

Spring Semester Examination 2022
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN311 (Assessing learning) **Programme:** B.Ed. (P) **Level:** III (DE)

Writing Time: 3 Hours **Full Marks:** 100

Instructions: This question paper consists of Section A (compulsory questions), and Section B (Attempt any **Five** from **Six** questions). Read the directions to each section and each question carefully before answering the questions.

SECTION A

ONE Question - 30 Marks

Question 1

Instructions: Answer all sub-questions and each carries 6 marks.

- a. According to Royal Education Council (2019), “instructionally informative” is a guiding principle of Continuous Formative Assessment. Explain the statement based on your practice in your career.
- b. Explain how you can use the concept of “Zone of Proximal Development” and dynamic assessment in your classroom teaching and learning.
- c. “A test score consists of both the true ability of a learner and error. The test is considered to be reliable if there is no or minimal error”. How can you as a teacher reduce errors while administrating tests? Explain.
- d. In your class, there is a physically challenged student. Knowing the concept of “no child left behind”, in which subject areas does the learner need assistance in assessment? How are you going to accommodate the learner?
- e. What type of information should be shared with students and teachers in the assessment report of the learner? Justify.

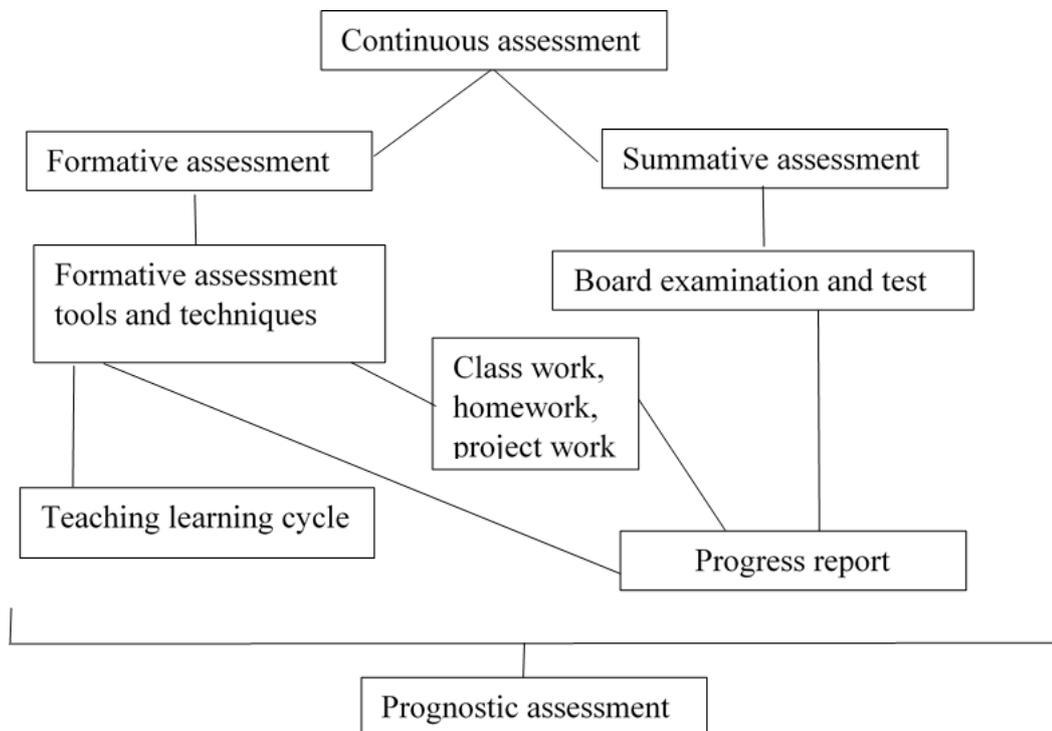
SECTION B

FIVE Questions - 70 Marks

Instructions: There are SIX questions in this section. Answer any FIVE questions. All the questions carry equal marks. The intended mark for each sub-question is given in the brackets.

Question 2

The diagram given below shows the working model of a continuous assessment. Based on the diagram, answer the questions given below: (8+6)



- Compare the above model of continuous assessment with the Continuous Formative Assessment guideline for Class PP to Six.
- Which assessment process is better based on your practice? Justify your opinion.

Question 3

“By the end of the lesson, the learner will be able to discuss the five impacts of population on the environment based on the field trip to their locality”. Prepare an analytic rubric for assessing the above learning outcome with a set of FOUR criteria and THREE proficiency

levels of performance. The tool should assess knowledge, skill, value and attitude developed from the intended learning outcome. (14)

Question 4

“A teacher teaching Class V English intends to teach and assess essay writing using six traits of writing in a session”. Using the scenario, answer the following questions. (4+4+6)

- Which tool will be used to assess the learning of the learners if you were the teacher? Why?
- Based on the above selected tool, which technique will be employed? Explain.
- Write the steps for using the selected technique in your lesson.

Question 5

A test blueprint is designed by a novice teacher in a school. Types of the item and its marks distribution against each question number are in the table given below:

Item-wise marks distribution table				
Question Number	Item Type	Number of Items	Marks for each item	Marks
1	Multiple- choice items	5	2	10
2	Matching Items	5	1	5
3	Binary choice items	5	1	5
4	Restricted response essay items	2	6+2	8
5	Exended response essay items	3	6+2+4	12

The test blueprint below is developed by the teacher using the first four units and item information provided in the above table.

	Remember	Understand	Apply	Analyse	Evaluate	Create	Total
Unit I	3.a. (1) 3.c. (1)			4.b.(6)		1.a. (2)	10
Unit II		1.b (2) 5.c. (4)			5.b. (2)	3.d.(1) 3.e.(1)	10
Unit III		1.c.(2)	5.a.(6)		1.d.(2)		10
Unit IV	2.a-e. (5)	3.b. (1)		1.e.(2)		4.a. (2)	10
Total	7	9	6	8	4	6	40

Using the “item-wise marks distribution table” and the test blueprint, answer the questions given below: (4+10)

- a. Discuss TWO good and TWO need improvement attributes in the developed test blueprint.
- b. Rectify and re-design a test blueprint without changing the following information:
 - i. number of units;
 - ii. marks distribution for each unit;
 - iii. item numbering and item type.

Question 6

“Matching item is considered more efficient than Multiple-Choice items as it avoids repetition of options in measuring associations and covers more content in a question.” In light of the above statement, construct five Multiple-Choice items with repetitive options from any subject of the primary classes and convert the items to a set of matching items.

(14)

Question 7

A mathematics teacher gave a student to solve the questions on subtraction. The student solved the questions as shown below: (4+2+3+5)

$$\begin{array}{r} 9941 \\ - 322 \\ \hline 9622 \end{array} \quad \begin{array}{r} 7452 \\ - 1286 \\ \hline 6234 \end{array} \quad \begin{array}{r} 631 \\ - 361 \\ \hline 330 \end{array}$$

- a. Identify and explain the error committed by the learner
- b. What type of error is it? Explain.
- c. Mention a strategy to be used with learners to overcome the error with proper justification.
- d. Using any feedback model, provide descriptive feedback based on the information derived from the sample.