

Spring Semester Examination 2019
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN311 (Assessing Learning)

Program: B. Ed. (P)

Level: II and III (DE)

Writing Time: Three Hours

Full mark: 100

Instruction: 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 (compulsory questions) and Section B (attempt *any FIVE* from Six questions). Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and to each question carefully before answering the questions.

SECTION A

One Question (20 marks)

Question 1

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

- a. Which statement contradicts the concept of assessment for learning?
- A Enable teachers to determine next steps in advancing student learning.
 - B Use a range of methods in different modes that assess both product and process.
 - C Provide each student with accurate descriptive feedback to further his or her learning.
 - D Assess each student's progress and learning needs in relation to the curricular outcomes.
- b. The key technique used in formative assessment is
- A conference.
 - B observation.
 - C self assessment.
 - D peer assessment.
- c. 'Describe how you would rate the success of your experiment. Establish a set of criteria for measuring the result.' Which level of thinking is involved in the cited example?
- A Creating.
 - B Applying.
 - C Analyzing.
 - D Evaluating.

- d. Upon completion of an exam, students complained that “Only half of the learning outcomes were used in the examination.” Which validity is distorted by the examination?
- A Face validity.
 - B Content validity.
 - C Construct validity.
 - D Predictive validity.
- e. All of the following statements are true about ethics in assessment *EXCEPT* that assessment materials
- A are not offensive or controversial.
 - B reinforce stereotypical views of any group.
 - C are free from racial, ethnic, gender, socioeconomic and other forms of bias.
 - D are free of content believed to be inappropriate or derogatory toward any group.
- f. The following are the advantages of using marking scheme *EXCEPT*
- A efficiency of time.
 - B susceptible to halo effect.
 - C increase the reliability of scoring.
 - D easier for the teacher to discuss and justify grades.
- g. Sonam wrote a sentence as “We put all the equipments on the bench”, instead of writing “We put all the equipment on the bench”. What type of error is committed by Sonam?
- A Factual.
 - B Procedural.
 - C Misconception.
 - D Transformation.
- h. Which of the following type of testing item can be used to measure a variety of learning outcomes from simple to complex levels of thinking?
- A Matching Item.
 - B Completion Item.
 - C Binary Choice Item.
 - D Multiple Choice Item.
- i. An assessment that facilitates teachers to know about the scaffolding while using the Zone of Proximal Development in students’ learning is
- A dynamic assessment.
 - B authentic assessment.
 - C diagnostic assessment.
 - D standardized assessment.

- j. 'Teacher's personality should not influence interpreting and awarding marks while assessing the examination paper.' Which of the characteristics of a good test does it pertain to?
- A Usability.
 - B Objectivity.
 - C Discrimination.
 - D Comprehensiveness.

SECTION B

Five Questions (80 marks)

Direction: 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. In 19th Annual Education Conference, the Ministry of Education decided to phase out examination and implement Formative Assessment for Class PP to Class III from 2020. In the light of the above statement, write two challenges and two opportunities that you can foresee for both urban and rural schools with proper justification. (8)
- b. "A teacher wants to use anecdotal assessment to study the behaviors of her students." In the light of the above statement, write guidelines for the teacher to help her use the anecdotal assessment correctly. Design a sample. (8)

Question 3

- a. Prepare an analytic rubric for assessing general mathematics problem solving with a set of 4 criteria and 4 levels of performance. You need to describe each criterion against the performance level. (8)
- b. Explain different systems or techniques of assessment used for the Inclusive Assessment. Which system or technique will suit best for the Bhutanese education system at the moment? Justify your opinion. (4+4)

Question 4

- a. Prepare one question for each levels of thinking of revised Bloom's Taxonomy of educational objectives based on the short passage given below: (6)

Death may be an unwelcome, terrifying enemy, a skeleton with an evil grin who clutches an ugly scythe in his bony hand. Or death may be a long awaited friend who waits quietly, invisibly, beside the bed of a dying patient to ease his pain, his loneliness, his weariness, his hopelessness.

Man alone among the things that live knows that death will come. Mice and trees and microbes do not. And man, knowing that he has to die, fears death, the great unknown, as a child fears the dark. "We fear to be we know not what, we know not where," said John Dryden. But what man dreads more is the dying, the relentless process in which he passes into extinction alone and helpless and despairing.

So he puts death and dying out of his mind, denying that they exist, refusing to discuss them openly, and trying desperately to control them. He coins phrases like "never say die", and somehow, when he says something is "good for life", he means forever. Unable to bear the thought of ceasing to be, he comforts himself with thoughts of a pleasant afterlife in which he is rewarded for his trials on earth, or he builds monuments to himself to perpetuate at least his memory, if not his body.

-John Langone, Death Is a Noun (Boston: Little Brown, 1972, p.3-4)

- b. "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 the different sources of error. (6)
- c. Write two real challenges that you have experienced with feedback in teaching and learning. Explain a strategy to overcome each of the challenges. (4)

Question 5

- a. List four basic guidelines in constructing a set of matching item. Construct a set of matching item from the Social Studies subject. (2+4)
- b. Explain the Zone of Proximal Development (ZPD) in relation with formative and dynamic assessment. (6)
- c. Which marking approach would you consider better for scoring many test papers over a short period of time? Justify. (4)

Question 6

- a. Write one similarity and three differences between traditional and authentic assessment. (4)
- b. List all the steps in planning a classroom test. (4)

- c. Design a test blueprint on mathematic subject for 50 marks test. The test should have five MCIs, five true or false items, a set of matching item, five short-answer items, and four-essay items. The test should also have its contents from Numbers, Operation of Numbers, Mensuration, Geometry and Probability. (8)

Question 7

- a. Discuss any four principles of continuous assessment in your own words. (4)
- b. Explain how marks distribution in different of levels of thinking effect the construct validity of a test. (4)
- c. Explain two different types of portfolio that can be maintained in the Bhutanese classroom. How are these portfolios graded at the end of the year? (2+2)
- d. What is error analysis? Explain two important roles of error analysis in classroom teaching and learning. (1+3)