

Spring Semester Examination 2021

Paro College of Education

Royal University of Bhutan

Paro

Module: EDN311 (Assessing learning) **Programme:** B.Ed. (P) **Level:** II

Writing Time: Three Hours

Full mark: 100

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

SECTION A

ONE Question (20 marks)

Attempt all the Questions

Question 1

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

- a. An assessment that helps teachers give feedback to students on their performance for improvement is called assessment
- A as learning.
 - B by learning.
 - C of learning.
 - D for learning.

- b. All of the following statements are related to principles of testing EXCEPT that
- A psychological traits and states can be studied in terms of overt behavior.
 - B psychological traits and states can be quantified and measured.
 - C tests and other measurement techniques are free of weaknesses.
 - D tests related behavior predicts non-test related behavior.
- c. The greatest challenge for Bhutanese teachers in using continuous assessment is
- A large class size.
 - B teacher workload.
 - C teacher competency.
 - D inadequate resources.
- d. Which one of the following is considered to be the weakest testing strategy?
- A Alternate response item.
 - B Multiple choice item.
 - C Completion item.
 - D Matching item.
- e. 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.
- f. The primary function of the cognitive process dimension in a test blueprint is to show the
- A cognitive tasks required by individual test items.
 - B six levels of thinking in the test paper.
 - C six levels of thinking in assessment.
 - D marks at all levels of thinking.

- g. The following pairs of statements show some key differences in two forms of assessments:

It helps mastery learning; it rewards the success and punishes the failure.

It improves student achievement; it certifies student competence.

It helps identify student needs; it helps rank and sort students.

It happens during learning; it happens after learning.

The two forms of assessments as per the differences in the above pairs of statements are

- A formative; summative.
 - B summative; formative.
 - C assessment as learning; formative.
 - D summative; assessment as learning.
- h. By the end of the lesson, a student will be able to identify an appropriate use of formative assessment for different levels of teaching and learning. Name the cognitive process dimension that matches with this lesson objective.
- A Remember.
 - B Understand.
 - C Analyze.
 - D Apply.
- i. By the end of the lesson, a student will be able to identify an appropriate use of summative assessment for different levels of teaching and learning. Name the knowledge dimension that matches with this lesson objective.
- A Knowledge.
 - B Conceptual.
 - C Procedural.
 - D Factual.
- j. Mr. Dorji forms beliefs and attitudes of worth about his class lesson. What level of affective domain is Mr. Dorji developing?
- A Receive.
 - B Respond.
 - C Organize.
 - D Value.

SECTION B

ONE Question (20 marks)

Attempt all the Questions

Question 2

(5x4=20)

Instruction: Answer ALL the sub-questions as instructed. All answers must be written in the answer sheets provided. All sub-questions carry equal marks.

- a. Write four characteristics of a continuous assessment.
- b. Compare analytic and holistic rubrics.
- c. One of the factors affecting test scoring is halo effect.
 - i. Explain the halo effect.
 - ii. Explain ways to reduce the halo effect.
- d. Making friends is one of the sub-domains of social domain on the developmental continuum of a child. List five indicators which show that a child of 2.5 to 6 years old is developing well on this sub-domain.
- e. 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%

