

Spring Semester Examination 2018  
Paro College of Education  
Royal University of Bhutan  
Paro

**Module:** EDN311 (Assessing learning)    **Programme:** B.Ed. (P)    **Level:** II and III (DE)  
**Writing Time:** Three Hours    **Full mark:** 100

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**Instruction:** Do NOT write during the first 15 minutes. Use this time for reading the questions. You will get three hours for answering the questions. This question paper consists of Section A and Section B (compulsory questions) and Section C (attempt any five from seven questions). Write the answers to all the questions in the answer sheets provided. Read the directions to each section and to each question carefully before answering the questions.

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**SECTION A**  
ONE Question - 20 marks

**Question 1**

**Direction:** Each question in this section is followed by four possible choices of answers.

Choose the most correct answer and write it down in the answer sheet provided. (10x2= 20)

- a) The type of assessment that helps students to take more responsibility for their own learning and monitoring future directions is called assessment
- A as learning.
  - B for learning.
  - C of learning.
  - D by learning.
- b) The following are the purposes of error analysis **EXCEPT** to
- A categorise the incorrect responses.
  - B analyse why students make the errors.
  - C discriminate the performance of a student.
  - D provide targeted instruction to correct the errors.
- c) Selecting appropriate assessment tools and techniques to assess the students learning progress, the level of thinking involved in this task is
- A creating.
  - B applying.
  - C analyzing.
  - D evaluating.

- d) If a teacher considers the following question while constructing paper pencil test, “Is it reasonable way of assessing the students? Is it trivial? Is it too difficult or unrealistic?” This question pertains to
- A face validity.
  - B content validity.
  - C construct validity.
  - D predictive validity.
- e) 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.
- f) Some of the advantages of using marking scheme are
- I. efficiency of time.
  - II. susceptible to halo effect.
  - III. increase the reliability of scoring.
  - IV. easier for the teacher to discuss and justify grades.
- A I and IV.
  - B I, II and III.
  - C I, II and IV
  - D I, III and IV.
- g) There is a learning gap between the children’s current achievement and the learning goals. To narrow this gap, the type of scaffolding to be provided in the beginning is
- A soft scaffolding.
  - B hard scaffolding.
  - C harsh scaffolding.
  - D contingent scaffolding.

- h) 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.
- i) An assessment that facilitates teachers to know the zone of proximal development in students' learning is
- A dynamic assessment.
  - B authentic assessment
  - C diagnostic assessment.
  - D standardized assessment.
- j) A six-year old student can walk placing one foot in front of the other maintaining contact with floor, can walk in the rhythm of the music, across balance beam, can walk backward, a straight path, up and down the stairs. 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.

## SECTION B

ONE Questions - 30 Marks

### Question 2

**Instruction:** Answer ALL the sub-questions in this section. Answers must be written in the answer sheet provided. The marks for each sub-question are given in the brackets.

- a) State the three core features of the inclusive assessment framework. (3)
- b) What are the three main types of assessments used in the classroom? Explain each of them briefly. (3)
- c) 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 guideline that will facilitate formative assessment to happen in the class. (3)
- d) A valid test can be reliable, but a reliable test may not be valid. Explain this statement. (3)
- e) Justify with three reasons why multiple choice items (MCI) are used in Bhutanese examination system. (3)
- f) Describe how a testing can be conducted in a fair and unbiased manner. (3)
- g) Explain the role of assessment in extending the ZPD of a child in her/his learning process. (3)
- h) If the students get opportunity to cheat while writing a test, which of the characteristics of good test would be affected? Explain. (3)
- i) Feedback on student achievement has power to change educational programme. Support this statement. (3)
- j) Enlist three assessment tools and three assessment techniques used in Bhutanese classroom at primary levels. (3)

## SECTION C

FIVE Questions – 50 marks

**Directions:** From the SEVEN questions, choose any FIVE and write their answers in the answer sheet provided. The intended marks for each question are given in the brackets.

### Question 3

- a) Explain the different systems used for the inclusion of students with Special Education need and Disability in assessment. (4)
- b) List three guidelines each in constructing the following test items. (6)
- i. Matching items.
  - ii. Created response items.

### Question 4

- a) Develop a three-proficiency level rubric with 3 appropriate criteria and descriptors for assessing the concepts of “Land Forms” from Social studies for class IV students. (6)
- b) What do you understand by the term “Dynamic and Authentic Assessment”? Illustrate your understanding with an example. (4)

### Question 5

- a) Prepare one question on each of the six levels of thinking (revised Bloom's Taxonomy of educational objectives) based on the passage given below: (6)

*Once upon a time, a flea saw an ox grazing in a pasture. He knew that the ox worked for the farmers. But he didn't like it. He was proud that he fed on people's blood and yet didn't do anything for them. Approaching the ox, the flea asked, "How is it so that you work for people though you are quite big and strong? Look at me, I never do anything for them and yet feed on their blood though I am so small." The ox was surprised to hear what the flea had to say and replied, "If I work for people, they are very kind to me. They take care of me in every way, feed me, shelter me and moreover pat me on my back, head and neck out of love and affection. On the other hand, you feed on their blood and they are always up to destroy you."*

- b) A student in your class has some behavioural issues. Identify any one possible issue and design one effective formative assessment (FA) tool to improve his/her behavior. You also need to include one of the key techniques that is relevant to your choice of the FA tool. (4)

### Question 6

- a) Write a four-option multiple-choice item (MCI) to assess a factual knowledge by using appropriate rules for writing multiple-choice items. State the main types of MCI. (4)
- b) A primary school teacher is confused between standardized test and the school annual examination. Clarify the confusion by highlighting two similarities and two differences of the key features of standardized test and the school annual examination. (2)
- c) From the available marking scheme, namely holistic and analytic, which one would you consider better for a test paper? Justify. (4)

### Question 7

- a) Discuss any three teachers' professional responsibilities and at least two students' responsibilities in assessment. (4)
- b) Draw the relationship between ZPD and scaffolding. (3)
- c) Discuss any three principles of continuous assessment in your own words. (3)

### Question 8

- a) “The intended use of an assessment - its purpose, determines every other aspect of how the assessment is conducted” (Shepard, Kagan, & Wurtz, 1998, p,6). We assess to determine individual children’s developmental status at a given time and their progress and change over time.

Relating to the aforementioned context, write five to six lines paragraph to evaluate your views on the assessment practices used in the Bhutanese education system. (3)

- b) Describe how formative assessment can help teachers build stronger relationships with students. (3)
- c) Illustrate with the help of diagram the revised Bloom’s Taxonomy of educational objectives. Explain briefly all the levels of thinking. (4)

### Question 9

- a) Explain the table of specification. (2)
- b) Design a test blueprint on mathematics for 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. (8)