

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

Module: EDN103(Educational Assessment & Evaluation) **Programme:** B.Ed(Sec.) **Level:** I

Writing Time: Three Hours

Full Marks: 100

Instructions:

In this paper there are two sections-A and B. You are required to answer ALL questions from section A and only FIVE questions from section B. Do not write for 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 directions to each section and each question carefully before answering the questions. Do not leave the examination hall before you are certain that all the questions, as directed in the paper, have been answered. You are allowed to use calculator for this paper.

SECTION A
ONE Question-20 Marks

Direction: Each question under this section is followed by four alternative possible answers. Choose the correct answer and write it in the answer sheets provided.

Question 1 (20×1=20)

- a) The revised Bloom's taxonomy was proposed in 1990s by a research team led by
- A R. Ebel.
 - B A.J. Nitko.
 - C L. Anderson
 - D N.E. Gronlund.
- b) Which of the following is NOT the purpose of conducting statistical analysis as a part of educational assessment?
- A Interpreting data in general
 - B Understanding test performance
 - C Understanding assessment system
 - D Making better educational decisions
- c) The major advantage of essay tests over objective type tests is that they
- A lead to easier marking.
 - B permit the freedom of responses.
 - C have more consistency of scoring.
 - D measure the higher learning outcomes.

- d) Which test is NOT used to judge and evaluate students' academic achievements?
- A Oral tests
 - B Written tests
 - C Practical tests
 - D Diagnostic tests
- e) The most popularly used and highly regarded of the objective type tests is
- A matching form.
 - B completion type.
 - C multiple choice form.
 - D alternate response type.
- f) The best known problem that hinders effective practice of continuous assessment in Bhutanese schools is
- A physical setting of class.
 - B students' language competency.
 - C lack of teaching-learning resources.
 - D lack of teachers' professional training.
- g) What is the discrimination index value which indicates the high positive discrimination?
- A +0.501
 - B +0.350
 - C +0.290
 - D +0.101
- h) The following are the purposes of grading, EXCEPT
- A motivating students to learn.
 - B planning school programmes.
 - C certifying levels of performance.
 - D predicting future academic success.
- i) Which of the following statistical concepts provides the rough idea about the spread of the scores?
- A Range
 - B Mean
 - C Mode
 - D Median

- j) A process of making judgment on the quality of educational measurement is called
- A assessment.
 - B grading.
 - C evaluation.
 - D measurement.
- k) If the value of a raw score, X is greater than the mean value of a set of data, then the value of z-score tends to be
- A zero.
 - B negative.
 - C positive.
 - D either negative or positive.
- l) The item analysis can provide information about the following, EXCEPT the
- A difficulty level of the item.
 - B pattern of responses to the item.
 - C discriminatory power of the item.
 - D percentage weighting of the item.
- m) Which is the correct sequence of procedural steps to prepare a test blueprint?
- I. Determine number of questions and marks to be assigned
 - II. Identify the content areas to be tested.
 - III. Operationalized constructs to be tested.
 - IV. Design a content-skills matrix.
- A I, II, III & IV
 - B II, IV, III & I
 - C IV, II, III & I
 - D III, II, IV & I
- n) Which is the most popular form of grades being used in Bhutanese school context?
- A Word grades
 - B Letter grades
 - C Stanine grades
 - D Percentage grades
- o) The ability to integrate and organize various components of information for generating new ideas, products, or ways of viewing things is
- A analyzing.
 - B creating.
 - C evaluating.
 - D applying.

- p) The following are the factors that influence the reliability of a test, EXCEPT
- A length of the test.
 - B spread of test scores.
 - C difficulty of test items.
 - D poorly constructed test items.
- q) Which is the most authentic way of obtaining information about a child's progress and performance?
- A Records as a source of information.
 - B Parents as a source of information.
 - C The child as a source of information.
 - D Other adults as a source of information.
- r) A formative assessment tool for recording written descriptions of the casual and focused observations made on students is called a
- A rubric.
 - B checklist.
 - C portfolio.
 - D anecdotal record.
- s) In the context of Bhutan Higher Secondary Education Certificates (BHSEC) examination, the following are the subjects in which practical examinations are administered, EXCEPT
- A Biology.
 - B Geography.
 - C Mathematics.
 - D Computer Science.
- t) The cheating opportunity for examinees during an examination can be prevented by
- A reducing the pressure.
 - B using alternative seating.
 - C using alternative forms.
 - D using all of the above.

