

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

**Module:** ASE201 (Assessment and Evaluating Learning)    **Programme:** B.Ed. (P)    **Level:** II  
**Writing Time:** Three Hours    **Full mark:** 100

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**Instructions:** Do not write during the first 15 minutes. Use this time for reading the questions. You will get full three hours for answering the questions. This question paper consists of Section A and B. Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and each question carefully before answering the questions.

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**SECTION A**  
**ONE Question (20 marks)**

Attempt all the Questions

**Question 1**

**Instructions:** Each question in this section is followed by four possible answers. Choose the most correct answer and write it in the answer sheets provided.

- a. Which is the advantage of a global marking scheme over an analytical marking scheme?
- A Helps to control the halo effect.
  - B Increases the reliability of scoring.
  - C Simpler and quicker method to use.
  - D Helps teachers to justify marks with students and parents.
- b. Anecdotal recording is the most relevant tool for
- A conference.
  - B observation.
  - C self-assessment.
  - D peer-assessment.
- c. When two scorers of a Maths test gave different scores, the test did not have
- A validity.
  - B reliability.
  - C objectivity.
  - D discrimination.

- d. For an examination, a novice teacher prepared a table of specification with total marks of 50 and distributed the marks for each level of thinking as shown in the table below:

<b>Levels of thinking</b>	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Marks	3	2	4	6	4	20

With reference to the above table, which validity is distorted by the examination?

- A Face validity.  
B Content validity.  
C Construct validity.  
D Consequential validity.
- e. An assessment tool that facilitates teachers to make an incidental recording of students' behaviors in the class is  
A a checklist.  
B a rating scale.  
C an analytic rubric.  
D an anecdotal record.
- f. The term "plausibility" in multiple-choice test item means that the distracters should be  
A. same as the correct answer.  
B. confusing to the test-takers.  
C. similar to the correct answer.  
D. different from the correct answer.
- g. Which testing item has the highest vulnerability to the guessing of learners to get the correct answer?  
A Matching Item.  
B Completion Item.  
C Binary Choice Item.  
D Multiple Choice Item.
- h. The main purpose of feedback is to increase students'  
A. awareness of their current level of learning and the learning goals.  
B. familiarity with their current level of learning and the learning goals.  
C. understanding about their current level of learning and the learning goals.  
D. knowledge about the gap between their current level of learning and the learning goals.

i. A test item as  $P\text{-value} = 0.95$  and  $D\text{-value} = 0.29$ . Which one of the following statements describe this item?

- A The item is very easy, and it can differentiate fast learners from slow learners.
- B The item is very easy, and it cannot differentiate fast learners from slow learners.
- C The item is very difficult, and it can differentiate fast learners from slow learners.
- D The item is very difficult, and it cannot differentiate fast learners from slow learners.

j. The following pairs show some key differences in two forms of assessments:

It rewards the success and punishes the failure; it helps mastery learning

It certifies student competence; it improves student achievement;

It helps rank and sort students; it helps identify student needs;

It happens after learning; it happens during learning;

The two forms of assessments as per the differences in the above pairs are

- A Assessment for Learning; Assessment as Learning
- B Assessment for Learning; Assessment of Learning
- C Assessment of Learning; Assessment for Learning
- D Assessment as Learning; Assessment of Learning

## SECTION B

### EIGHT Questions (80 marks)

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

**Question 2** (10)

Design a test blueprint for a Social Studies test of 40-marks. The test should have five Multiple Choice Items, five alternate choice items, a set of matching items, five completion items, and four-essay items. The test should have four contents from Social Studies.

**Question 3** (4+6=10)

A teacher wants to use anecdotal assessment to study participation of the students in classroom discussions.

- a) Write guidelines for the teacher to use the anecdotal assessment correctly.
- b) Design a sample anecdotal record by applying all the guidelines to assess the student's participation in classroom discussion.

**Question 4** (5+5=10)

- a) Class size and extensive curriculum requirements are barriers to continuous formative assessment. Discuss the statement.
- b) Validity of a test is affected by different factors. Explain how the validity of a test is affected by factors related to test and test takers.

**Question 5** (10)

Explain how standards for student achievement; monitoring students' progress; scaffolding learning standards for weaker students; and criterion-based tracking of student's learning progress support the process of continuous assessment.

**Question 6** (10)

Using the seven elements, explain how you will conduct a conference assessment.

**Question 7****(10)**

- a) Explain any two principles of special arrangements and special consideration for examination candidates with disabilities.
- b) Identify the types of disabilities and appropriate arrangements you will make for the examination candidates with the disabilities.

**Question 8****(10)**

Continuous assessment (a) uses a range of information sources, (b) focuses on student performance, (c) informs teaching and learning, (d) develops classroom culture, (e) is carried out throughout the school session, and (e) results in final grading. Discuss these attributes of continuous assessment.