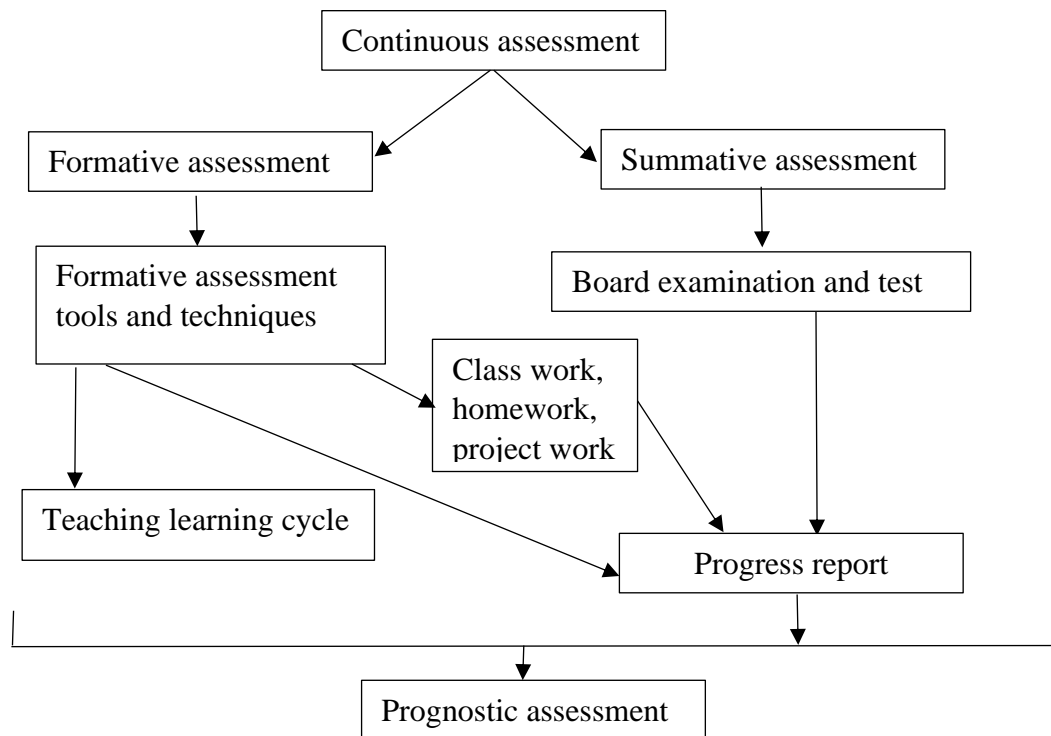
- i. Describe how Dorji, Pema, Deki, and Wangmo might have felt when reading the text.
- ii. Based on the text read by them in (i), recommend one suitable text each for Dorji, Pema, and Wangmo.

SECTION C
SIX Questions (60 marks)

Instructions: There are SEVEN questions in this section. Answer any SIX questions. All questions carry equal marks. The intended mark for each sub-question is given in the brackets.

Question 3 (10)

The diagram given below shows the working of a continuous assessment. Explain the diagram.



Question 4

(1.5+1.5+4+3=10)

- a. Portfolios, rubrics, checklists, rating scales, and anecdotal records are some formative assessment tools. Select one of the tools and complete the following tasks:
 - i. Write three characteristics of the tool.
 - ii. Write three uses of the tool.
 - iii. Write two advantages and two disadvantages of the tool.
- b. Develop a model of the tool.

Question 5

(1.5+3.5+1+4=10)

Observation, conference, interview, peer-assessment, and self-assessment are some assessment techniques. Select one of the techniques and complete the following tasks:

- a. Write three characteristics of the technique.
- b. Write the steps for using the technique.
- c. Name the most appropriate assessment tool for the technique.
- d. Write two disadvantages and two advantages of the technique.

Question 6

(4+6=10)

- a. 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.
- b. An effective feedback must answer three questions: Where am I going? How am I going? Where to next? These three questions work at four levels: task, process, self-regulation, and self-levels. Explain how the three questions work at each level.

Question 7

(5+5=10)

- a. One of the requirements for formative assessments to function effectively is establishing a classroom culture that encourages interaction and the use of assessment tools. Explain this requirement.
- b. Dynamic assessment helps teacher identify students' ZPD and scaffold their learning needs. Discuss this statement.

Question 8

(10)

Develop a test blueprint for a class test of 50 marks. All characteristics of the test blueprint must be shown to get full marks.

Question 9

(10)

The diagram below shows nine characteristics of a good test. Explain how any five characteristics help test developers make a good test.

