

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2012

B.Ed(S)I – Educational Assessment and Evaluation (EDN103)

Full mark: 100

Pass mark: 50

Time: 3 hours

Instructions:

1. Do not write for the first 10 minutes. This time is to be spent reading the questions. The above mentioned time is for writing your answers.
 2. There are two sections A and B. Section A is compulsory and answer any 5 questions from Section B.
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Section A (20X2=40 marks)

Instruction:

There are 20 multiple choice items in this section. Choose the most appropriate answer along with the question number and the alphabet from the alternatives. Write it on answer sheet provided and each question carries 2 marks.

Question 1

- a. Bloom's revised taxonomy was proposed by
 - i. Benjamin Bloom
 - ii. Gronlund
 - iii. Lorin Anderson
 - iv. Millman and Greene
- b. Following are the factors that affect the reliability EXCEPT
 - i. length of the test
 - ii. spread of scores
 - iii. difficulty of test
 - iv. poorly constructed test items
- c. The ability to break down material into its component parts so that its organization structure may be understood is
 - i. analyzing
 - ii. creating
 - iii. applying
 - iv. evaluating

- d. When we consider the content of a test by considering the purposes of assessment and the content specification, it is
 - i. face validity
 - ii. content validity
 - iii. construct validity
 - iv. criterion-related validity

- e. The most widely used and highly regarded of the selection type items is the
 - i. completion item
 - ii. true/false item
 - iii. matching item
 - iv. multiple choice item

- f. The key technique used in formative assessment, especially while using formative assessment tools is
 - i. observation
 - ii. conferencing
 - iii. self assessment
 - iv. peer assessment

- g. Which of the following contradicts the purposes of formative assessment?
 - i. constructivist approach of learning
 - ii. promote professional accountability of teachers
 - iii. discourage examination-oriented education system
 - iv. rote method of learning

- h. One of the best known problem that hinders in effective practice of assessment and evaluation in Bhutanese classroom is
 - i. lack of resources
 - ii. teachers' competency
 - iii. large class size
 - iv. student's language competency

- i. The best known weakest testing strategy is
 - i. completion item
 - ii. alternate response item
 - iii. multiple choice item
 - iv. matching item

- j. A tool for recording written descriptions of the causal and focused observations made on students are
 - i. checklists
 - ii. anecdotal records
 - iii. portfolios
 - iv. rubrics
- k. The main advantage of essay type questions over other testing strategies is that they
 - i. permit freedom of response
 - ii. lead to easier marking
 - iii. have consistency of marking
 - iv. measure complex learning outcome
- l. A variation of the multiple choice item is
 - i. completion item
 - ii. short answer items
 - iii. matching items
 - iv. true or false items
- m. Which of the following is the highest order of thinking in Blooms' revised taxonomy?
 - i. creating
 - ii. applying
 - iii. analyzing
 - iv. evaluating
- n. The kind of evaluation that ascertains student's previous knowledge and skills needed to begin the planned instruction is
 - i. summative evaluation
 - ii. placement evaluation
 - iii. diagnostic evaluation
 - iv. formative evaluation
- o. Which of the following difficulty index range is known to be very difficult?
 - i. 35%
 - ii. 76%
 - iii. 99%
 - iv. 25%

- p. When bottom group of students perform equally to top group in scoring multiple choice items the discrimination index is
- high positive
 - low positive
 - zero
 - negative
- q. A process of making judgments on the quality of the measurements is
- assessment
 - measurements
 - evaluation
 - grading
- r. The main purpose of a test blueprint is to
- construct questions easily
 - increase the relevance of the test
 - provide good marking scheme
 - Keep records for the future
- s. 'Teacher's personality should not influence the assessment of papers in awarding marks that usually happens in essay type tests.' Which of the following characteristics of a good test does it pertain to?
- discrimination
 - objectivity
 - usability
 - comprehensiveness
- t. One of the purposes of evaluation is to
- penalize the weak students
 - check children's memory retention
 - evaluate the effectiveness of teaching and learning process
 - Encourage the children to study all the time

Section B (60 marks)

Instruction:

There are **EIGHT** questions in this section. Answer any **FIVE** questions. Each question carries 12 marks.

Question 2 (6+6)

- Developing a test – blue print is an important aspect of constructing a test paper. Justify?
- List any six functions of tests in education.

Question 3 (6+6)

- The problems of evaluation in education can be categorized under student's problem, problems related to assessment context and the types of testing strategies. Discuss any four problems under each category.
- Define in your own words: (a) Formative evaluation (b) Diagnostic evaluation (c) Summative evaluation (d) Prognostic evaluation. Give an appropriate example each for the different kinds of evaluation mentioned.

Question 4 (7+5)

- Discuss the two types of marking schemes. For each of the schemes mention one merit and one demerit for using such schemes.
- If you are to prepare a marking scheme, which one of the two would you prefer? Justify?

Question 5 (6+4+2)

- Explain in your own words the two different types of essay questions. For each of the types mention one strength and one weakness of giving such test to the students.
- Construct a question each for both the types of essay questions from a subject of your choice.
- Define self assessment and peer assessment in your own words.

Question 6 (4+8)

- Validity and reliability are the most important characteristics of a good test. Justify with appropriate examples for each of the characteristics mentioned.
- What do you understand by Bloom's Taxonomy? Explain in your own words each of the levels of thinking in order. Frame one question of any subject from any class for each of these levels of thinking.

Question 7

(8+4)

- a. Create a rubric for assessing classroom participation with any five criteria and four descriptors with maximum of 4 points and minimum of 1 point.
- b. Construct a checklist for oral reading with any five items as components in assessing reading.

Question 8

(6+6)

- a. Here are the marks obtained by 20 students. Find the range, mean and the standard deviation using appropriate method.

71 56 24 87 36 44 69 35 57 72
75 26 38 46 55 64 20 67 76 48

- b. Using the mean and the standard deviation that you have worked out in above question (Q. 6a.), convert the following marks into z-score and T-score

Marks	z-score	T-score
56		
20		
75		

Question 9

(4+8)

- a. List down all the steps in planning a classroom test.
- b. Information about one of the multiple choice type questions is given below. With the given information, carry out the item analysis.

(*) Represents correct response. In this question “c” is the correct response. ✓ represents how each of the top 10 and bottom 10 students responded to the question.

Top group

Size: 10

No	a	b	c*	d
1			✓	
2	✓			
3			✓	
4	✓			
5			✓	
6				✓
7			✓	
8			✓	
9			✓	
10			✓	

Bottom group

Size: 10

No	a	b	c*	d
1	✓			
2				✓
3			✓	
4	✓			
5				✓
6	✓			
7			✓	
8				✓
9			✓	
10	✓			

Work out the following

Compiling the Data:

Reponses	Top/No.	Bottom/No.
A		
B		
c*		
D		

Calculations

Difficulty Index =

Discrimination Index =

Interpretation Table:

Value of Index	Description	Suggestions
Difficulty Index =%		
Discrimination Index =		

General Comments: