



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 3

2016

Facilitators' Guide

Grades 8 / 9

**English First Additional Language
Assessment strategies**

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience. CAPS p. 118

Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence students for the rest of their lives. Race. P.B. and Smith B. (2005) London: Routledge.

Endorsed by:



Jika iMfundo
what I do matters



Page	Activity	Time Guide	Real time guide
	Registration and welcome		08:30
4	Activity 1: Reflections on the Term 2 tracker	15 minutes	09:00
5	Activity 2: Introduction to the Term 3 Tracker	15 minutes	09:15
6	Activity 3.1 Types of Assessment	15 minutes	09:30
	Activity 3.2 Assessment related concepts	15 minutes	09:45
	Activity 3.3 Discussion of CAPS statement on Assessment p.118	30 mins	10:15
	Break	30 minutes	10:45
6	Activity 4: The Rubric: The teacher's assessment Tool	30 minutes	11:15
8	4.1. Examination and discussion of the Rubric for essay assessment.		
9	4.2 The use of a marking code. Discussion of the Facilitator's marking of <u>ESSAY ONE</u> (p.10) in terms of the rubric provided.		
10	Activity 5. Over to You. 5.1: The workshop participants in two large groups, under two elected chairpersons, use the rubric to assess <u>ESSAY TWO</u> . The chairpersons briefly justify their assessments to the plenary. 5.2 : In pairs workshop participants assess <u>ESSAY THREE</u> and briefly justify their assessment. 5.3 : Individually workshop participants assess <u>ESSAY FOUR</u> .	45 mins 45 mins 20 mins	12:00 12:45 13:05
11	Activity 6. Moderation	10 minutes	13:15
11	Activity 7: Feedback questionnaire and closure	15 minutes	13:30
12	APPENDIX ONE: Barrett Taxonomy		
13	APPENDIX TWO: Bloom's Taxonomy		

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grades 8 & 9	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides.	1 set per participant; participants should bring their own	
Flipchart or board, paper markers	1 set	

OUTCOMES

This workshop aims to achieve the following abilities:

- To recognise different types of assessment and the associated vocabulary applicable to each type;
- To apply a rubric to the assessment of essay writing;
- To recognise the importance of feedback after assessment;
- To be able to use taxonomies to set questions and to facilitate moderation; and
- Reviewing and using the marking code.

Section A

OPENING AND WELCOME

As a facilitator alert the participants to the fact that they will be using pens/pencils to undertake the assessments and it might be wise to bring to the workshop extra pens to save time.

Activity 1 REFLECTION on the Term 1 TRACKER

(15 MINUTES)

Reflection on the use of Trackers as facilitating tools

In the last workshop the central role of the HODs in the implementation of this intervention was stressed and it was acknowledged that without their essential input the effectiveness of the use of the Trackers would be compromised.

A second important point was made regarding the need for teachers to make weekly entries in the Reflections section of the weekly teaching plan.

HOD's Checklist

(Tick in the right-hand column if done)

<p>1. As an HOD I have checked to see that all teachers that I supervise have a copy of the appropriate Tracker. If Trackers were missing I took the following steps to correct the situation:</p> <p>.....</p>	
<p>2. As an HOD I have checked to see that each teacher that I supervise is using the appropriate Tracker as required and is filling in the details on a regular basis.</p>	
<p>3. As an HOD I have read the weekly Reflections entries of each teacher and where necessary I have discussed any issues raised in these reflections and have noted positive reflections on successful teaching.</p>	
<p>4. As an HOD I have held regular meetings with teachers that I supervise with the express intention of finding positive practicable solutions to any problems raised in the reflections.</p>	

Teacher's checklist

<p>1. As a teacher I have made sure that I have collected a copy of the appropriate curriculum Tracker and I have read this.</p>	
<p>2. As a teacher I have filled in the appropriate details in the Tracker on a daily basis and have noted any variation to the implementation of this teaching plan.</p>	
<p>3. As a teacher I have, at the end of every week, entered a report in the Reflections section of the weekly plan and submitted this to the HOD for noting,</p>	
<p>4. As a teacher I have participated in meetings with my colleagues, as arranged by the HOD, with the specific purpose of devising positive practicable solutions to problems articulated in the Reflections section of the Tracker. Give an example of a problem</p>	

<p>raised at such a meeting and the solution found.</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>Solution:</p> <p>.....</p> <p>.....</p>	
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ACTIVITY 2: INTRODUCTION TO THE TERM 3 TRACKER	(15 MINUTES)
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- Ask the participants to turn to the appropriate page of the tracker and find the LTSM that they are using and add a bookmark to it. Ask them to peruse the LTSM in the tracker.
- Remind them that when planning the lessons for each day, that they should remember to refer to the suggestions given in the Teacher’s Guide. There are also references to the Readers.
- Find out from them how they and their team make up for missed lessons.

