

JIT GRADE 10 & 11

MATHEMATICS

ASSESSMENT

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12 April 2017

Current practice of making teacher judgments

How do you make judgments on learner's learning and achievement?,

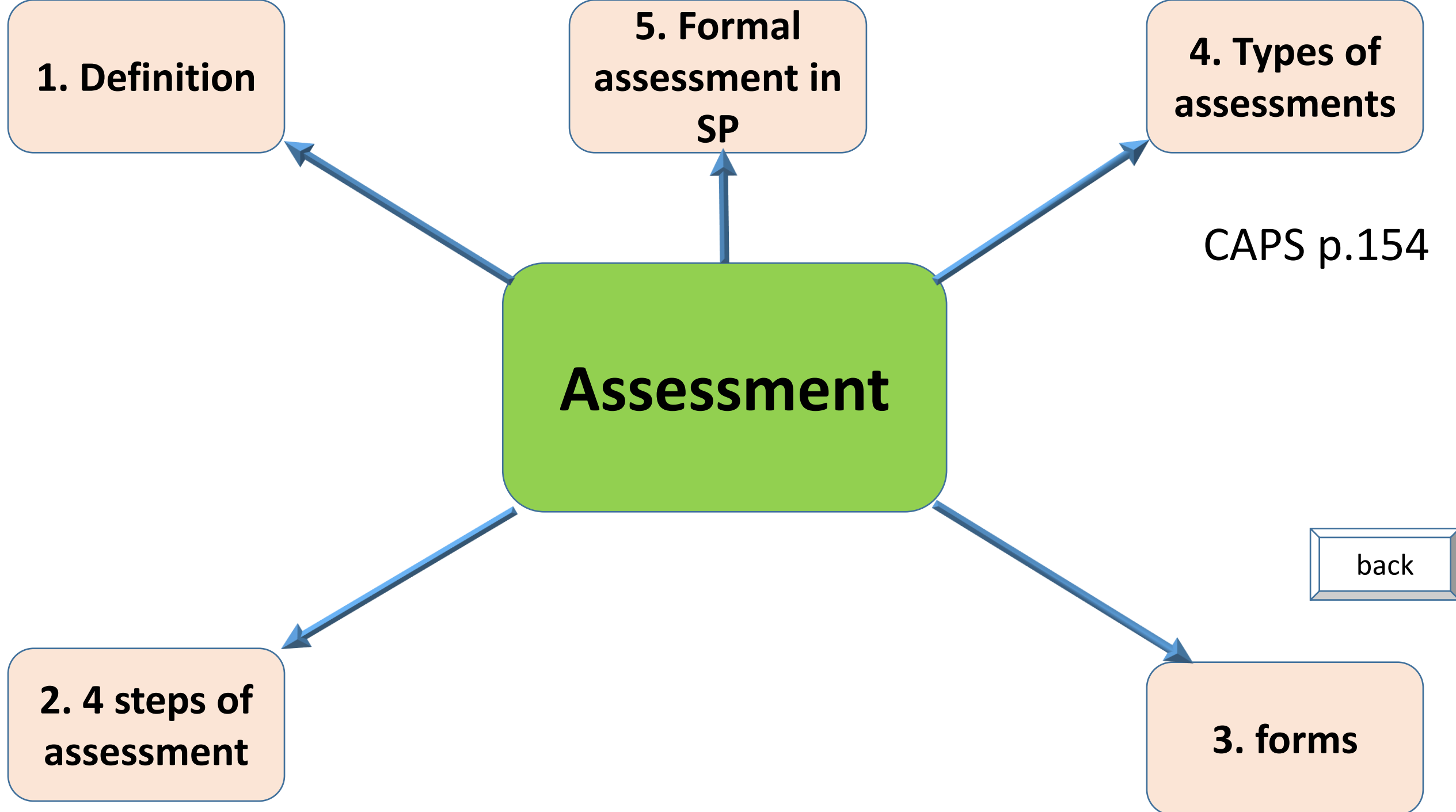
What information do you collect and use?

How **appropriate** are these assessment tasks or tools? How do you know?

How do you know what **quality achievement** looks like?

How do you make **dependable** teacher judgments?

How do you know your expectations of learning and judgments of learners work align with those of your colleagues?

