

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2014

B.Ed. (P) II &III – Assessing Learning (EDN311)

Full mark: 100

Time: 3 hours

Instructions:

Do not write for the first 10 minutes. This time is to be spent reading the questions. The above mentioned time is for writing your answers. There are two sections A and B. Section A is compulsory and you can choose any FIVE questions from Section B.

Section A (20X2=40 marks)

Direction:

There are 20 multiple choice items in this section. Each question is followed by four responses. Write down the alphabet of the statement along with the correct response that best fits the given statement in the answer sheet provided.

Question 1

- a) The type of assessment that sets targets for students and provides feedback on progress toward those targets in ways that foster more progress is
 - A. assessment as learning.
 - B. assessment of learning.
 - C. assessment for learning.
 - D. assessment in learning.
- b) Ms. Yangchen is interested to know how her students fared with the chapters she taught. Therefore she decides to take a test. This form of assessment is known as
 - A. summative assessment.
 - B. formative assessment.
 - C. diagnostic assessment.
 - D. prognostic assessment.
- c) A primary teacher would like to assess a particular child on mathematics skills – understanding “more than/fewer than.” Which assessment tool would be best used?
 - A. Rubrics.
 - B. Checklists.
 - C. Anecdotal records.
 - D. Portfolios.

- d) The most flexible testing strategy of the selected response type of test is
- A. completion items.
 - B. alternate response items.
 - C. matching items.
 - D. multiple choice items.
- e) An example of reliability is
- A. Tobden is pleased because he consistently was in the top quarter of the class on all four of the maths tests given this term.
 - B. Kinley's handwriting was assessed using a sample of written work from his diary and from the story he wrote for the class magazine.
 - C. teachers from three different schools compare their marking and develop and agreed standard for marking students' work.
 - D. teachers from class 8 meet to mark students' work.
- f) When a learner makes decisions based on in-depth reflection, criticism and assessment, the learner is
- A. applying.
 - B. analyzing.
 - C. creating.
 - D. evaluating.
- g) "Design a survey to find out which fractions are easy and which are hard. Graph your results."
- The above mentioned statement is an example of
- A. analyzing.
 - B. applying.
 - C. creating.
 - D. evaluating.
- h) The best known problem related to practicing continuous assessment in our education system is
- A. teachers' workload.
 - B. children's language competency.
 - C. teachers' competency.
 - D. large class size.
- i) A type of work sample analysis in which the incorrect responses of the student are described and categorized is
- A. item analysis.
 - B. statistical analysis.
 - C. error analysis.
 - D. document analysis.
- j) The best tool used in scaffolding for increasing student achievement is
- A. rubrics.
 - B. checklist.
 - C. portfolio.
 - D. anecdotal records.

- k) Which of the following characteristics of a good test is related to a test blueprint constructed in preparing a classroom test?
- A. Objectivity.
 - B. Comprehensiveness.
 - C. Reliability.
 - D. Usability.
- l) A testing strategy that can be used to test large amount of content but has a 50% chance of guessing is
- A. completion item.
 - B. alternate response item.
 - C. matching item.
 - D. multiple choice item.
- m) Continuous assessment is carried out
- A. at the end of every semester.
 - B. at the end of the year.
 - C. throughout the year.
 - D. at the end of a chapter.
- n) If the aim of the evaluation is to determine the position in the instructional sequence and the mode of instruction that are most likely to provide optimum achievement for each pupil, then the type of evaluation is called
- A. placement evaluation.
 - B. diagnostic evaluation.
 - C. prognostic evaluation.
 - D. formative evaluation.
- o) Which one of the following characteristics of a good test is extremely necessary for validity?
- A. Usability.
 - B. Discrimination.
 - C. Objectivity.
 - D. Comprehensiveness.
- p) The main advantage of using a test blueprint is to
- A. check that the test is serving the purpose.
 - B. make the construction of test items easier.
 - C. provide a good marking scheme.
 - D. keep records for future.
- q) Which one of the following testing strategies measures a variety of learning outcomes from simple to complex skills?
- A. Alternate response items.
 - B. Completion items.
 - C. Multiple choice items.
 - D. Matching items.

- r) Designing items to gather information about student's conception of equivalent fractions and models of fractions they have at their disposal for a research study is
- A. applying.
 - B. analyzing.
 - C. creating.
 - D. evaluating.
- s) The term that describes what children should be expected to know and be able to do based on current research in child development and educational psychology is
- A. benchmark.
 - B. developmental accomplishment.
 - C. developmental continuum.
 - D. standards.
- t) 'A teacher intentionally tries out to find a particular student's test paper for evaluation.' Which of the following characteristics of a good test does the aforementioned event pertain to?
- A. Objectivity.
 - B. Discrimination.
 - C. Validity.
 - D. Comprehensiveness.

Section B (5x12=60 marks)

Direction: There are **SEVEN** questions in this section. Answer any **FIVE** questions. Each question carries 12 marks.

Question 2

- a) 'A test cannot be valid unless it is reliable'. Justify with an appropriate example. (3 marks)
- b) List any six functions of tests in education. (6 marks)
- c) List any three guidelines when constructing matching items and alternate response items for a paper—pencil test. (3 marks)

Question 3

- a) You are planning an assessment of social interaction during a cooperative learning activity. You are particularly interested in whether children can organize themselves into a group, follow directions, help each other, and resolve disputes. What two assessment tools would be appropriate for the situation? Justify for your choices. (6 marks)
- b) Create a rubric for assessing oral reading with any four criteria and four descriptors with maximum of 4 points and minimum of 1 point. (6 marks)

Question 4

- a) Should reporting focus on academic achievement or on student effort? Justify. (4 marks)
- b) List down all the steps in planning a test. (4 marks)

- c) Explain two different kinds of marking scheme in your own words. Mention one merit and one demerit for each of the marking scheme mentioned. (4 marks)

Question 5

- a) Discuss six levels of thinking of the revised Bloom's Taxonomy. (3 marks)
- b) Choose any subject of your choice for a primary class and prepare a question each for all the levels of thinking in the revised Bloom's Taxonomy. (5 marks)
- c) Discuss the changes brought by Loren Anderson and his team with the Bloom's Taxonomy. What could be the reason for this change? (4 marks)

Question 6

- a) Explain in your own words the terms 'assessment', 'measurement', and 'evaluation' with an appropriate example for each terms. (6 marks)
- b) Describe any three purposes and three problems of evaluation. (6 marks)

Question 7

- a) What is continuous assessment? Write down any four characteristics of continuous assessment. (6 marks)
- b) Write down any six aims of continuous assessment? (6 marks)

Question 8

- a) Which tools is best used in scaffolding? Justify with appropriate reasons how it is best used with scaffolding? (6 marks)
- b) Mr. Nidup wants to know if Rigden exhibits the same amount of physical and verbal aggression in other settings as he does in the classroom. Identify two possible sources, methods, and settings for obtaining this information. Explain your choices. (6 marks)