



**Duty helps us to do things well, but love helps us do it beautifully**

# ASSESSING HISTORY IN THE FET PHASE

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Special Focus on Self and Peer Assessment

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## Minimum *reported* assessment required in Grade 10 and 11

(Reported assessment should be done formally once a term on a report card)

| Term 1  | Term 2   | Term 3  | Term 4   |
|---|--|---|--|
| 2 tasks   | 2 tasks  | 2 tasks   | 1 task   |
| <ul style="list-style-type: none"> <li>➤ Source-based and extended writing</li> <li>➤ Test under controlled conditions</li> </ul> | <ul style="list-style-type: none"> <li>➤ Midyear exam</li> <li>➤ Heritage investigation</li> </ul> | <ul style="list-style-type: none"> <li>➤ Oral history, research or enrichment assignment</li> <li>➤ Test under controlled conditions</li> </ul> | <ul style="list-style-type: none"> <li>➤ End-of-year exam</li> </ul> |
| 25% of total year mark = 100 marks  |  |   | 75% of total year mark = 300 marks                                   |

## But if we only report on 2 tasks per term, why other recorded assessment?

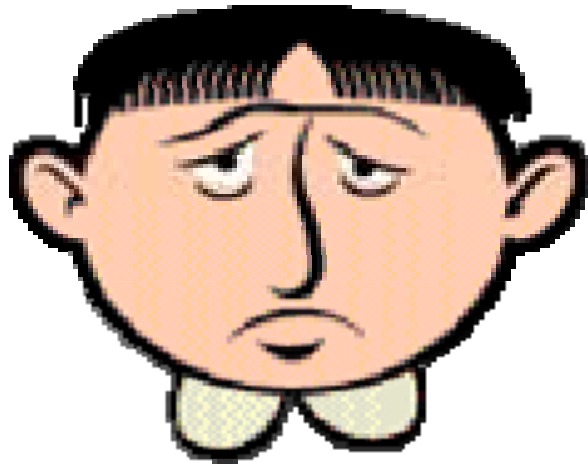


- Good assessment helps teachers to understand what a learner knows and what help he or she needs to keep on learning.
- Assessment informs a teacher whether to speed up, slow down, or change the way that he or she is teaching.
- Assessment allows for an individual relationship between a teacher and each learner in his or her classroom.

### Remember

It's important that recording be done against an assessment task informed by the LO's and AS's – and assessment should be designed down!

