



<u>FACULTY</u>	:	Education
<u>DEPARTMENT</u>	:	Childhood Education
<u>CAMPUS</u>	:	SWC
<u>MODULE</u>	:	HAEC00Y - Assessment & Evaluation
<u>SEMESTER</u>	:	Second
<u>EXAM</u>	:	November Examination 2020

<u>DATE</u>	:	November 2020	<u>SESSION</u>	N/A
<u>ASSESSOR(S)</u>	:	Prof N Roberts; Dr J Maseko & Mr D van der Merwe		
<u>MODERATOR</u>	:	Prof C Long		
<u>DURATION</u>	:	Take home	<u>MARKS</u>	: 100

NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly
 3. The take home exam should be uploaded on Blackboard on the submission link provided.
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QUESTION 1: FUNDAMENTALS OF ASSESSMENT**(25)**

In March, the Covid-19 pandemic forced many schools to make a rapid shift to online (remote) emergency teaching. As a result, many teachers have had to re-think their content delivery and their assessment strategies. In no more than two pages, discuss how knowledge of the fundamentals of assessment could inform a teacher's assessment strategy during online (remote) teaching. In your discussion, consider the purposes of assessment, the teacher's role in assessment and testing and the learner's role in assessment (refer to Testing: Friend or Foe – Chapters 3, 7 and 8)

QUESTION 1: RUBRIC			
Evidence of critical thinking (engagement) (10)	There is no/little evidence of critical reflection in the students' writing. The student makes no/little reference to the reading/s or their lecture notes.	There is some evidence of critical thinking /reflection in the students' writing. The student makes adequate reference to their notes from the reading/s and lecture slides.	The students' response shows evidence of critical reflection on the given topic. The student makes reference to their notes from the lecture and their reading of the article/s.
	0 - 4	5 - 7	8 - 10
Level and coherence of overall argumentation and language use (10)	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation. Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points.	Vague statements, means of expression acceptable/ clear with respect to argumentation. The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive.	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation. The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing.
	0 - 4	5 - 7	8 - 10
Technical aspects and editing (5)	Little/ no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects.	Some attention paid to academic conventions and document appears to have been edited for language or technical aspects although some errors persist.	Clear attention paid to academic conventions and document is edited for language and technical aspects.
	0 - 1	2 - 3	4 - 5

QUESTION 2: VISIONS OF EDUCATION, PURPOSE AND ASSESSMENT**(25)**

- 2.1 Gert Biesta (2009) stated that to ensure “good education” the education community needs to consider three purposes. In one page, discuss these purposes in relation to the South African context. (10)
- 2.2 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? In no more than 1 ½ pages, discuss in terms of the broad aims of education, the purpose, and then propose a role for the teacher. (15)

QUESTION 2: RUBRIC			
Evidence of critical thinking (engagement) (10)	There is no/little evidence of critical reflection in the students' writing. The student makes no/little reference to the reading/s or their lecture notes.	There is some evidence of critical thinking /reflection in the students' writing. The student makes adequate reference to their notes from the reading/s and lecture slides.	The students' response shows evidence of critical reflection on the given topic. The student makes reference to their notes from the lecture and their reading of the article/s.
	0 - 4	5 - 7	8 - 10
Level and coherence of overall argumentation and language use (10)	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation. Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points.	Vague statements, means of expression acceptable/ clear with respect to argumentation. The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive.	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation. The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing.
	0 - 4	5 - 7	8 - 10
Technical aspects and editing (5)	Little/ no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects.	Some attention paid to academic conventions and document appears to have been edited for language or technical aspects although some errors persist.	Clear attention paid to academic conventions and document is edited for language and technical aspects.

	0 - 1	2 - 3	4 - 5
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QUESTION 3: EVALUATION RESEARCH PROPOSAL

(25)

You are working in a research team and must contribute to an evaluation research proposal responding to the GEDT and Zenex Foundation (2020).

Terms of Reference: Gauteng Grade R Math and Languages Improvement Project (see the files in the take-home exam resources folder – labelled “Question 3 – terms of reference”).

