

The Royal University of Bhutan
Paro College of Education,
Spring Semester Examination - 2014

B.Ed(Dzo) II – Educational Assessment and Evaluation (EDN203)

Full Mark: 100

Time: 3 hours

Instruction:

Do not write for the first TEN minutes. This time is to be spent reading the questions. The time allotted above is for writing your answers. You must read the instruction carefully for each section and answer the questions accordingly.

Section A (50 Marks)
(Attempt ALL the questions)

Question 1

(15 x 2 = 30 marks)

Direction: Choose the most appropriate answer out of four options given and write them in the answer booklet (For example, for question 1, if the correct answer is b, then write as follows: 1.b. Farming)

- a. The process of a systematic gathering of information is called
 - i. test.
 - ii. assessment.
 - iii. measurement.
 - iv. evaluation.
- b. Ms. Pema conducts a unit test at the end of Block 1 to find out how much her students learnt from the Block. Under which kind of evaluation will this test fall?
 - i. Placement Evaluation.
 - ii. Formative Evaluation.
 - iii. Diagnostic Evaluation.
 - iv. Summative Evaluation.
- c. Which one of the following is NOT the purpose of continuous assessment?
 - i. Aim mastery learning.
 - ii. Provide improvement of teaching.
 - iii. Provide improvement of the curriculum.
 - iv. Promotion of the student.

- d. The question requiring students to construct meaning from instructional messages, including oral, written, and graphic communication in Bloom's Taxonomy falls under;
- understanding.
 - applying.
 - analysing.
 - evaluating.
- e. All of the following are the different varieties of multiple choice question EXCEPT the
- correct answer variety.
 - best answer variety.
 - alternative response variety.
 - negative response variety.
- f. A test that measures an individual's ability consistently and accurately is said to be;
- valid.
 - reliable.
 - objective.
 - comprehensive.
- g. The only advantage of global marking scheme over analytical marking scheme is, it
- is simpler and quicker method.
 - increases the reliability of scoring.
 - helps control the halo effect.
 - helps teacher to justify marks with students and parents.
- h. Why do we use the table of specification?
- To facilitate content/construct validity.
 - To provide a rational and systematic basis for assigning weights to topic areas/questions.
 - To check that the test is serving the purpose.
 - To assure that the test measures the learning outcomes and course content in a balanced manner.
- I only.
 - II and III only.
 - I, III and IV only.
 - All of the above.

- i. The value of discrimination index of an item was calculated at 0.31. What would be its appropriate interpretation?
- High positive discrimination.
 - Moderate positive discrimination.
 - Low positive discrimination.
 - No discrimination.
- j. Which of the following completes the requirement of a table of specification?
- Content area, content weighting, and question types.
 - Content area, content weighting and complexity of the questions.
 - Content area, content weighting, complexity level of the questions and question types.
 - Content area, content weighting, complexity level of the question, question types, and marks.
- k. The mean mark and standard deviation of a data stands at 41 and 12 respectively. Which one of the following statements explains this information?
- Poor performance with not much spread.
 - Average performance with not much spread.
 - Good performance with good spread.
 - A very good performance with a good spread.
- l. Of the following testing strategies, which one would you use to assess complex thinking skills?
- Short Answer Questions.
 - Alternate Response Questions.
 - Matching Questions.
 - Multiple Choice Questions.
- m. Ms. Sonam is using her model answer and marking scheme to award marks on the test recently conducted. This awarding of marks falls under
- testing.
 - assessment.
 - measurement.
 - evaluation.
- n. T-score is calculated as $T = 50 + 10z$, what does 50 signify?
- Mean mark.
 - Pass mark.
 - Standard Deviation.
 - Desired mark.

- o. All of the following are true with assessment EXCEPT
 - i. assessment can be formal or informal.
 - ii. assessment may be descriptive rather than judgment in nature.
 - iii. assessment's role is to increase students' learning and development.
 - iv. assessment is basically used for certification.

Question 2

(5 x 1 = 5 marks)

Direction: Write TRUE or FALSE against each statement. You may directly write the answer in the answer sheet provided separately. Do NOT copy the question.

- a. Question requiring students to change parts to change the whole is analyzing.
- b. A mode of assessment that requires a student to engage in a complex task is an authentic assessment.
- c. According to Grolund, the 6th step in planning a classroom test is administering the test itself.
- d. It is not always necessary to have a model answer and marking scheme for a board level examination.
- e. The cornerstone of classroom assessment practices is the validity of the judgments about teacher's learning and knowledge.

