



<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>	: January 2020

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

NUMBER OF PAGES: 3 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. Explain the three principles of assessment using examples? (6)
- 1.2. Using a table, contrast formative assessment with summative assessment? (4)
- 1.3. List six good reasons for assessing learners? (6)
- 1.4. By means of a diagram explain the “Assessment – teaching cycles for quality Student’s learning goals” (Di Ranna et al. 2008) (5)
- 1.5. What is a curriculum? (2)
- 1.6. Describe the criteria one is able to use when selecting resources? (4)
- 1.7. What is the role of the assessor in assessment (3)
- [30]**

QUESTION 2**MATCH COLUMN A WITH THE CORRECT RESPONSES FROM COLUMN B**

A	B
1. An example of an outcome	a. Norm-Referenced Assessment
2. Various forms of OBE	b. Classroom Questioning
3. CASS	c. Rubric
4. An example of Observation Based Assessment	d. Learners should be able to develop entrepreneurial opportunities
5. A guide for scoring learning performance	e. Traditional, Transformational and Transactional
6. Determines learner achievement by comparing assessment results with pre-determined assessment standards	f. Authentic Assessment
7. A purposeful collection of learner work	g. Multiple Assessment integrated into the teaching and learning process
8. Assessments tasks that resemble “real life” as closely as possible	h. Criterion-Referenced Assessment
9. Example of an instructional strategy used in constructive paradigm	i. Portfolio
10. Assessment designed to compare one learner’s performance with another	j. Co-operative learning

1	2	3	4	5	6	7	8	9	10

[10]

QUESTION 3

ANSWER EITHER TRUE OR FALSE, if false provide a reason to make the statement true.

- 3.1. Assessment for Learning is also known as formative assessment.
- 3.2. Activities which are associated with Assessment of Learning do not result in an evaluation of student achievement.
- 3.3. Information about what a student knows, understands and is able to do is used by both the teacher and the learner to determine where learners are in their learning and how to achieve learning goals.
- 3.4. An example of Assessment as Learning is a diagnostic assessment.
- 3.5. An example of a question at Blooms Revised Taxonomy, Level 5:
“Predict the outcome of the real life problem posed?”
- 3.6. Assessments begin with the end in mind.
- 3.7. Formative assessment *improves* instruction; summative assessment *proves* instruction.

[10]**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, including recording and reporting of assessment results.

[25]**QUESTION 5**

Design an **ANALYTIC** rubric for a task in a subject of your choice. Your rubric must have four important criteria and have four achievement levels.

[25]

TOTAL: 100