

On reflection ...

MORAG VENTER

Going over exam papers is a painful exercise. The learners are bored as they think they have 'been there, done that', so most of them lean back and switch off. The educator, meanwhile, is frustrated because these learners seem unaware that, although they have indeed been there, they haven't 'done that'!

If this describes your post-exam blues, perhaps this Review Sheet might make a difference. Simply provide the questions; the learners can write the answers in their work books.

Obviously you will have to adapt this to suit the marking style, your teaching style and your class. I insisted that my classes answered every question.

ASSESSMENT REVIEW: (DATE)

A. Written Work

Calculate your percentage on each section.

Where did you achieve your highest score?

Can you suggest why you did better there (e.g. preferred topic/genre; poor time allocation)?

Do your results suggest you should avoid a particular genre in future?

Did you make the same grammatical error on more than one occasion?*

Did you make many spelling errors? Use a dictionary to correct **five** of these errors. List the corrections.

Is your punctuation faulty? If so, what error must you avoid?

Can you learn anything from the teacher's comment?

B. Language Paper

Did you get less than 50 % for any segment of the paper?

In what areas did you fall short of 50%?

In which section did you produce your best work? (Consider starting with this segment in future so you tackle what you can do best while you are fresh.)*

In which question did you do worst? Could you improve this mark in some way?

C. Literature Paper

Did you pass each of the sections?

Did you make factual errors in your answers?

Did you spell the names of any of the characters in the networks incorrectly? Which ones? Write these out correctly **five** times***.

Did you choose to tackle the wrong questions in any section? What makes you conclude this?

Did you argue the essay topic correctly or did you just provide a list of facts?

D. ORAL

Are you satisfied with your mark?

Can you suggest how you could improve it?

FINALLY: Write a formal report on your results and hand it in tomorrow:

Address your report for my attention.

Indicate a purpose for the report.

Outline your method of research.

List your findings, using subheadings.

Outline your recommendations and/or requests.

** It is important that markers provide specific feedback in the midyear assessments. How else can the learners benefit from the experience? Perhaps lessen your marking load by indicating only those spelling errors which may crop up in future writing. The marker does not have to correct the spelling, but must simply indicate the error. Similarly with grammatical or punctuation errors, you might*

decide to simply mark the error with a cross. Do your learners have to do corrections? Remember that corrections are only valuable if they are marked!

***I trained weaker learners to leave the comprehension section of the language paper until the end (they had to leave 2 pages open for this to ensure their questions were answered in the right order). Many of them underperformed if they started with the comprehension because they rushed it. If the other sections had been completed, they fared better as they could take the time to read slowly and accurately.*

****Spelling the names of characters incorrectly suggests sloppiness and does not endear the candidates to their markers!*