

OCTOBER 2023
EPS 311SW
ASSESSMENT IN EDUCATION
1 HOUR 30 MINUTES

Candidate's Index Number
IEMAS
Signature

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

FIVE-SEMESTER BACHELOR OF EDUCATION (SANDWICH) PROGRAMME
LEVEL 350, END-OF-SECOND SEMESTER EXAMINATION, OCTOBER 2023

7TH OCTOBER 2023 ASSESSMENT IN EDUCATION 2:00 PM - 3:30 PM

This paper consists of two sections, A and B. Answer ALL the questions in Section A and ONE question from Section B. Answer ALL the questions in the answer booklet provided.

SECTION A
[40 MARKS]

Answer ALL the questions in this Section.

For items 1 to 16, each stem is followed by four options lettered A to D. Read each item carefully and write the letter of the correct or best option.

Use the information below to answer questions 1 and 2.

A teacher recorded scores of the exercises done by learners and used the results to inform their teaching pedagogy.

1. What type of assessment did the teacher employ?
 A. Formative
B. Guided
C. Summative
D. Systematic
2. The teacher was applying assessment learning.
 A. as
 B. for
C. of
D. to
3. The purpose of the evaluation is to make a judgment about educational
 A. age.
 B. quality.
C. quantity.
D. time period.

4. Which type of evaluation monitors learning progress?
- A. Diagnostic
 - B. Formative
 - C. Placement
 - D. Summative
5. Teachers can utilize both assessments *for* learning and assessment *of* learning to
- A. assess the learner's performance at periodic intervals and certify his/her performance.
 - B. know the learner's progress and achievement level.
 - C. know the learning needs of the learners and select teaching strategies accordingly.
 - D. monitor learners' progress and set appropriate goals to fill their learning gaps.
6. Which of the following depicts assessment *for* learning?
- A. Emphasis on the overall importance of grades.
 - B. Foster learners' motivation.
 - C. Is an exclusive peer assessment.
 - D. Is done for the purpose of segregation and ranking.
7. Assessment of learners' achievement helps the teacher to
- A. evaluate the effectiveness of pedagogy.
 - B. maintain the performance record of learners.
 - C. make ability grouping of learners in the classroom.
 - D. prepare activity log for teaching.
8. The process of assigning a number to specified characteristics of a person in such a way that the numbers describe the degree to which the person possesses the attribute is termed
- A. assessment.
 - B. evaluation.
 - C. measurement.
 - D. test.
9. Students are given multiple essay sets. Assessors grade the first essay on each student's paper before grading the second essay. This allows the evaluator to apply the same set of criteria at a time. Which principle suits the situation?
- A. Authenticity
 - B. Feasibility
 - C. Reliability
 - D. Validity
10. If you can demonstrate that your measure matches with what theories and other studies say about that variable, what type of validity would that be?
- A. Construct
 - B. Content
 - C. Criterion
 - D. Predictive
11. A teacher conducted a jigsaw-ready session that allowed all students to participate and contribute. Choose the right principle that agrees with the statement.
- A. Fairness
 - B. Feasibility
 - C. Reliability
 - D. Validity

12. Which of the following is **not likely** to be used for continuous assessment?
- A. End-of-semester exams
 - B. Final projects
 - C. Midterm exams
 - D. Weekly quizzes
13. Which of the following statements is a characteristic of continuous assessment? It
- A. focuses solely on high-stakes assessments.
 - B. involves various assessment methods over time.
 - C. is a one-time evaluation at the end of a course.
 - D. only measures students' knowledge, not skills.
14. Which of the following is the role of teachers in continuous assessment? To
- A. assign grades based solely on the final exam.
 - B. provide ongoing feedback and support to students.
 - C. reduce the number of assessments throughout the course.
 - D. rely on standardized tests for all evaluations.
15. Which of the following is a characteristic of continuous assessment in terms its cumulativeness? It
- A. focuses exclusively on multiple-choice tests.
 - B. incorporates a variety of assessment tools.
 - C. relies solely on written exams.
 - D. uses only performance-based assessments.
16. Assessment decision-making is influenced by a series of tensions implies that
- A. good teaching characterized conflicts and misunderstandings during assessment decisions.
 - B. nature of assessment influences what is learned and the degree of meaningful engagement by students in the learning process.
 - C. quality assessment must provide meaningful feedback to learners about how they have achieved the learning targets.
 - D. quality teaching is influenced by competing purposes, uses, and pressures in terms of assessment decision-making.

Items 17 to 20 are statements followed by True and False options. Read each statement carefully and indicate whether it is True or False by circling the letter of the correct option.

17. Continuous assessment allows for a student's progress to be tracked over time.
- A. False
 - B. True
18. One of the major psychological units that describe a specific learning behaviour is knowledge and understanding.
- A. False
 - B. True
19. In the new Bloom's taxonomy, the learners' ability to implement comes earlier than their ability to differentiate.
- A. False
 - B. True

20. The SBA system consists of 12 tasks a year of which task 9 (individual test) is administered at the end of the second month in the term.
- A. False
 - B. True

For items 21 to 30, write the appropriate responses in the spaces provided.

21. A general instructional objective that emphasizes developing *attention* to classroom activities belongs to which of the educational objectives' domains?
22. Which of the instructional outcomes aims at inculcating in students movement abilities?
23. Which educational domain is concerned with the student's ability to appreciate the role of science in society?
24. Which of Bloom's taxonomy of learning objectives depicts the statement "*The student will be able to distinguish between evaluation and measurement*"?
25. Which of the reliability approaches provides the assessor with the *stability* of assessment results?
26. In describing the nature of validity, the assessor should keep in mind that assessment results may have low, mild, or high validity. This implies that validity is
27. State **two** ways an assessor can use to increase reliability.
28. If a student obtains a score of 86 in an examination with an SEM of 6, what will be that student's true score?
29. How can an assessor ensure that the assessment results of an examination conducted has a high content validity?
30. State **one** of the principles of validation.

SECTION B
[20 MARKS]

Answer only ONE questions in this Section.
Please, note that if you answer more than one question, only the first one will be marked.

1.
 - a. Explain **two** general principles an instructor should consider when assessing their learners. (6 marks)
 - b. Differentiate with an example each between the **two** types of evaluation. (6 marks)
 - c.
 - i. State **two** benefits of item analysis. (4 marks)
 - ii. Estimate the difficulty index of a group of 50 students of which 20 girls and 2 boys scored item 2 correctly out of 20 items. (4 marks)

2.
 - a. Explain **two** criteria to consider when choosing an evaluating test item during test construction. (6 marks)
 - b. Discuss **two** principles of scoring essay-type tests. (8 marks)
 - c. State **three** characteristics of performance-based assessment. (6 marks)

3.
 - a. Discuss **two** strategies one could use to enhance the validity of the results from a test. (6 marks)
 - b. State **four** factors you would consider when choosing a restricted response type of test over an objective multiple-choice test item. (8 marks)
 - c. Explain **two** importance of assessing learners in schools. (6 marks)