

Royal University of Bhutan
Paro College of Education
Spring Semester Examination - 2012

B.Ed(P) III - Assessing Learning (EDN311)

Full Mark: 100

Pass mark: 50

Time: 3 hours

Instruction:

*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. In this question paper, there are six sections of questions (A to F). You must answer all questions from section A to E, while from section F attempt any **Four** questions only.*

Section A ($10 \times 2 = 20$ marks)

Instruction: Choose the correct answer out of four given options for each of the item below, and write them in the answer booklet provided.

Question 1

- a. The specialized teaching strategy meant to support learning when students are first introduced to a new subject is
 - A. Project study
 - B. Problem solving.
 - C. Scaffolding
 - D. None of the above
- b. Which one of the following is NOT the purpose of grades?
 - A. Motivating students to learn
 - B. Predicting future academic success
 - C. Planning school programs
 - D. Certifying levels of performance
- c. The most frequently expressed purpose of formative evaluation is
 - A. Certification
 - B. Assigning grades
 - C. Teacher evaluation
 - D. Diagnosis
- d. What is the main advantage of using a test blue-print when preparing a test?
 - A. It reduces the amount of time required
 - B. It makes the construction of test items easier
 - C. It increases the objectivity of the test
 - D. It improves the sampling of content

- e. Reviewing of the test paper does not include
 - A. Question-wise analysis
 - B. Grouping of test items
 - C. Critical evaluation of the test
 - D. Item analysis
 - f. The concept of 'zone of proximal development' (ZPD), which is a way of conceptualizing the relationship between a child's learning and development, was originally developed
 - A. Lev Vygotsky
 - B. Jean Piaget
 - C. Ivan Pavlov
 - D. John Dewey
 - g. The opportunity of malpractice during a test, would badly affect its
 - A. Reliability
 - B. Objectivity
 - C. Subjectivity
 - D. Significance
 - h. In order to assure that the test measures the learning outcomes and course content in balanced manner we construct a
 - A. Checklist
 - B. Table of specification
 - C. Rubric
 - D. Anecdotal record
 - i. The major advantage of essay type items over objective type items is that they
 - A. Measure the complex learning outcomes
 - B. Permit the freedom of responses
 - C. Lead to easier marking
 - D. Have more consistency of scoring
 - j. Which is the most authentic way of obtaining information about children?
 - A. The child as a source of information
 - B. Parents as a source of information
 - C. Other adults as a source of information.
 - D. Records as a source of Information.
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Section B (10 × 1 = 10 marks)

Instruction: Items 1 through 10 consist of various types of formative and summative assessments. Identify and classify them into these two categories by putting the letter “a” for formative assessment and “b” for summative assessments against the each item number.

Question 2

- | | |
|--------------------------|-------------------------|
| a. Home Exercises | a. Formative Assessment |
| b. Pop Quizzes | b. Summative Assessment |
| c. Terminal Examinations | |
| d. Assignments | |
| e. Learning Journals | |
| f. Block or Unit Tests | |
| g. Monthly Tests | |
| h. Class Discussion | |
| i. Diagnostic Tests | |
| j. BHSSE Exams | |

Section C (10 × 1 = 10 marks)

Instruction: Item 1 through 10 in the column B below, consists of various skills associated with six levels of thinking in Bloom’s cognitive domain. Match them with the appropriate levels of thinking in the column A.