**Question 9****(4+6=10)**

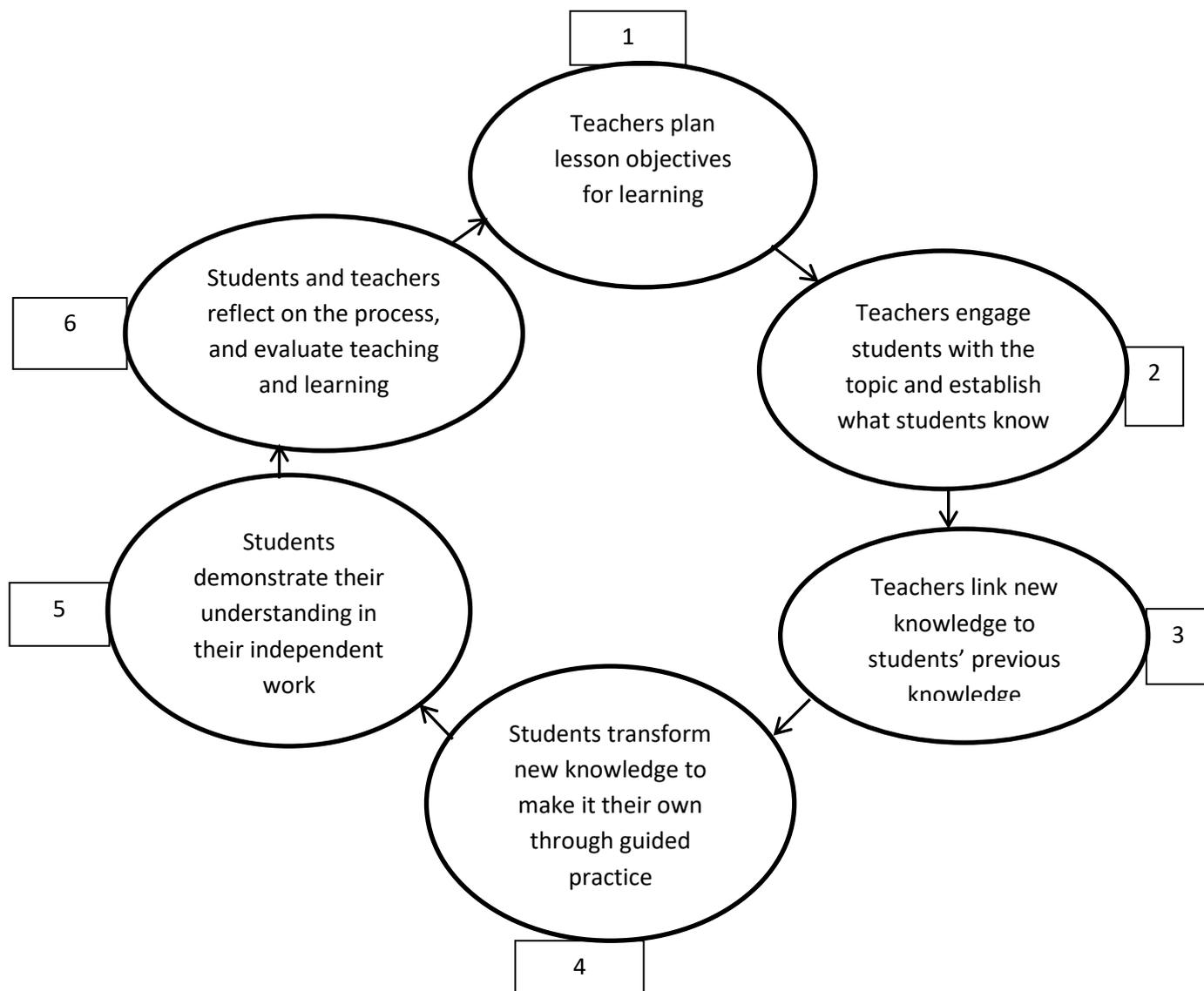
- a) Elaborate your views in fulfilling legal, ethical and professional responsibility in assessment practices as a teacher for
  - i. individual differences,
  - ii. protecting child and family rights,
  - iii. using assessment in appropriate ways, and
  - iv. fair assessment practices.
- b) Use the table given below to answer the following questions. There are 10 examinees in each group.

Item	# Correct (Upper group)	# Correct ( Lower group)	P-Value	Discrimination
I	10	10	---	0
II	9	3	0.60	---
III	4	6	0.50	-0.20

- i. Find the p-value of Item I.
- ii. Find the discrimination index of Item II.
- iii. Which item is the easiest?
- iv. Which item has the poorest discrimination?
- v. Which item would you eliminate?
- vi. Explain the negative discrimination index of Item III.

**Question 10****(10)**

The diagram below shows a teaching-learning cycle along with some blank boxes with numbers inside them. Write appropriate assessment types against each number in your answer paper and explain why they are appropriate.

**Question 11****(10)**

Standard 5 of **Bhutan Professional Standards for Teachers** expects teachers to use feedback to improve teaching and learning. Explain how you will use John Hattie and Timberley's feedback model to improve teaching and learning.

**Question 12****(10)**

Ministry of Education, Royal Government of Bhutan, has announced that students should pass in both continuous formative assessment and written examination with a minimum of 40% each. Discuss how the announcement will improve student learning.