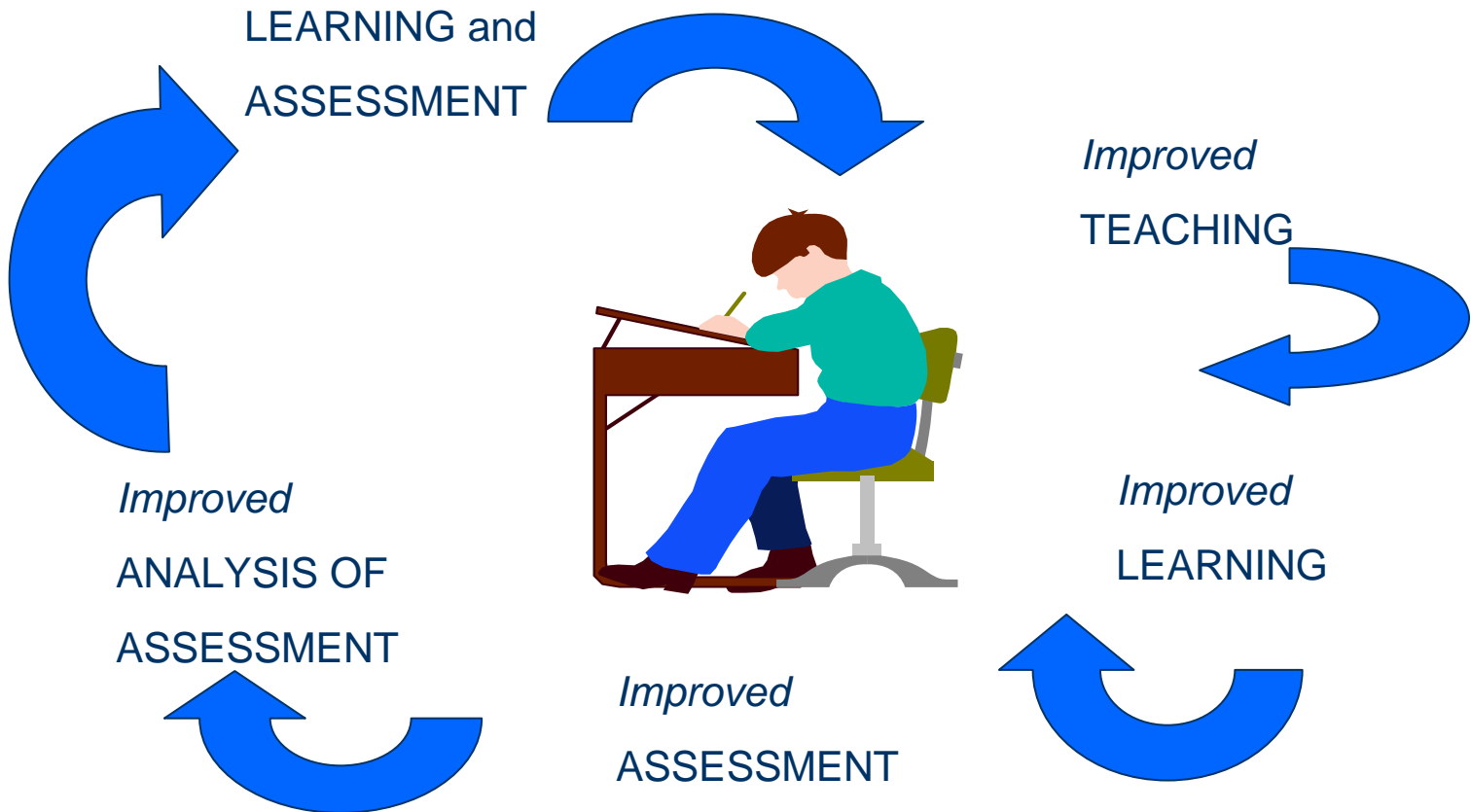
Learners do not like tests! How can Assessment help learners?



## Assessment can help the learners in the following ways:

- A range of assessment methods allows learners to show their strengths as well as their weaknesses.
- Analysis and feedback by teachers can assist learners to address their areas of weakness or conceptual understanding.
- Assessment should enable a learner to identify what he or she knows and what he or she still needs to learn.
- Assessment helps a learner to take responsibility for his or her learning.
- Assessment provides evidence of whether the learner is ready to cope with the next work

# ASSESSMENT-TEACHING-LEARNING CYCLE



# Assessment techniques

- Observation
- Questioning
- Project assessment
- *Self assessment*
- *Peer / group assessment*
- Etc.

## Self –assessment

### Why?

- The main purpose of self assessment is to get the learner to reflect, not to necessarily record a mark.
- Helps learners to evaluate their own performance, attitude, and behaviour
- Helps them develop systematic habit of reflecting and internal motivation

### When?

- Continuous- we want to create a habit
- Before and after completion of a task, test or theme

### How?

- Eg. questionnaire



# Self-assessment after completion of a test :

## An Example

Answer questions by simply ticking the YES or NO block

1. Do you feel that you were properly prepared for the test?
  2. Did you leave some questions unanswered?
  3. Was all work tested familiar (known to you)?
  4. Could you finish the test on time?
  5. Will you be able to explain the work tested to a friend?
  6. Was your parent/ guardian aware that you were tested today?
  7. Can your teacher move on to a new topic without further explanation of the work?
  8. Write the mark down that you think you will get for the test  
 You will receive: 1 mark if you were up to 3% accurate  
                           2 marks if you were up to 2% accurate  
                           3 marks if you were up to 1% accurate
- Now complete the graph by indicating the number of YES answers as positive and the number of NO answers as negative.
  - Take time to think about the results

| Yes  | No |
|------|----|
| 1.   |    |
| 2.   |    |
| 3.   |    |
| 4.   |    |
| 5.   |    |
| 6.   |    |
| 7.   |    |
| 8.   |    |
| Mark |    |

|    |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |
|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|
| -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|