Question 3

(5 x 1 = 5 marks)

Direction: Fill in the blanks with appropriate words. Only write the question number and the answer in the answer sheet provide (e.g. a. Zhabdrung)

- a. Making informed judgments on the overall value of the learning program is called _____.
- b. The two columns in matching items are called *premises* and _____.
- c. Answers to the test items in the test paper that comprises all possible responses are called _____.
- d. The other name for table of specification is _____.
- e. A measure that tells us how well our test caters to individual differences of children is called _____.

Question 4

(10 x 1 = 10 marks)

Direction: Match the letters in Column A with the numbers in column B and write in the answer booklet. One or more than one item in Column A can be matched to one response in Column B but you cannot match the similar items. (Do not copy the strategy and its definition or its author).

Column A		Column B	
a.	Freeman & Lewis	i.	Table of specification
b.	Ghate	ii.	Problem of Evaluation
c.	Millman and Greene	iii.	Marking Essay Items
d.	Global and Analytical Approach	iv.	Problem of Assessment
e.	Two-way matrix	v.	Essay Items
f.	Rare value beyond ± 3	vi.	Marking objective items
g.	Systematic basis for assigning weights to topic areas/ questions.	vii.	Assessment
h.	Point score approach	viii.	t-score
i.	Large class size	ix.	z-score
j.	Selection biasness	x.	Steps in planning classroom test
		xi.	Measurement

Section B (50 marks)

(Question **FIVE** is compulsory. Choose any **three** from question number **SIX**)

Question 5

(10 x 2 = 20 marks)

Direction: Write short answers to the following questions.

- Define measurement.
- Write two differences between global approach and analytical approach of marking the answers.
- Write down the steps that you will have to follow in preparing the table of specification.
- Write one example of best answer variety multiple choice questions.
- "A test is said to be reliable when it measures an individual's ability consistently and accurately". Analyze the above statement.
- Which tool would you use to assess the class presentation of your students and why?
- Compare between old Bloom's Taxonomy of Educational Objectives and the revised Bloom's Taxonomy of Educational Objectives.
- Give two reasons why of the Bhutanese teachers do not conduct item and statistical analyses.
- Justify the order of assessment, evaluation and measurement.
- Why we need model answer and marking scheme?

Question 6

(3 x 10 = 30 marks)

Direction: There are five questions. Choose any **THREE** and answer them. The intended marks are given in the brackets (). Do not copy questions but mention the question numbers correctly.

- a. Use at least five justifiable criteria, and design your own rubric to assess the writing (e.g. essay/letter) of your students. (10 marks)
- b. Use the passage given below and write two questions for each of the six levels of revised Bloom's Taxonomy of Educational Objectives. (10 marks)

The Mountain Goat/Goral.

One of my favourite animals, the goral is an extremely strong and firm animal. I have developed sincere admirations for its skills, which I have seen at close quarters on several occasions in the wild. Their speed and ability to disappear along with their remarkably effective camouflage makes them one of the most difficult animals to spot. When disturbed they can disappear within seconds. The goral is extremely quick and accurate in movement and can move swiftly even across fearful rocks and cliffs. You are more likely to spot them on barren cliffs in the early mornings and late afternoons when they are at their most active, because these are usually the times when they move around to feed. Personally, I like seeking them out in the early morning for couple of good reasons. First, it is so beautiful at that time of day. Second, after a cold night they are usually lured out into the open with the warmth of the rising sun.

The goral can be found in almost all the twenty dzongkhags of Bhutan. They always **dwell** close to rocky cliffs as such precipitous terrain provides a safe haven from predators.

- c. Write down one advantage and one disadvantage of the following: (10 marks)
 - i. Matching items.
 - ii. Alternate Response items.
 - iii. Short answer questions.
 - iv. Multiple choice items.
 - v. Essay items.
- d. 10 students scored the following marks in the class test. Calculate the T-score for each mark. (10 marks)

76, 73, 61, 53, 67, 78, 72, 67, 36, 81
- e.
 - i. Briefly explain any five characteristics of a good test. Justify, why we need to fulfill them in setting the questions. (5 marks)
 - ii. Compare the purpose of assessment with the purpose of evaluation. (5 marks)