

Spring Semester Examination 2021
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 mark: 100

Instructions: You will get 15 minutes to download the questions, 15 minutes for reading the questions, three hours for answering the questions and 30 minutes for uploading the answers on VLE. You are required to write your answers in A4 size papers. 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

Instruction: Answer all sub-question and each sub-question carry 5 marks.

- a. Write five characteristics of a continuous assessment.
- b. Dorji, Pema, Deki, and Wangmo's reading percent of accuracy after reading a text are as follows:

Dorji	Pema	Deki	Wangmo
97%	94%	91%	83%

- i. Describe how Dorji, Pema, Deki, and Wangmo might have felt when reading the text.
 - ii. Recommend suitable texts for Dorji, Deki and Wangmo.
- c. "Establishment of a classroom culture that encourage interaction and the use of different assessment tools are considered as essential requirements to have effective formative assessment". Explain the role of two given requirements with proper justification.

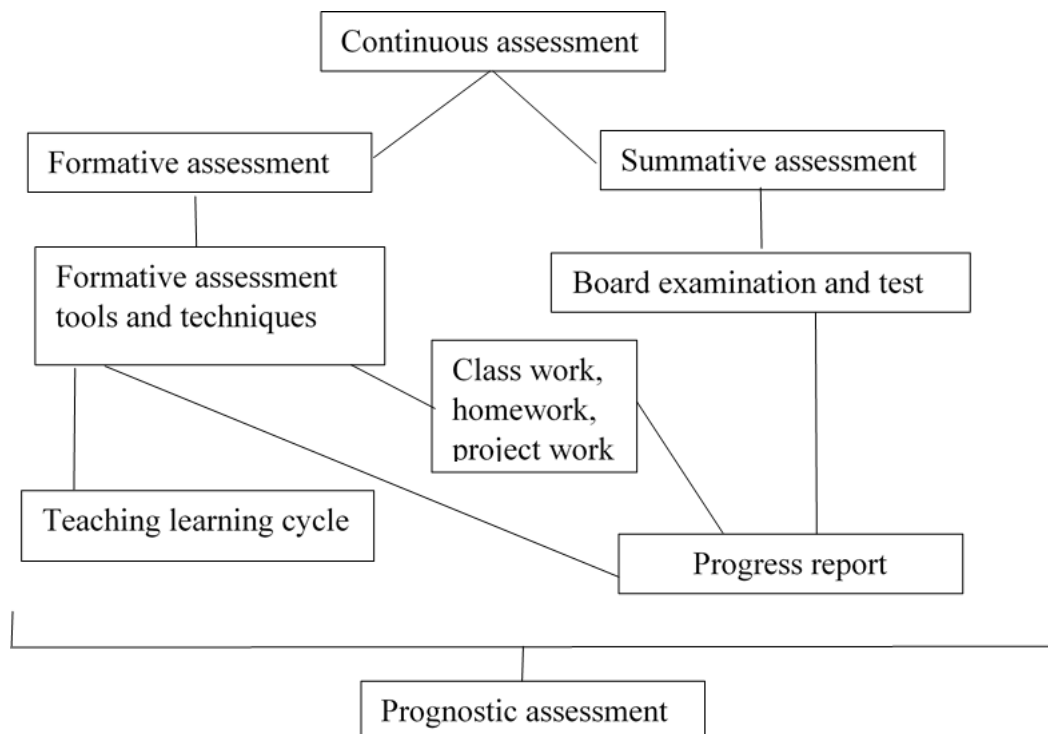
- d. “Test score reflect both the true ability of test takers and errors in the test. The error component of test affects the reliability of the test”. Justify the statement with any two different sources of error.
- e. Explain different approaches of inclusive assessment in education system. Explain the most suitable approach in the Bhutanese education system.
- f. What type of information should be shared with parents and school administration in assessment report of the learner and why?

SECTION B
ONE Question (70 Marks)

Instruction: 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

- a. The diagram given below shows the working of a continuous assessment. Explain the diagram. (10)



- b. In which location (Urban or rural) is your school located? Based on the location of your school, discuss two challenges and two opportunities to execute continuous assessment in teaching and learning. (4)

Question 3

“By the end of the lesson, the learner will be able to factor algebraic function using algebraic tiles in their working group”. Prepare an analytic rubric for assessing the above learning outcome with a set of FOUR criteria and THREE proficiency levels of performance. Both process and product of the students’ work should be assessed by the tool. (14)

Question 4

- a. A teacher teaching Class V Science intends to teach a lesson on separation of mixtures through experiment in group. (3+3+4)
- 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 steps for using the selected technique in your lesson.
- b. Dynamic assessment helps identify students’ ZPD and scaffold their learning needs. Discuss this statement. (4)

Question 5

Design a test blueprint on science subject for 50 marks test. The test should have five multiple choice items, five completion items, a set of matching items, four restricted response essay items, and three extended response essay items. The test should also have any four units. (14)

Question 6

- a. “Matching item is considered more efficient than Multiple-Choice items as it avoids repetition of options in measuring associations and cover more content in a question.” In light to the above statement, give examples of Multiple-Choice item with repetitive options from any subject of the primary classes and convert to a set of matching items. (10)

- b. Frame an extended response essay item of any higher order thinking from science subject of any class level with its marking scheme. (4)

Question 7

- a. A student was asked to solve division question and the student solved the division problems in the following ways: (5+3)

$$\begin{array}{r} 22 \\ 4 \overline{) 808} \\ \underline{-8} \\ 008 \\ \underline{-8} \\ 0 \end{array} \quad \begin{array}{r} 55 \\ 5 \overline{) 525} \\ \underline{-5} \\ 025 \\ \underline{-25} \\ 0 \end{array} \quad \begin{array}{r} 12 \\ 8 \overline{) 816} \\ \underline{-8} \\ 016 \\ \underline{-16} \\ 0 \end{array}$$

- i. Conduct an error analysis using all the steps and show correct procedure for anyone of the problem.
 - ii. Mention a strategy to be used with learners to overcome the error with proper justification.
- b. The key purpose of feedback is to reduce discrepancies between the current understanding/performance and the desired goal/objective. Explain the roles of students and teachers in reducing the discrepancy. (6)