Question 3

- | Column A | Column B |
|------------------|--------------------------------------|
| A. Knowledge | 1. Interpretation of facts |
| B. Comprehension | 2. Seeing patterns |
| C. Application | 3. Use of theories in new situations |
| D. Analysis | 4. Mastery of subject matter |
| E. Synthesis | 5. Identification of components |
| F. Evaluation | 6. Generalization from given facts |
| | 7. Verification of value of evidence |
| | 8. Grasp meaning of facts |
| | 9. Knowledge of major ideas |
| | 10. Use old ideas to create new ones |

Section D (10 × 1 = 10 marks)

Instruction: *The following are various statements about the educational assessment and evaluation as a whole. Write **T** if they are true and **F** if they are false, against each item.*

Question 4

- a. Cheating opportunity by examinees in the examination hall may be curbed by invigilators' uniformity in vigilance and strictness.
 - b. Formative assessments should be carried out at a fixed time and in a formal manner.
 - c. The MCQs can be used at both the low and high order thinking levels.
 - d. The changing pattern of question papers is not a general problem of evaluation.
 - e. A system of grading, which reflects student's standing in comparison with others is criterion-referenced grading.
 - f. The use of "multiple measures" or "multiple windows" is one way to improve assessment of our children.
 - g. Evaluation means the process of classifying objects, situations, people, conditions, etc., according to defined criteria of quality.
 - h. A student' test score is reliable when we have reasons for believing it to be trustworthy.
 - i. The test blue-print should be always prepared by the question setters or teachers only.
 - j. The concept of formative assessment is very new in the Bhutanese school systems.
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Section E (10 × 1 = 10 marks)

Instruction: *This section consists of both short answer and completion type items. Select or think of an appropriate answer and write against each item number. Do not copy the questions.*

Question 5

- a. The assessment that assesses pupils learning difficulties and their causes during the instruction is known as(formative, diagnostic, continuous).
- b. The procedure of improving the product, the process and even the goal itself is called.....(evaluation, measurement, assessment).

- c. “The child will be able to tell the significance of flowers at least in three sentences with an example of from their own life experiences.” Which part of this objective statement indicates standard of performance?
- d. “Compare a tiger to a pet cat?” This question belongs tolevel. (analyzing, evaluating, creating)
- e. The concept of formative assessment in Bhutanese education system began with the inception of NAPE in the year
- f. What does a student portfolio comprise of? (Mostly students’ reading works, any kind of students’ works, only students’ writing works).
- g. Name at least two ways of assessing students’ learning. (Oral test, written test, project, observation, conferencing, etc)
- h. What is the most significant feature of a good test? (Reliability/Validity)
- i. Certification decisions should ideally be based on evaluation procedures which (specify a minimum competency level OR measure relative student achievement).
- j. “Write an essay about the Celebration of Social Forestry Day in Bhutan” is a question. As per the revised Bloom’s taxonomy, what ability of thinking does it test?

Section –F (4 × 10 = 40 marks)

Instruction: *There are six questions in this section. Answer any **Four** of them. Each question carries 10 marks.*

Question 6

- a. Briefly, explain all the six characteristics of a good test? (5 marks)
- b. What do you understand by the terms “grading” and “reporting” of students’ achievements? Explain briefly with an appropriate example. (5 marks)

Question 7

- a. Write down two advantages and two disadvantages of essay type questions (5 marks)
- b. “Restricted response questions have greater sampling reliability than that of extended response type questions.” Do you agree or disagree? Justify your opinion. (5 marks)

Question 8

- a. Prepare an assessment rubric with 5 criteria and 4 standards for assessing an open-essay competition in a school. (5 marks)
- b. List down four disadvantages of summative assessment pertaining to students? (5 marks)

Question 9

- a. What do you understand by the term “objective type item”? (3 marks)
- b. Explain briefly the structure of multiple-choice item. (3 marks)
- c. What is a progress report, in traditional and modern sense? (4 marks)

Question 10

- a. Differentiate between the meaning of the terms educational ‘assessment’ and ‘evaluation.’ (5 marks)
- b. Enlist four general problems of evaluation in Bhutanese schools. (5 marks)

Question 11

- a. What do understand by Bloom’s Taxonomy? Explain in your own words each of the level of thinking in order. (5 marks)
- b. Frame a question each for all levels of thinking from any topic of your choice from considering any subject, topic and class level of your choice. (5 marks)