

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

**Module:** EDN311 (Assessing Learning) **Programme:** B.Ed (P) & DE B.Ed (P) **Level:** II & III

**Writing Time:** Three Hours

**Full Marks:** 100

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**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.

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**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**

(10x2=20)

- a) A type of assessment that facilitates teachers to give feedback to students on their performance for improvement is called assessment

- A as learning.
- B by learning.
- C of learning.
- D for learning.

- b) The following pairs show some key differences in 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 formative; summative.
- B summative; formative.
- C summative; ipsative.
- D ipsative; formative.

- c) Which one of the following phrases is the main feature of a rubric used for studying student behaviours? Student behaviours may be reading, writing, speaking, running, solving problems, silence, laughing, and so on.
- A Incidental recording of student behaviours.
  - B Studying the patterns of problems in student reading.
  - C Identifying if expected student behaviours are present.
  - D Describing progressive proficiency in student behaviours.
- d) An assessment that facilitates teachers to know the zone of proximal development in students' learning is
- A oral assessment.
  - B dynamic assessment.
  - C diagnostic assessment.
  - D standardized assessment.
- e) All of the following statements are true with error analysis **EXCEPT** that
- A error ratio is the ratio of the number of errors to the number of words read.
  - B mistakes are made because students do not know the rules or concepts.
  - C reading accuracy rate is 100 minus the product of error ratio and 100.
  - D errors are made because students do not know the rules or concepts.
- f) A five-year old student does all of the following activities:
- draws a stick person;
  - draws diagonal lines and simple shapes;
  - uses scissors to cut along a thick line drawn on paper; and
  - dresses and undresses without help except for small buttons, zippers, and snaps.
- Which one of the following developments is shown by the above student?
- A Sensory development.
  - B Cognitive development.
  - C Fine motor development.
  - D Gross motor development.

- g) All of the following statements are true about ethics in assessment **EXCEPT** that assessment materials
- A are not offensive or controversial.
  - B reinforce stereotypical views of any group.
  - C are free from racial, ethnic, gender, socioeconomic and other forms of bias.
  - D are free of content believed to be inappropriate or derogatory toward any group.
- h) All of the following statements are related to principles of testing **EXCEPT** that
- A psychological traits and states can be studied in terms of overt behavior.
  - B psychological traits and states can be quantified and measured.
  - C tests and other measurement techniques are free of weaknesses.
  - D tests related behaviour predicts non-test related behavior.
- i) Which one of the following levels of cognition is different from the levels presented in the revised Bloom's Taxonomy of Educational Objectives?
- A Synthesizing.
  - B Evaluating.
  - C Applying.
  - D Creating.
- j) Effective feedback must answer the following three major questions:
- Q1 Where am I going?
  - Q2 How am I going?
  - Q3 Where to next?

All of the following statements are correct with the above questions **EXCEPT** that

- A Q3 helps learners identify new goals.
- B Q1 helps learners identify their goals.
- C Q2 helps learners understand their progress toward the goals.
- D Q3 helps learners identify follow up activities for achieving their goals.

**SECTION B**  
**TEN Questions-30 Marks**  
**Answer All Questions**

**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)

Describe how formative assessment can help teachers build stronger relationships with students.

**Question 3** (3)

Explain one difference and one similarity between peer and self assessment.

**Question 4** (3)

Formative assessment has been referred to as frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Develop a six-point guideline that will facilitate formative assessment to happen in the class.

**Question 5** (3)

A valid test can be reliable, but a reliable test may not be valid. Explain this statement.

**Question 6** (1+1+1=3)

(1) Ms Kezang asks each student in her class to describe five objects seen in the class during the first week of her English class. (2) Next, she assesses the descriptions of the objects written by each student and marks the errors. (3) Next, she labels the errors, and sorts the labels into broad categories of knowledge and skills of English. (4) She counts the number of errors within each category to help her develop a remedial English lesson. (5) Then, she talks with students about their errors. (6) Finally, she develops a remedial English lesson.