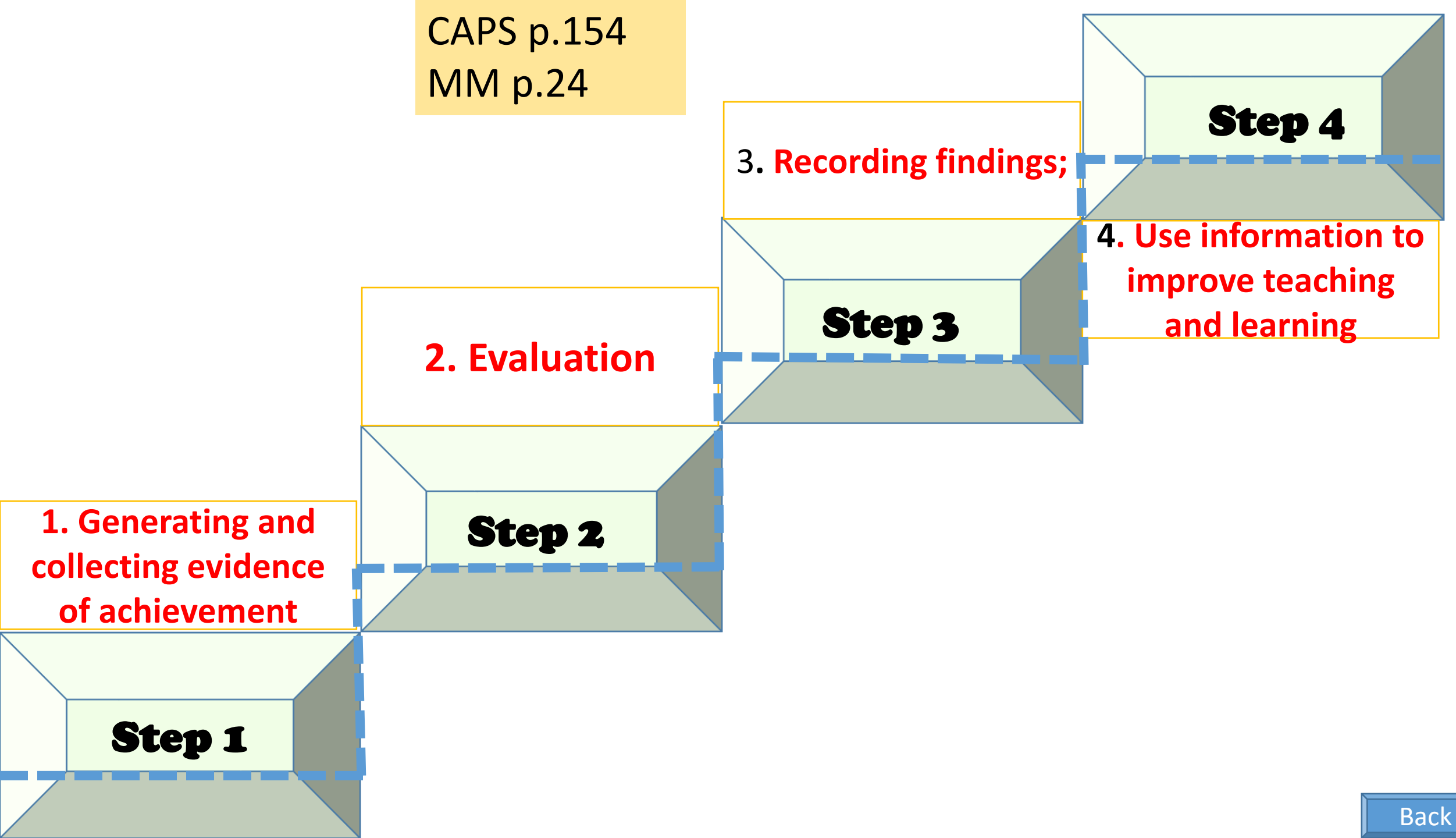


Assessment

The gathering of evidence to make a judgment or describe the status of learning of an individual or group. Assessment should be linked to learning and teaching and not be viewed or conducted in isolation. The main aim of assessment is not only to judge the outcome of learning, but also to provide a supportive and positive mechanism that helps learners to improve their learning, and teachers to improve their teaching.

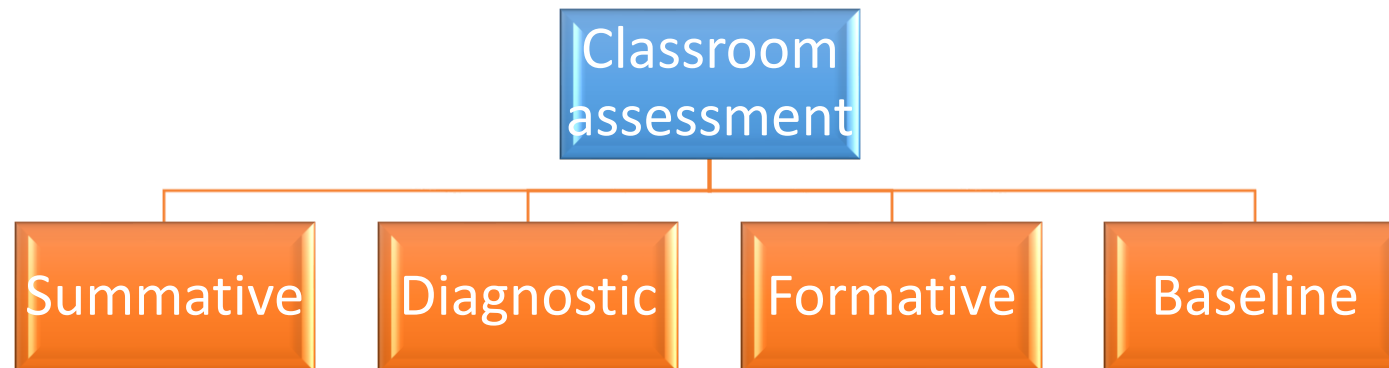
?? Identify the **implications** of the definition of 'assessment' for the teaching and learning of Mathematics in the senior phase.

CAPS p.154
MM p.24

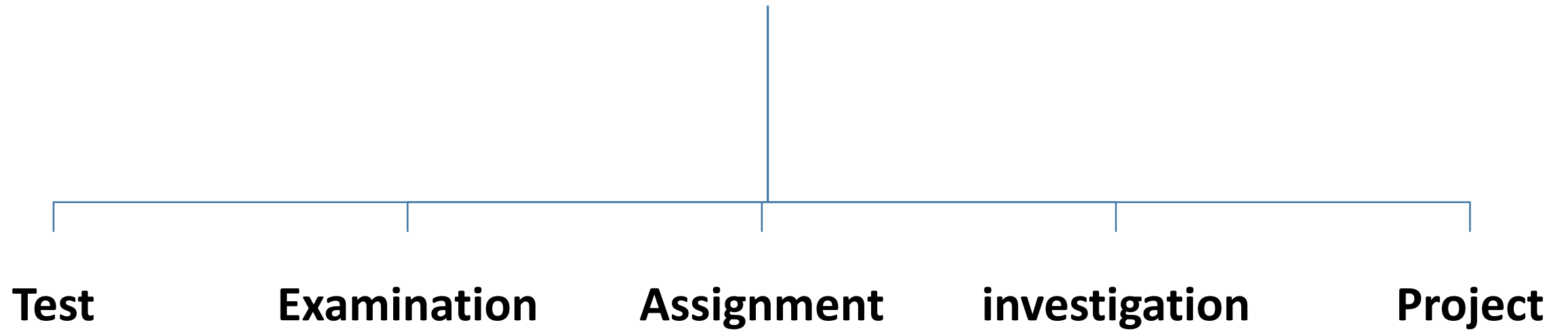


Classroom assessment and grading practice

- well-designed classroom assessment and grading practices can provide the kind of specific, personalized, and timely information needed to guide both learning and teaching.



