric as an analytic rubric. (20)

[20]

DIMENSION	DESCRIPTOR	SCORE 0,1,2,3,4
Visibility	Does not hide with body any more than necessary	
Writing	Writing is large and clearly written; level.	
Speech	Is audible and enunciated clearly; easy to follow	

TOTAL: 100