

Autumn Semester Examination 2018
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN203 (Educational Assessment & Evaluation) **Programme:** B.Ed (Dzo) **Level:** II

Writing Time: Three Hours

Full Marks: 100

Instructions: Do not write during the first FIFTEEN minutes; use this time for reading the questions. You will get full THREE hours for answering the questions. Write the answers to all the questions in the answer sheets provided. Read the instructions to each section and to each question carefully before answering the questions.

SECTION A
ONE Question (20 Marks)

Instructions: Each item in this question is followed by four possible choices of answers. Choose the most correct answer and write its corresponding letter in the answer sheets provided.

Question 1

- a) A purposeful gathering and analyzing of information about student achievement is
- A measurement.
 - B assessment.
 - C evaluation.
 - D grading.
- b) What is an assessment that helps mastery learning?
- A Assessment for learning.
 - B Assessment of learning.
 - C Assessment as learning.
 - D Assessment by learning.
- c) Assessment practices are undergoing a big shift from assessing what students do not know to assessing what students understand. Which one of the following is this shift?
- A Summative to formative.
 - B Formative to summative.
 - C Assessment as learning to formative.
 - D Assessment as learning to summative.

- d) An assessment tool that facilitates teachers to make a list of behaviors, characteristics, or activities and a place for marking whether each is present or absent is called
- A rubric.
 - B portfolio.
 - C checklist.
 - D anecdotal recording.
- e) All of the following pairs are true, **EXCEPT**
- A observation and checklist.
 - B self-assessment and rubrics.
 - C conferencing and rating-scale.
 - D interviewing and questionnaire.
- f) Which one of the following is a feature of a good test?
- A A good test is valid and not reliable.
 - B A good test is reliable and not valid.
 - C A good test is fair and not bias.
 - D A good test is bias and not fair.
- g) All the following are the steps of planning a good test, **EXCEPT**
- A developing test blueprint.
 - B announcing test results.
 - C calibrating test items.
 - D writing test items.
- h) The primary function of the cognitive process dimension in a test blueprint is to show the
- A cognitive tasks required by each question.
 - B six levels of thinking in the test paper.
 - C six levels of thinking in assessment.
 - D marks at all six levels of thinking.
- i) What does k represent in the formula given below?
- $$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_x^2} \right)$$
- A Variance of the test.
 - B Number of test items.
 - C Variance of test items.
 - D Total variance of the test items.

- j) A test item as P-value = 0.98 and D-value = 0.40. 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.

SECTION B

TEN Questions (30 Marks)

Instruction: Answer ALL questions as instructed. All answers must be written in the answer sheets provided. The marks for each question are given in brackets.

Question 2 (3)

Explain assessment, measurement, and evaluation.

Question 3 (3)

Explain one purpose of assessment at student, teacher, and student levels.

Question 4 (3)

Why is it important for teachers to believe in values and expectations of their students' work when assessing them?

Question 5 (1.5+1.5=3)

- a) How does test anxiety affect test validity?
- b) How does unclear directions in the test affect test validity?

Question 6 (3)

Compare between evaluation and creating levels of the cognitive process dimension of Bloom's Taxonomy of Educational Objectives.

Question 7 (3)

Explain any three points that must be considered when designing a peer assessment.

Question 8 (3)

Write one difference between rubrics and checklist.

Question 9 (3)

One of the reasons for using self-assessment is to develop reflective skills in students. Explain.

Question 10 (3)

Justify the importance of test fairness. Limit your justification to two points.

Question 11 (3)

Write one question each at analysis, evaluation, and creating levels of Bloom's Taxonomy of Educational Objectives.

SECTION C
Five Questions (50 Marks)

Instructions: There are TEN questions in this section. Answer any FIVE questions as instructed. All questions carry equal marks. All answers must be written in the answer sheets provided. The marks for each question are given in brackets.

Question 12 (10)

An English teacher wants to develop an analytical rubric to assess her students' essays. She wants to use (1) relevance of ideas, (2) use of correct grammar, (3) vocabulary, (4) and logical flow of ideas as the criteria for assessing the essays. Develop a three-proficiency level rubric for the English teacher.

Question 13 (10)

Make a checklist to assess the quality of a test paper.

Question 14 (5+5=10)

The following are the objectives of EDN203:

1. define the terms assessment, measurement, and evaluation;
 2. list the purposes of measurement and evaluation in education;
 3. list the difficulties faced by teachers and students in evaluation;
 4. recognize the differences among various types and techniques of evaluation; and
 5. design various tools of continuous formative assessment.
- a) Name the knowledge shown in each objective.
- b) Name the cognitive process dimension shown in each objective.

Question 15 (10)

Design a test blueprint for a three-hour, 25-mark test. The test should have three MCQs, five short-answer items, and four-essay items.

Question 16 (10)

Imagining one of your friend's action in your class, write an anecdotal record for his or her action. It is important that you use a standard anecdotal format.

Question 17 (10)

A teacher wants to develop portfolios for her students' excellent work.

- a) What type of portfolio is appropriate for the teacher?
- b) What are the four principles that the teacher should follow when developing the portfolio?
- c) Write four reasons for using the portfolio.

Question 18 (10)

Develop an analytical marking scheme to assess students' ability to use an analytical rubric correctly.

Question 19 (10)

Use the table given below to answer the following questions. There are 20 examinees each in upper and lower group. The total number of test takers is 74.

Item	Number of Correct Answers (Upper group)	Number of Correct responses (Lower group)	P-Value	Discrimination
I	20	20	---	0
II	17	3	0.27	---
III	4	10	0.19	-0.20

- a) Find the p-value of Item I.
- b) Find the discrimination index of Item II.
- c) Which item is the easiest?
- d) Which item has the poorest discrimination index?
- e) Which item would you eliminate?

Question 20

(5+5=10)

a) The following are a set of test scores.

7 8 6 1 4 3 2 5

- i. Calculate the mean of the scores.
- ii. Calculate the median of the scores.
- iii. Calculate the variance of the scores.
- iv. Calculate the standard deviation of the scores.

b) T-Score is calculated as $T=50+10Z$. What is the mean and standard deviation of T-Score distribution?

Question 21

(10)

School education systems across the world are slowly shifting their assessment practices in the left column of the table to the assessment practices in the right column of the table. Explain why each assessment practice in the right column of the table is better than its pair in the left column of the table.

Left Column	Right Column
From assessing to learn what students do not know	To assessing to learn what students understand
From using results to calculate grades	To using results to inform instruction
From end-of-term assessments by teachers	To students engaged in ongoing assessment of their work and others
From judgmental feedback that may harm student motivation	To descriptive feedback that empowers and motivates students