- a) Write the name of the assessment used by Ms. Kezang.
- b) Write the steps of the assessment.
- c) Sort the sentences, by using their numbers, into each step.

**Question 7** (3)

Describe how a fair and unbiased test is developed.

**Question 8** (3)

Students who took examination in Assessing Learning made the following comments after the examination:

Student A: Some questions had more than one correct answer.

Student B: Most of the questions were not related to the learning outcomes.

Student C: Only half of the learning outcomes were not used in the examination.

Write the technical term that corresponds to the comments made by each student by using the characteristics of a good test.

**Question 9** (3)

Write a four-option multiple-choice item to assess a factual knowledge by using appropriate rules for writing multiple-choice items.

**Question 10** (3)

Feedback on student achievement has power to change educational programme. Write a six-sentence paragraph to support this statement.

**Question 11** (3)

Write the names of six assessment tools used in primary schools across the country.

## SECTION C

### Five Questions-50 Marks

**Instruction:** There are EIGHT 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)

An English 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)

An English teacher got a write up from one of her Class I students as shown below:

I want to went there to get that five apple. dorji have three apples, and he eat each apple one after another. i like to ate the apples like dorji.

Use the error analysis technique and suggest two solutions to help the student learn the necessary rules of grammar to overcome the problems shown in the write up.

[Hint: The correct write up is as follows: *I want to go there to get those five apples. Dorji has three apples, and he is eating each apple one after another. I like to eat the apples like Dorji.*]

**Question 14**

(5+5=10)

- a) Holistic and analytic marking schemes are two methods of scoring test responses. The following example is a marking scheme developed for evaluating a high school essay.

Marks	Relevance	Coherence	Vocabulary	Grammar
3	Provides insightful, in-depth analysis of complex ideas	Develops and supports main points with logically compelling reasons and/or highly persuasive examples	Uses precise vocabulary to convey meaning effectively	Contains minor errors that do not interfere with meaning
2	Provides generally thoughtful analysis of complex ideas;	Develops and supports main points with logically sound reasons and/or well-chosen examples	vocabulary to convey meaning clearly	Contains minor errors that occasionally interfere with meaning
1	Provides competent analysis of ideas	Develops and supports main points with relevant reasons and/or examples	demonstrates satisfactory control of vocabulary	Contains errors that interfere with meaning

- i. Which method of marking scheme is used for the essay?
  - ii. Explain the critical features of the marking scheme identified in question i.
  - iii. How is the marking scheme identified in 1 different from the other marking scheme?
- b) A teacher in a newly established primary school wants to conduct a first unit test. Write the outlines of the guidelines for the primary school to help its teacher develop a good unit test. The outlines should provide a checklist of the tasks that the teacher must complete to make a good unit test.

**Question 15**

(5+5=10)

- a) Write five purposes of test blueprint.
- b) Design a test blueprint for a three-hour, 50-marks test. The test should have three MCQs, five short-answer items, and four-essay items. Also, the test should have its contents from addition, subtraction, multiplication, and division of three-digit numbers.

**Question 16**

(5+5=10)

- a) Classroom culture is a necessary condition for effective formative assessments to happen in the class. Describe how such a classroom culture can be developed in primary schools.
- b) Discuss why teachers often cite large class size and extensive curriculum as two reasons for not using formative assessment tools in the schools.

**Question 17**

(5+5=10)

- a) Discuss the relationship between zone of proximal development and scaffolding.
- b) Justify the application of the relationship between zone of proximal development and scaffolding to formative assessment practices.

**Question 18**

(10)

A teacher wants to use anecdotal assessment to study the behaviours of her students. Write guidelines for the teacher to help her use the anecdotal assessment correctly. Show the application of the guidelines with an example.

**Question 19**

(5+5=10)

- a) A primary school teacher is confused between standardized test and her school annual examination. Clarify the confusion by highlighting the similarities and differences of the key features of the standardized test and the school annual examination.
- b) Compare observation and interviewing techniques of assessments. The comparison must highlight one similarity and two differences.