## Group work and peer assessment:

- Teachers are reluctant to make use of group work and peer assessment as they often feel that the mark recorded is not reliable
- Once again this form of assessment should not be geared only to record a mark
- Peer assessment is crucial in developing our learners in rational, critical thinkers
- Group work and peer assessment should be designed by the educator in such a way so as to make sure that it is FAIR, VALID and RELIABLE
- *Remember that we need to be **inclusive** in our teaching and assessing*

## Example of designing an appropriate assessment task:



- Learners will be divided in groups of four
- A diverse group should be formed
- One or more learner per group should be able to do research
- Not more than one learner with special needs per group
- Assessment rubrics should be given to the group

The following assignment is given to the learners in writing

## THE INDUSTRIAL REVOLUTION

Create a poster in which you show the production line to complete a cotton article before the invention of modern machinery. The following must be included in your assignment:

- planting of cotton
- washing and cleaning
- spinning and weaving
- making of the cotton article
- statistical info on production before and after invention of machines

Divide the work between you as you see fit and fill out the form

| NAME            | ASSIGNMENT                              |
|-----------------|---|
| <i>Devon</i>    | Collecting evidence                     |
| <i>Princess</i> | Compiling off the work decided by group |
| <i>Nadine</i>   | Layout and decorating of poster         |
| <i>Robyn</i>    | Report back of group work               |

## Questionnaire for Group work – Peer assessment

### Instructions:

1. Complete the following Questionnaire as a group after your SECOND meeting
2. Be honest and fair in your assessment
3. The questionnaire must be completed as a group while all members are present

| Name                  | Question:   | Circle appropriate mark                                       | Total: 15 |
|-----------------------|---|---|-----------|
| 1.<br><i>Devon</i>    | a) Has taken part in group discussion<br>b) Has taken the lead in the group<br>c) Worked well within the group<br>d) Has a positive attitude towards assignment<br>e) Completed the work to the groups satisfaction | 1   2   3<br>1   2   3<br>1   2   3<br>1   2   3<br>1   2   3 | <b>10</b> |
| 2.<br><i>Princess</i> | a) Has taken part in group discussion<br>b) Has taken the lead in the group<br>c) Worked well within the group<br>d) Has a positive attitude towards assignment<br>e) Completed the work to the groups satisfaction | 1   2   3<br>1   2   3<br>1   2   3<br>1   2   3<br>1   2   3 | <b>8</b>  |

# Designing a rubric



## Project Assessment - Teacher

| Name            | Task                          | 1 / 2 / 3  | 4 / 5 / 6   | 7 / 8 / 9/ 10   |
|-----------------|-------------------------------|--|---|---|
| <i>Devon</i>    | <b>Evidence collected</b>     | Accessing little data from incorrect sources                       | Accessing enough data from appropriate sources            | Accessing thorough data from variety of sources   |
|                 |                               | 1 / 2 / 3  | 4 / 5 / 6   | 7 / 8 / 9/ 10   |
| <i>Princess</i> | <b>Compiling off the work</b> | Data not compiled in a logical manner                              | Data compiled in a logical and clear manner               | Data compiled in a logical and clear manner. Higher order skills used to come to conclusion |
|                 |                               | 1 / 2 / 3  | 4 / 5 / 6   | 7 / 8 / 9/ 10   |
| <i>Nadine</i>   | <b>Layout and decorating</b>  | Lacks creativity. Little effort put in. Production line not clear. | Layout creative. Production line clear. A good effort     | Layout creative. Production line clear. Effort exceeds required standards                   |
|                 |                               | 1 / 2 / 3  | 4 / 5 / 6   | 7 / 8 / 9/ 10   |
| <i>Robyn</i>    | <b>Report back</b>            | Monotone, lack enthusiasm, little eye contact. Not prepared        | Some expression and eye contact. Good voice and prepared. | Highly polished presentation. Confident with content. Well prepared.                        |