Activity 3:

Table 3:1 Types of assessment

Working in pairs match the lettered items of the column to appropriate items in the second column. **(15 min)**

Get the participants to call out their answers and discuss the concepts if necessary.

Table 3: 2 Concepts related to assessment

Activity 3.3 Get the participants to work in pairs to discuss the implications of the following extract from the CAPS document p.118 Section 4.1

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings; and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Ask them to summarize their responses in writing and share the summarized points with the other participants. A scribe should capture the main points on a flipchart

(30 mins)

Find out how does this quotation relate to the two quotations on the front cover of the workbook

ACTIVITY 4: The Rubric- The teacher's assessment tool?

Why do we need a marking rubric?

As teachers you know that at the end of the year and at other times the learner has to be awarded a mark or a grade which reflects their level of achievement. A Rubric sets out to ensure that this mark is reliable, valid and transparent. What rubrics have you used and did you encounter any difficulty in using any of these rubrics?

4.1 Let us look at a rubric for assessing Essays. Below you will find an example of an essay assessment rubric from *Top Class Gr.9 Teacher's Guide* p.185. Participants should in their everyday marking choose the appropriate rubric from the guides that their school uses (For example, *Clever English* Grade 9 p. 274, *Platinum Teacher's Guide* Grade 9. Introduction p. xxx, *Interactive English* Grade 9 p. 122h. etc.). As a warm-up exercise, use the rubric that is reproduced on page 8, to assess the two short paragraphs below:

- a) *My school does not have a lot of teaching aids and equipments but we do have teachers who can still find ways to teach that is interesting and good. Even if some students come late it is not because they do not like the class work. There are many reasons why some kids they are late.*

- b) *The school Im going is far. I get tired to walk it must be that transport is provide At school I have good friends but others they fight me*

Rubric for assessing essays

First Additional Language [20 marks]

(Refer to page x to convert the mark to a percentage on the 7-point rating scale.)

Essay Writing	Excellent	Very Good	Average	Below average	Weak	Not achieved
CONTENT 12 MARKS	<p style="text-align: center;">11-12</p> <ul style="list-style-type: none"> Content shows thorough interpretation of topic. Ideas imaginative, interesting. A well-crafted and presentable essay. 	<p style="text-align: center;">8-10</p> <ul style="list-style-type: none"> Content shows a sound interpretation of the topic. Ideas interesting, convincing. A presentable and very good essay. 	<p style="text-align: center;">6-7</p> <ul style="list-style-type: none"> Content an adequate interpretation of topic. Ideas ordinary, lacking depth. A satisfactorily presentable and coherent essay. 	<p style="text-align: center;">4-5</p> <ul style="list-style-type: none"> Content ordinary. Gaps in coherence. Ideas mostly relevant. Repetitive. A moderately presentable, coherent essay. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> Content now always clear. Few ideas, often repetitive. Essay not well presented. 	<p style="text-align: center;">0-2</p> <ul style="list-style-type: none"> Content irrelevant. Ideas repetitive. Poorly presented essay.
LANGUAGE & STYLE 5 MARKS	<p style="text-align: center;">5</p> <ul style="list-style-type: none"> Language, punctuation correct. Able to include figurative language correctly. Choice of words varied and correctly used. Style, tone, register suited to topic. Mostly error free. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> Language and punctuation most correct. Choice of words suited to text. Style, tone, register suited to topic in most of the essay. Generally error-free. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> Language simplistic, punctuation adequate. Choice of words adequate. Style, tone, register generally consistent with topic requirements. Still contains errors following proof reading editing. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> Limited critical language awareness. Language ordinary and punctuation often inaccurately used. Choice of words basic. Style, tone, register often not suited to topic. Contains several errors. 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> Language and punctuation flawed. Choice of words limited. Style, tone, register mostly inappropriate. Many errors. 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> Language and punctuation seriously flawed. Choice of words inappropriate. Style, tone and register flawed in all aspects. Error-ridden and confused.
STRUCTURE 3 MARKS	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> Logical development of details. Sentences, paragraphs logical, varied. Length correct. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> Several relevant details developed. Sentences, paragraphs well-constructed. Length almost correct. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> Some points, necessary details developed. Sentences, paragraphing might be faulty in places but essay still makes sense. Length correct. 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> Sometimes off topic. Sentences, paragraphs faulty but ideas can be understood. Length – too long/short. 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> Often off-topic. General line of thought difficult to follow. Sentences, paragraphs constructed at an elementary level. Length – far too long/short. 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> Off topic. Sentences, paragraphs muddled. Length – far too long/short.

