

Royal University of Bhutan
Paro College of Education
Spring Semester Examination – 2014

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

Full mark: 100

Time: 3 hours

Instructions:

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. There are two sections A and B. Section A is compulsory and you can choose any 5 questions in Section B.

Section A (20X2=40 marks)

Direction:

There are 20 multiple choice items in this section. Each question is followed by four responses. Write down the alphabet of the statement along with the Roman numeral of the correct response that best fits the given statement in the answer sheet provided.

Question 1

- a. A type of assessment that elicits information from children, using concept of zone of proximal development is
 - i. diagnostic
 - ii. formative
 - iii. placement
 - iv. dynamic
- b. A test able to achieve the purpose that is in the mind of the examiner is said to be
 - i. valid
 - ii. reliable
 - iii. objective
 - iv. comprehensive
- c. The process of assigning numbers to a certain phenomenon of interest according to some rule is
 - i. assessment
 - ii. evaluation
 - iii. measurement
 - iv. grading
- d. Zone of Proximal Development, a way of conceptualizing the relationship between learning and development was originally developed by
 - i. Jean Piaget
 - ii. Lev Vygotsky
 - iii. Lawrence Kohlberg

- iv. Ivan Pavlov
- e. The main advantage of essay type questions over other testing strategies is that they
 - i. permit freedom of response
 - ii. lead to easier marking
 - iii. measure complex learning outcomes
 - iv. are easily constructed
- f. Which of the following contradicts the purpose of formative assessment?
 - i. Encourages child – centered learning
 - ii. Certifying pupil mastery of the intended learning outcomes
 - iii. Reduce dropouts and repetition
 - iv. Promotes social and personal values
- g. The ability to use learned material in new and concrete situations describes
 - i. creating
 - ii. evaluating
 - iii. analyzing
 - iv. applying
- h. One of the best known problem that hinders in effective practice of assessment and evaluation in Bhutanese classroom is
 - i. lack of resources
 - ii. teachers competency
 - iii. large class size
 - iv. children’s language competency
- i. When Blooms’ Taxonomy is applied at a higher level, the role of a teacher is NOT to
 - i. demonstrate
 - ii. facilitate
 - iii. reflect
 - iv. analyze
- j. In order to assure that the test measures the learning outcomes and course content in a balanced manner we construct
 - i. anecdotal records
 - ii. rubrics
 - iii. checklists
 - iv. table of specification
- k. Following are the factors influencing validity EXCEPT
 - i. unclear directions
 - ii. marks allotted to the test
 - iii. poorly constructed test items
 - iv. identifiable pattern of answers

- l. 'Describe how you would rate the success of your experiment. Establish a set of criteria for measuring the result.'
- The above mentioned question is an example of:
- creating
 - evaluating
 - analyzing
 - applying
- m. The assessment that assesses pupils' learning difficulties and their causes during the instruction is known as
- formative
 - diagnostic
 - summative
 - placement
- n. A tool for listing of specific concepts, skills, processes or attitudes, the presence or absence of which the teacher wishes to record is
- anecdotal records
 - checklists
 - rubrics
 - portfolios
- o. An example of reliability is
- Tobden is pleased because he consistently was in the top quarter of the class on all four of the maths tests given this term.
 - Kinley's handwriting was assessed using a sample of written work from his diary and from the story he wrote for the class magazine.
 - Teachers from three different schools compare their marking and develop and agreed standard for marking students' work.
 - The teachers from class 8 meet to mark students' work.
- p. Weekly testing of spelling to identify words learnt and words that need to be learnt is an example of
- assessment
 - evaluation
 - measurement
 - feedback
- q. The key technique used in formative assessment, especially while using formative assessment tools is
- observation
 - conferencing
 - self-assessment and peer assessment
 - none of the above

- r. In a reading activity students' come across a word that is unfamiliar to them and request their teacher for help. The teacher shows them pictures and asks them questions about what they have read, without helping them directly with the word. Afterward, the children understand what the word means on their own. This situation is an example of
- i. Scaffolding
 - ii. Zone of proximal development
 - iii. Motivation
 - iv. Guidance
- s. The weakest testing strategy is
- i. completion item
 - ii. alternate response item
 - iii. multiple choice item
 - iv. matching item
- t. A written description of the casual or focused observation made on the student defines
- i. Anecdotal records
 - ii. Checklists
 - iii. Portfolios
 - iv. Running records
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Section B (5x12=60 marks)

Direction: There are **SEVEN** questions in this section. Answer any **FIVE** questions. Each question carries 12 marks.

Question 2

- a. Construct three questions of your choice from any subject of a primary class for the EVALUATING category of cognitive process dimension of the revised Bloom's Taxonomy. (6 marks)
- b. What is a checklist? Write a sample of a checklist with four items for assessing psychomotor skills in a physical education session? (6 marks)

Question 3

- a. Developing a test – blue print is an important aspect of constructing a test paper. Justify? (6 marks)
- b. List any six functions of tests in education. (6 marks)

Question 4

- a. Discuss the two types of marking scheme. For each of the scheme mention one merit and one demerit for using such schemes. (6 marks)
- b. If you are to prepare a marking scheme, which one of the two would you prefer? Justify? (6 marks)

Question 5

- a. "Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results" (American Federation of Teachers et al., 1990, p.5).
Relating to the aforementioned context, 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 and impartial assessment practices. (8 marks)
- b. Discuss any four purposes of evaluation in your own words? (4 marks)

Question 6

- a. Create a rubric for assessing classroom participation with any five criteria and four descriptors with maximum of 4 points and minimum of 1 point. (8 marks)
- b. Using formative assessment tools and techniques in assessing and guiding young children's development and learning is very important. Discuss with your views and opinions with appropriate examples wherever appropriate. (4 marks)

Question 7

- a. List any three guideline when constructing completion items and multiple choice items for a paper—pencil test. (3 marks)
- b. "Children who need challenges are sometimes overlooked in the regular classroom." Write four reasons for this situation. What would you do as a teacher to identify students with such challenges? (5 marks)
- c. Define in your own words for: (i) Formative evaluation (ii) Diagnostic evaluation (iii) Summative evaluation (iv) Prognostic evaluation. Give an appropriate example each for the different kinds of evaluation mentioned. (4 marks)

Question 8

- a. Define the term scaffolding in your own words and list down any two points why we need to scaffold student learning. (2 marks)
- b. Objectivity is essential in assessment, yet no one is totally objective. Reflect on your thoughts, feelings, and attitudes in your interactions with young children. What do you detect that might interfere with your objectivity? What do you detect that could aid your objectivity? Identify some possible reasons for these tendencies. (6 marks)
- c. Choose any subject of your choice for a primary class and prepare 4 multiple choice questions with 4 distracters each. (4 marks)