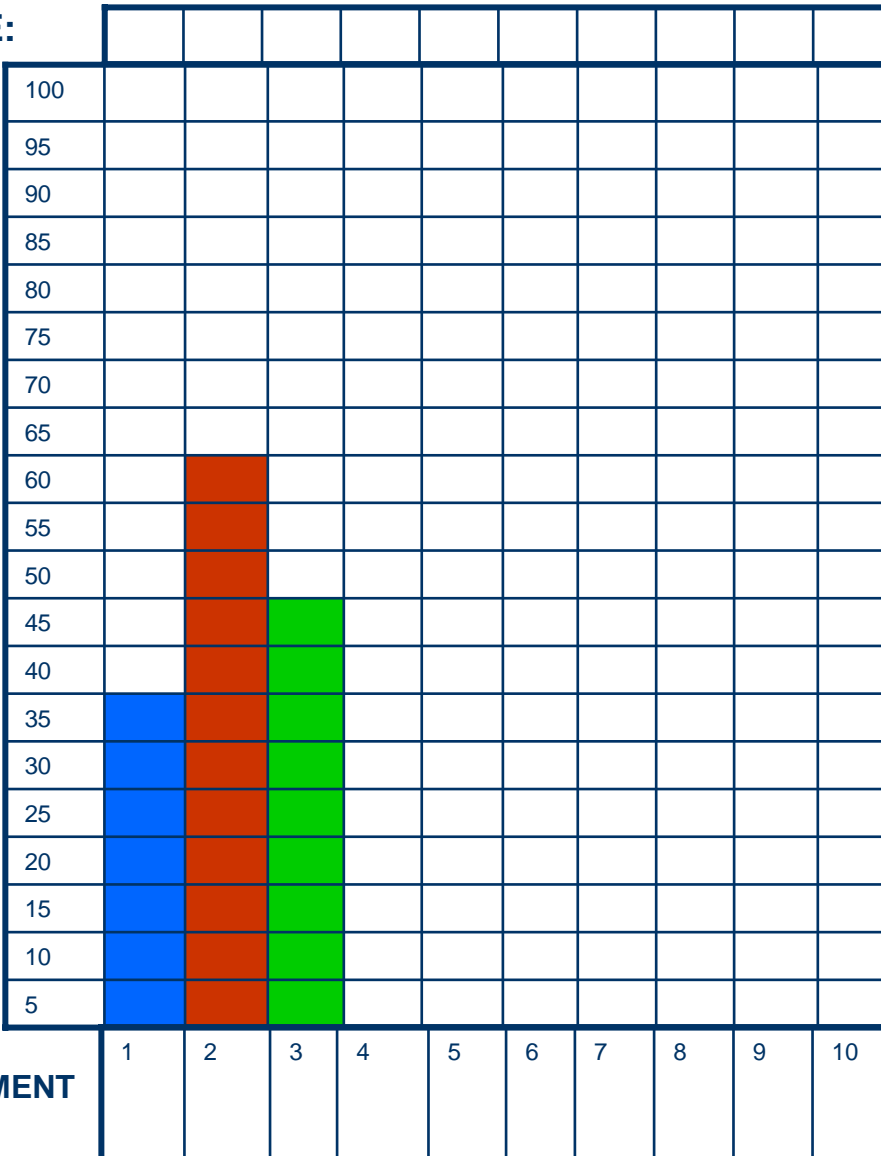
Gr. \_\_\_\_\_

# PERFORMANCE PROFILE:HISTORY

NAME: *Devon*

DATE:

MARKS:




ASSESSMENT

## COMMENTS/ RECOMMENDATIONS

|   |
|---|
| 1 Learner: <i>Must work faster</i>          |
| Educator: <i>Improve your reading,</i>      |
| 2 Learner: <i>I enjoy group work</i>        |
| Educator: <i>Research- use more sources</i> |
| 3 Learner:                                  |
| Educator:                                   |
| 4 Learner:                                  |
| Educator:                                   |
| 5 Learner:                                  |
| Educator:                                   |
| 6 Learner:                                  |
| Educator:                                   |
| 7 Learner:                                  |
| Educator:                                   |
| 8 Learner:                                  |
| Educator:                                   |
| 9 Learner:                                  |
| Educator:                                   |
| 10 Learner:                                 |
| Educator:                                   |





**It is what you learn after  
you know it all, that  
counts.**