

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN203 (Educational Assessment & Evaluation) **Programme:** B.Ed (Dzo) **Level:** II

Writing Time: Three Hours

Full Marks: 100

Instructions: Do not write during the first 15 minutes; use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided. Read the instructions to each section and to each question carefully before answering the questions.

SECTION A
ONE Question (20 Marks)

Instruction: Each item in this question is followed by four possible choices of answers. Choose the most correct answer and write its corresponding letter in the answer sheets provided.

Question 1

a) Identify the odd pair.

- A Assessment and gathering of information.
- B Measurement and assignment of number.
- C Evaluation and decision making.
- D Assessment and grading.

b) The following pairs are some purposes of two forms of assessments:

It helps mastery learning; it rewards the success and punishes the failure.
It improves student achievement; it certifies student competence.
It helps identify student needs; it helps rank and sort students.
It happens during learning; it happens after learning.

The two forms of assessments as per the differences in the above pairs are

- A assessment for learning; assessment of learning.
- B assessment of learning; assessment for learning.
- C assessment of learning; assessment as learning.
- D assessment as learning; assessment of learning.

- c) Class-size is one of the difficulties that teachers face when evaluating students' work because large class-size makes
- A teachers to spend a lot time evaluating students' work.
 - B teachers to assign students with group work.
 - C teachers to remember their students' names.
 - D students to learn from their peers.
- d) An assessment tool that facilitates teachers to make incidental recording of students' behaviors in the class is
- A rubric.
 - B portfolio.
 - C checklist.
 - D anecdotal recording.
- e) All of the following pairs are true, **EXCEPT**
- A observation and checklist.
 - B self-assessment and rubrics.
 - C conferencing and rating-scale.
 - D interviewing and questionnaire.
- f) Which one of the following is a characteristic of a good test?
- A A good test is valid and not reliable.
 - B A good test is reliable and not valid.
 - C A good test is fair and not bias.
 - D A good test is bias and not fair.
- g) All the following are the steps of planning a good test, **EXCEPT**
- A developing test blueprint.
 - B announcing test results.
 - C calibrating test items.
 - D writing test items.

- h) The primary function of the cognitive process dimension in a test blueprint is to show the
- A cognitive tasks required by each question.
 - B six levels of thinking in the test paper.
 - C six levels of thinking in assessment.
 - D marks at all six levels of thinking.
- i) Which one of the following is a typical characteristic of an oral test?
- A Always requires the examinees to speak.
 - B Always requires the examinees to speak and write.
 - C Always requires the examinees to speak and listen.
 - D Always requires the examinees to speak, listen, and write.
- j) A test item as P-value= 0.95 and D-value= 0.29. Which one of the following statements describe this item?
- A The item is very easy, and it can differentiate fast learners from slow learners.
 - B The item is very easy, and it cannot differentiate fast learners from slow learners.
 - C The item is very difficult, and it can differentiate fast learners from slow learners.
 - D The item is very difficult, and it cannot differentiate fast learners from slow learners.

SECTION B

TEN Questions (30 Marks)

Instruction: Answer ALL questions as instructed. All answers must be written in the answer sheets provided. The marks for each question are given in brackets.

Question 2 (3)

Define assessment, measurement, and evaluation.

Question 3 (3)

Describe how student, teacher, and school benefit from assessment. You may use only one purpose each for student, teacher, and school to describe the benefits.

Question 4 (3)

Explain three difficulties faced by students when teachers evaluate their work.

Question 5**(1.5+1.5=3)**

A good test should be valid and reliable.

- a) Describe validity.
- b) Describe reliability.

Question 6**(3)**

Explain the evaluation level of the cognitive process dimension of Bloom's Taxonomy of Educational Objectives.

Question 7**(1+2=3)**

Dorji wants to observe his students' ability to follow proper steps when they are doing a science experiment.

- a) Write the name of the assessment tool that Dorji should use.
- b) Explain why Dorji should use the tool.

Question 8**(3)**

Write one difference between conferencing and observation techniques of assessment.

Question 9**(3)**

Justify the use of peer-assessment to overcome the challenge of assessing students' work.

Question 10**(3)**

Justify the importance of reliability to any test. You may limit your justification to two points.

Question 11**(3)**

Write one question each at remembering, understanding, and applying levels of Bloom's Taxonomy of Educational Objectives.

SECTION C

Five Questions (50 Marks)

Instruction: There are TEN questions in this section. Answer any FIVE questions as instructed. All questions carry equal marks. All answers must be written in the answer sheets provided. The marks for each question are given in brackets.

Question 12 (10)

A Dzongkha teacher wants to develop an analytical rubric to assess her students' essays. She wants to use (1) relevance of ideas, (2) use of correct grammar, (3) vocabulary, (4) and logical flow of ideas as the criteria for assessing the essays. Develop a three-proficiency level rubric for the English teacher.

Question 13 (10)

Make a checklist to assess the quality of a test paper.

Question 14 (5+5=10)

The following are the objectives of EDN203:

1. define the terms assessment, measurement, and evaluation;
 2. list the purposes of measurement and evaluation in education;
 3. list the difficulties faced by teachers and students in evaluation;
 4. recognize the differences among various types and techniques of evaluation; and
 5. design various tools of continuous formative assessment.
- a) Name the knowledge shown in each objective.
- b) Name the cognitive process dimension shown in each objective.

Question 15 (10)

Design a test blueprint for a three-hour, 50-mark test. The test should have three MCQs, five short-answer items, and four-essay items.

Question 16 (10)

Develop a rating scale to assess a student's oral presentation. The rating scale should have four assessment criteria and four performance levels.

Question 17 (10)

Jurme wants to use conferencing technique to assess his student's understanding of writing an application. Write five guidelines to help Jurme use the technique successfully.

Question 18

(10)

Develop an analytical marking scheme to assess students' ability to use རྩོམ་འདུག་པུ་
correctly.

Question 19

(10)

Use the table given below to answer the following questions. There are 10 examinees in each group.

Item	# Correct (Upper group)	# Correct (Lower group)	P-Value	Discrimination
I	10	10	---	0
II	9	3	0.60	---
III	4	6	0.50	-0.20

- a) Find the p-value of Item I.
- b) Find the discrimination index of Item II.
- c) Which item is the easiest?
- d) Which item has the poorest discrimination?
- e) Which item would you eliminate?

Question 20

(5+5=10)

- a) Describe practical and written tests.
- b) Write two similarities and differences between practical and written tests.

Question 21

(5+5=10)

- a) Design an anecdotal recording tool to record some anecdotes in a class.
- b) School education systems across the world are slowly shifting from using results for calculating grades to using results for informing teaching and learning. Justify this shift.