Forms of Assessment



		GRADE 10		GRADE 11		GRADE 12	
		TASKS	WEIGHT (%)	TASKS	WEIGHT (%)	TASKS	WEIGHT (%)
School-based Assessment	Term 1	Project /Investigation Test	20 10	Project /Investigation Test	20 10	Test Project /Investigation Assignment	10 20 10
	Term 2	Assignment/Test Mid-Year Examination	10 30	Assignment/Test Mid-Year Examination	10 30	Test Mid-Year Examination	10 15
	Term 3	Test Test	10 10	Test Test	10 10	Test Trial Examination	10 25
	Term 4	Test	10	Test	10		
School-based Assessment mark			100		100		100
School-based Assessment mark (as % of promotion mark)			25%		25%		25%
End-of-year examinations			75%		75%		
Promotion mark			100%		100%		

Note:

- Although the project/investigation is indicated in the first term, it could be scheduled in term 2. Only **ONE** project/investigation should be set per year.
- Tests should be at least ONE hour long and count at least 50 marks.
- Project or investigation must contribute 25% of term 1 marks while the test marks contribute 75% of the term 1 marks. The combination (25% and 75%) of the marks must appear in the learner's report.
- None graphic and none programmable calculators are allowed (for example, to factorise $a^2 - b^2 = (a - b)(a + b)$, or to find roots of equations) will be allowed. Calculators should only be used to perform standard numerical computations and to verify calculations by hand.
- Formula sheet must not be provided for tests and for final examinations in Grades 10 and 11.

Moderation consists of six phases

1 Planning for moderation.

2 Clarifying and extending teacher knowledge of curriculum content; learning, teaching and assessment processes.

3 Collecting evidence of student learning.

4 Analysing the evidence.

5 Interpreting and sharing the analysis.

6 Continuing and reviewing moderation processes.

Skills required for moderation and building a supportive learning culture

Professional respect and trust

Communication skills and participation in decision making

Open-mindedness to new information and perspectives

Deepening pedagogical and curriculum knowledge

Sharing of information and power

Shared responsibility

Assessment task

This is an assessment activity that is designed to assess a range of skills and competencies.

Evidence of learner performance

Means the learner's work that is used to compile his or her internal assessment mark.

Fairness

An assessment should allow for learners of both genders and all backgrounds to do equally well. All learners should have equal opportunity to demonstrate the skills and knowledge being assessed. The fairness of the assessment is jeopardized if bias exists either in the task or in the individual doing the rating. For a task to be fair, its content, context, and performance expectations should: reflect knowledge, values, and experiences that are equally familiar and appropriate to all learners; tap knowledge and skills that all learners have had adequate time to acquire; be as free as possible of cultural, ethnic, and gender stereotypes. The assessment conducted should not disadvantage any learner on the grounds of race, gender, age or social background.

Reliability

An indication of the consistency of scores across evaluators or over time. How consistently a measurement of a skill or knowledge yields similar results under varying conditions. That is the extent to which measurements are consistent, therefore it refers to whether the assessment was consistent or not

Validity

An indication of how well an assessment actually measures what it is supposed to measure. The accuracy of the measurement that is whether or not it measures what it is supposed to measure. Particularly relevant is content validity, which pertains to the extent to which the content of the test matches the instructional objectives.

Transparency

Learners must be informed of the nature of the tasks and the criteria used to assess.

School based assessment

Any assessment task, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organized, controlled and managed by an educational body, i.e. school, district, provincial department.

Activity A (25 min)

Assessment process and procedure

Resource(s)	Page number
Participant's manual	3

Activity B (15 min)

Weighting of content areas/topics

Resource(s)	Page number
Participant's manual	4

Activity C (15 min)

Assessment cycle framework

Resource(s)	Page number
Participant's manual	4

Activity D (30 min)

Moderation

Resource(s)	Page number
Participant's manual	5

Activity E (45 min)

Assessment task and moderation

Resource(s)	Page number
Participant's manual	6

Activity 1 (5 min)

Linear functions

Resource(s)	Page number
Participant's manual	12

Activity 2 (10 min)

Parabolic functions

Resource(s)	Page number
Participant's manual	14

Activity 3 (10 min)

Hyperbolic functions

Resource(s)	Page number
Participant's manual	15

Activity 4 (10 min)

Exponential functions

Resource(s)	Page number
Participant's manual	16

Activity 5 (10 min)

Trigonometric functions

Resource(s)	Page number
Participant's manual	18

Activity 6 (10 min)

Inverse functions

Resource(s)	Page number
Participant's manual	20