Notice that in this rubric there are seven levels of achievement starting with ‘Excellent’ and declining to ‘Not Achieved’ but in the CAPS document the Descriptions of competence are: ‘Outstanding’, ‘Meritorious’, ‘Substantial’, ‘Adequate’, ‘Moderate’, ‘Elementary’, and ‘Not achieved’ Please note that the headings and categories vary from rubric to rubric but the broad intention remains the same, Notice that the mark allocation for each level appears at the top of each column. In this particular rubric three factors (listed in the left-hand column) are assessed. These are Content, Language and style, and structure.

- 4.2 Read through the essay that follows to gain a general impression of its strengths and weaknesses. Using the following Marking code (or your personal code) mark the essay for any errors you may find.

As a facilitator, point out that there is no universally accepted marking code. Whatever code is used the learners should be made aware of how their work is to be assessed. The code should be displayed on a wall in the classroom. While the code caters for potential mistakes, positive feedback is essential and positive remarks should also form part of the feedback.

SAMPLE WRITING: MARKING CODE

Abbrev	Meaning	Action
Intro.	Introduction	Rewrite introduction
Irr.	Irrelevant	Not relevant to the topic – omit and re-write
Red.	redundant	Leave out information (not required)
Rep.	repetition	Information is repeated
Sent.	Sentence not correct	Re-construct the sentence
Un.	No unity of thought	Re-write paragraph
WW	Wrong Word	Replace with the correct word
I. Sen.	Incomplete sentence	Complete the sentence
W.O.	Word order is incorrect	Correct the word order
//	Start new paragraph	
Λ	Word is missing	Fill in the word/s
Sp.	Spelling error	Correct the spelling
Punct.	punctuation	Correct the punctuation error
Con.	concord	Error in concord
C.L.	Capital letter	Use capital letter /s
Sl.	slang	Re-write using acceptable words
Col.	colloquialism	Use formal language
V T	Wrong Verb Tense	Correct the tense
Pr .	Incorrect Pronoun	Use the right pronoun
TS	Topic Sentence	Re-write topic sentence
LW	Linking word left out or incorrectly used	Insert or use correct linking word
Prep.	Missing or incorrect preposition	Insert or correct the preposition

As facilitator draw the attention of participants to the need for clarity in the framing of essay topics. These should be unambiguous. In the above case, 'new' could refer to the school itself or to a learner who has moved schools.

Given the EFAL grade, as a facilitator, discuss whether this mark was appropriate or not. As a facilitator alert the participants to the fact that the deduction of marks can be related to the use of the marking code (See p.10)

Activity 5: Over to you.

5.1 In groups of 5/6 participants evaluate the following essay (Essay no. 2, p.12) using the rubric on page 8.

Each group should record their assessment marks using the following table:

Group No.	Content (12)	Language & Style (5)	Structure (3)	Total out of 20	Percentage mark

Discuss these results in terms of the degree of consensus achieved.

ESSAY No. 2 (Exercise for groups of 6/7)

5.2 Now ask the teachers to working in pairs to assess Essay No.3 (p.14)

5.3 Finally as individuals, ask the participants to assess ESSAY No.4 (p.15)

Now that they have applied this rubric they should be in a position to use rubrics for all kinds of genre or even create their own rubrics. Even if they don't create their own rubrics entirely they might do well to annotate or to change the wording of some of the printed rubrics. They may not find all of the descriptions of requirements for different levels entirely helpful. Whatever rubric they use this should be made available to the learners so that they are aware of how they are being assessed.

Activity 6: Moderation

Tell participants that the department has its own Quality assurance protocol. What we do here is to simply focus on a few items that they can easily track.

Activity 7: Feedback questionnaire. Closure.

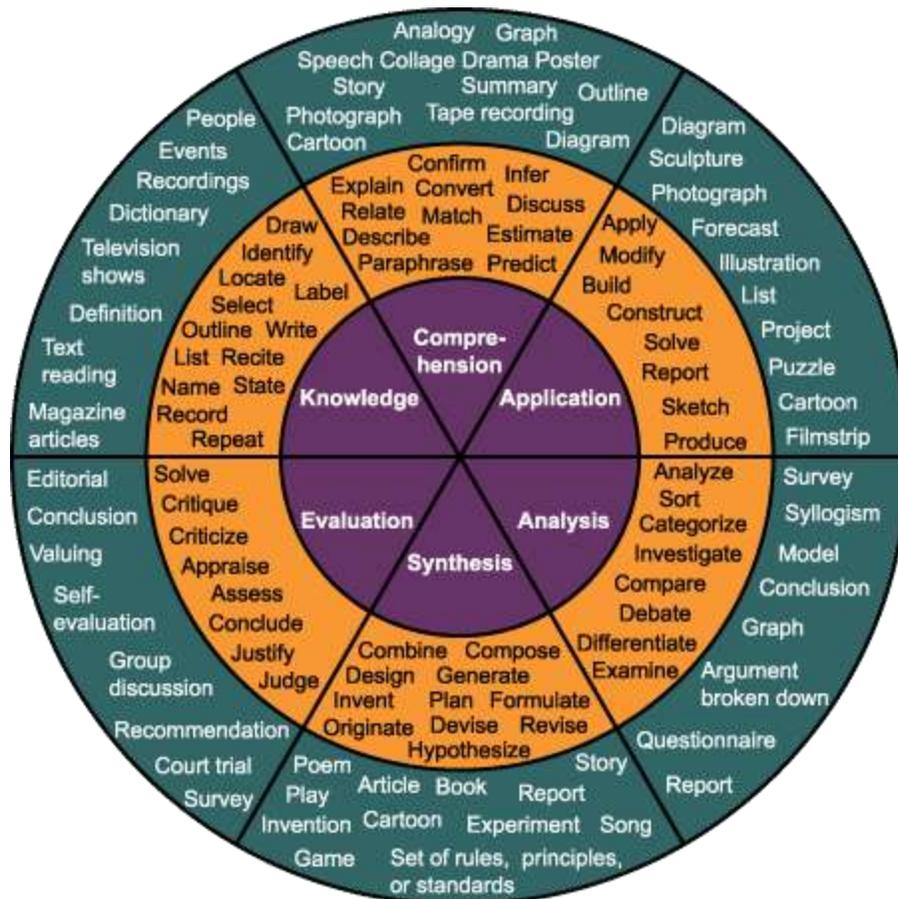
Barrett taxonomy is another guide for the teachers in teaching the students. This is applicable to language subject as the main focus is to cater students' understanding for comprehension questions in reading part.

The Barrett Taxonomy

<p>Literal comprehension focuses on the ideas and information that are explicitly stated. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents.</p>			
LITERAL COMPREHENSION	Recognition	Details	What's this? Who? What? Where? Why?
		Main Idea	What happened when or during ___? Find out what ___ is going to do
		Sequence	What did ___ do first/next/last?
		Comparison	Find/tell me the differences between ___ and ___ Are ___ and ___ the same? Find similes; find metaphors

LITERAL COMPREHENSION	Recognition	Cause and Effect	Find out the reasons for ___? What caused ___?
		Character Traits	Find/tell me the words and phrases which describe the characters
	Recall	Details	Write/tell me a list of all the details you can remember
		Main Idea	What happened to ___?
		Sequence	Tell in correct order Look at the illustrations and retell the story
		Comparison	How was this ___ different from the others? In what ways were ___ and ___ similar/different?
		Cause and Effect	Why was ___ so determined to ___? What was the purpose of ___?

BLOOM'S TAXONOMY.



All participants should be familiar with one or more of these taxonomies (There are many different versions of Bloom's Taxonomy, for example). As facilitator briefly revise the use of these in moderation of the wording of questions.

NOTES FOR FACILITATOR

Why is assessment important for planning?

- The results of assessment tell the teacher what children already know and can do.
- This is your starting point for planning your reading programme.
- Not all learners will be at the same stage in their reading development; assessment enables you to group learners according to ability so that they are learning at an appropriate level of challenge.
- Ongoing assessment enables you to evaluate how effective your teaching has been.
- Assessment enables you to adjust your plans as you go along so that all your learners are making progress.

Baseline Assessment

- Teachers do baseline assessment at the beginning of the year in order to establish what learners already know and can do.
- It also enables you to group your learners and plan your reading programme.
- It can involve observation, written tests and records of learners' prior achievement.

Formative Assessment (Sometimes called Assessment for Learning)

- The purpose of formative assessment is to provide feedback to the learner so that he/she can improve. It also enables the teacher to improve his/her teaching of reading.
- Formative assessment makes it possible for the teacher to track the progress of individual learners. It is usually informal and continuous, and it is not 'for marks'.
- Formative assessment helps both learners and teachers to set goals.

The Role of Formative Assessment

- Feedback provides the learner with information about what he/she is getting right and where and how he/she needs to improve. It enables the learner to set goals for improvement.
- Accurate feedback is an essential part of formative assessment. Without this, it is very difficult for a learner to improve.

Summative Assessment

- The purpose of summative assessment is to evaluate a learning at the end of a unit of learning or a period of term e.g. at the end of term or at the end of the year.
- In summative assessment learning is often measured against some standard or criteria e.g. the assessment standards in the CAPS
- In summative assessment a mark or grade is usually given e.g. in the CAPS the following codes are used: 1. not achieved 7. outstanding achievement
- Summative assessment is usually formal and written.