SECTION B

FIVE Questions – 80 Marks

Instruction: There are SEVEN questions in this section. Answer any **FIVE** questions. All questions carry equal marks. The intended marks for each sub-question are given in the brackets.

Question 2

- a. Explain the meaning of ‘measurement,’ ‘assessment,’ and ‘evaluation’ in the context of education. (6)
- b. Discuss at least five general problems associated with the educational assessment and measurement in Bhutanese education system. (5)
- c. Why do you think summative assessment is still prominent in Bhutanese school systems, despite there is currently emphasis on use of formative assessment? Give your view with reasons. (5)

Question 3

- a. Why is it important to carry out continuous formative assessment in the classroom teaching and learning process? Give at least two reasons. (4)
- b. Enlist two advantages and disadvantages of the continuous assessment each for students. (3)
- c. Differentiate between tools and techniques of continuous assessment giving at least two examples each. (3)
- d. Prepare a rubric for assessing drawing competition at the school level with a set of five criteria and three performance standards. (6)

Question 4

- a. What do you understand by the term ‘objective type tests’? Explain briefly. (4)
- b. Describe briefly the structure of multiple choice test items giving appropriate examples. (3)
- c. Why do you think that the restricted response questions have greater sampling reliability than that of the extended response questions? Justify. (4)
- d. Compare global and analytical approaches of marking essay answers highlighting two merits and demerits of each approach. (5)

Question 5

- a. Explain briefly how the following three factors affect the reliability of a test? (6)
- i) Objectivity of test items
 - ii) Difficulty of test items
 - iii) Cheating opportunity
- b. Prepare two questions each on the thinking level of understanding, applying and creating taking any topic in your own teaching subjects. (6)
- c. Will a measurement which is highly reliable necessarily also be valid? Provide arguments to support your answer. (4)

Question 6

- a. What do understand by the term 'difficulty level' and 'discrimination power' of a test item? Explain briefly. (4)
- b. Discuss the concept of 'progress report' both in terms of traditional sense and modern sense. (4)
- c. Read the following sample anecdotal records about Samdrup, a class IX boy maintained by his class teacher. Analyze the information carefully and answer the questions that follow.

Sample Anecdotal Records

Name: Samdrup
Subject: Social Studies

Class: IXA

Date	Observations/Comments
23/10	-Late to the class by 30 minutes. -Did not bring any books
11/11	-Was absent in the assembly and in 6 th period -Did not submit his homework books
21/11	-Complained from physics teacher that he was sleeping in the class -No project work done. -Asked to go out of the class
29/11	-Scored 8 points for his class during inter-class basket-ball tournament -Disturbed his desk mates during the history class
3/12	-Was found quarrelling with one of his classmates. -Refused to clean the class.

- i. What can you conclude about Samdrup based on the recorded information? (2)
- ii. If you were his class teacher how have you helped this boy? (2)

- iii. What action would have taken place without the recorded information and how would the action differ when we have recorded information? (2)
- iv. Samdrup was given a last warning by the Mathematics teacher and kept out of the class to help him improve. Has the teacher taken appropriate action? (2)

Question 7

- a. Marks obtained in BHSEC examination can be used for the purpose of selection in different training programmes. Argue for or against this statement. (5)
- b. Contrast criterion-referenced grading system with norm-referenced grading system giving appropriate examples. (6)
- c. What are other general considerations which we need to keep in mind for conducting a test or examination, besides its preparation. (5)

Question 8

- a. Here are marks scored by 20 students in a Chemistry test. Find the mean, median and mode mark using the appropriate method. (6)
- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 71 | 56 | 28 | 87 | 36 | 44 | 69 | 35 | 57 | 72 |
| 75 | 38 | 46 | 55 | 64 | 25 | 67 | 76 | 48 | 53 |
- b. Given the mean value is 65 and standard deviation 10, and if a child scored 95 as a raw score, convert it into its z-score and t-score. (3)
 - c. What are the purposes of carrying out the item analysis? (3)
 - d. Discuss how you would carry out the analysis of essay items considering three key areas of difficulty level, discrimination power and pattern of responses. (4)