The entire proposal would typically include the following sections:

Proposal

Background

About the programme

Purpose and objective of the evaluation

Proposed research design:

- Research questions

- Research methodology

- Ethics

Reporting and deliverables

The evaluation team

Activities and timelines

Budget

Your task is to write the purpose and objective of the evaluation, and the proposed research design only. Use the terms of reference, and what you have learnt about evaluation research design, methods and ethics to complete a report with the following headings and subheadings only:

1. Purpose and objective of the evaluation
2. Proposed research design:
 - 2.1. Research questions
 - 2.2. Research methodology

2.3. Ethics (you will not fill in an ethics application - you only need to report on the ethical considerations for the proposed evaluation)

QUESTION 3: RUBRIC						
CRITERIA	5	4	3	2	1	0
Answers Question	Question has fully been answered.	Question answered to a great extent.	Question has been satisfactorily answered.	Fails to answer the question adequately.	Question inadequately addressed or not addressed at all.	No attempt to answer question..
Use of sources/ evidence	Uses sources completely and accurately; weighs the importance and validity of evidence	Uses sources correctly, recognises that all evidence is not equally valid	Uses most important sources correctly; some only paraphrased, misunderstood or only restate contents; fails to recognise any difference in the validity of evidence	Uses some sources correctly; some only paraphrased, misunderstood or only restate contents; fails to recognise any difference in validity of evidence	Fails to use sources correctly, simply paraphrased or misunderstood	Ignores or misuses the sources
Own knowledge	Includes considerable relevant information from own knowledge	Include relevant information from own knowledge	Includes some relevant information from own knowledge	Includes little information from own knowledge – what is included is mostly irrelevant	Includes no relevant information from beyond the sources	Includes no information from beyond the sources
Understanding of topic	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues	Shows basic, through simplistic understanding of the topic and related issues	Shows little understanding of the topic and related issues	Shows almost no understanding of the topic or related issues	Shows no understanding of the topic or related issues
Structure/ application of skills	Well-planned and structured, applied analysis and historical explanation to a great extent; higher order skills present	Well-planned and structured with minor errors; applied analysis and historical explanation	Weaker organization; essay planned and structured to a certain extent; has attempted analysis and historical explanation	Poorly organised; attempts a structure; technical shortcomings; applied analysis and historical explanation occasionally	Disorganised with no clear structure; no analysis and historical explanation	Lacks any structure; little attempt made; blank paper, no analysis and historical explanation

QUESTION 4: REPORT ON TUTOR FEEDBACK**(25)**

Use the available spreadsheets (see the files in the take-home exam resources folder – labelled “Question 4 – exam resources” and “Question 4 – tutor feedback”. This is information collected from Tutors, who taught on the MATHS4 course where they needed to use their mobile phone to answer questions on MATHS4.

Write up a section for an evaluation report.

Your report should include these sections:

- Introduction
- Mobile access
- Use and problems of use for MATHS4
- Conclusion

QUESTION 4: RUBRIC						
Writes clear introduction	Introduction gives short overview including all three of the following (context, n-value and thematic analysis process)	Introduction gives short overview including two of the following (context, n-value and thematic analysis process)	Introduction give short overview including only one of the following (context, n-value and thematic analysis process)	Introduction is vague and does not cover the issues expected.	Introduction weak with clear errors	No introduction included.
	5	4	3	2	1	0
Identifies themes and reports on qualitative data: Tutor feedback on problems experienced and reasons for not using Maths4	Themes are identified, justified and a clear sense of frequency (recurrence is offered). Some direct quotations give a clear illustration of the types of responses	Themes are identified and justified and there some indication of most recurrent themes.	Themes are identified, but there is no systematic reporting on frequency or recurrence, limited use of direct quotations	Themes are identified, but poorly justified. No sense of recurrence, and no or poor use of direct quotes.	Data has been inadequately identified which results in the writing of an inadequate report	Data is not identified or used to write the report
	5	4	3	2	1	0

Writes conclusion	Conclusion is clear, including all three of the following (overall evaluative comment, areas with clear findings, and areas requiring further investigation)	Conclusion is clear, including two of the following (overall evaluative comment, areas with clear findings, and areas requiring further investigation)	Conclusion is clear, including only one of the following (overall evaluative comment, areas with clear findings, and areas requiring further investigation)	Conclusion is vague and does not cover the issues expected.	Conclusion is weak with clear errors	No conclusion included.
	5	4	3	2	1	0
Structure of report and coherence of overall argumentation	Clear structure and signposting. Sentences and paragraphs are coherent and the argument flows logically	Clear structure. Sentences and paragraphs are mostly coherent and the argument mostly flows logically	Some structure. The text is somewhat coherent and the argument flows somewhat logically	Vague structure. Sentences and paragraphs and argument are mostly incoherent and incohesive	Lacks structure. Little logical progression of ideas and little coherence	No structure. No logical progression of ideas and no coherence
	5	4	3	2	1	0
Technical aspects and editing	The report is flawless in spelling and grammar.	Only one or two spelling and grammar errors.	Some spelling and grammar errors	Numerous spelling and grammar errors.	Some sentence incomplete or incoherent. Some spelling and grammar errors.	Little/ no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects.
	5	4	3	2	1	0