

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

**COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
SECOND YEAR, END-OF-SECOND SEMESTER MID-SEMESTER QUIZ, JULY, 2021**

MARKING SCHEME

COURSE CODE: EBS 234

COURSE TITLE: ASSESSMENT IN BASIC SCHOOLS

1. In Bloom's Taxonomy of Educational objectives Cognitive Domain, 'analysis and synthesis' are considered to be more fundamental (i.e. they appear earlier in the taxonomy) than
 - A. application.
 - B. comprehension.
 - C. evaluation.**
 - D. knowledge.

2. Which of the following is a category in the Taxonomy of educational objectives of affective domain?
 - A. Analysis.
 - B. Attitude
 - C. Perception.
 - D. Valuing.**

3. The type of assessment that does **not** expect mastery when students are introduced to new concepts is known as a/an.....
 - A. active assessment.
 - B. formative assessment.**
 - C. internal assessment.
 - D. summative assessment.

4. A general instructional objective that produces outcomes that focus on perceptual processes and motor skill belongs to the
 - A. affective domain.
 - B. behavioural objective.
 - C. cognitive domain.
 - D. psychomotor domain.**

5. A teacher in Adewso M/A cluster of schools measures many variables in his school. An example of a variable measured in a ratio scale is the
- A. **enrolment in each class.**
 - B. professional qualification of teachers.
 - C. singing ability of school choir.
 - D. teaching ability of teachers.
6. A purposeful systematic and ongoing collection of information as evidence for use in making judgments of students' learning, curriculum, programmes and policies in education is known as a/an
- A. **assessment.**
 - B. evaluation.
 - C. measurement.
 - D. test.
7. Judgments about the worth of schools, curricula, materials and programmes while they are under development that result in suggestions for ways to redesign refines or improve them are
- A. criterion referenced interpretation.
 - B. **formative evaluations.**
 - C. norm referenced interpretation.
 - D. summative evaluations.
8. Which of the following scores can vary across assessments of individuals?
- A. Error score.
 - B. Observed score.
 - C. True score.
 - D. **Both A and B.**
9. The standard error of measurement of a test is 4. A student obtained a score of 76 on the test. How would the student's test score be interpreted? The student's
- A. error score would be raised to 19.
 - B. obtained score would be between 72 and 76.
 - C. **true score lies between 72 and 80.**
 - D. true score would be increased to 80.
10. If assessment results measure a sample of behaviour consistently but lacks soundness of its interpretation and use, then the test is
- A. **reliable but not valid.**
 - B. reliable but not standardized.
 - C. standardized but not valid.
 - D. valid but not reliable.

11. A characteristic of Assessment *of* learning (AoL) is that, it is
- conducted at the end of a unit.**
 - conducted during a unit of instruction.
 - used to describe needs for future learning.
 - used to give feedback to students during instruction.
12. A general instructional objective that produces outcomes that focus on perceptual processes and motor skill belongs to the
- affective domain.
 - behavioural objective.
 - cognitive domain.
 - psychomotor domain.**
13. Learning objectives are important for classroom assessment because they
- communicate to students the performance they are expected to learn.
 - help to judge the content relevance of an assessment procedure.**
 - provide information about the most appropriate assessment techniques.
 - provide knowledge of specific outcomes for construct evaluation.
14. The test-retest method of estimating reliability is a measure of the
- internal consistency of a test.
 - inter-rater variability.
 - stability of test scores over time.**
 - validity of the test results.
15. The following are general principles of assessment *except*
- clearly specifying what is to be assessed has priority in the assessment process.
 - comprehensive assessment requires a variety of procedures.
 - assessment requires the teacher to discover the learning difficulties of the pupils and to provide remedial action.**
 - proper use of assessment procedures requires an awareness of their limitations.

Consider the following statements about validity and use it to answer question 16

- Validity is impossible without strong reliability
 - A test can be reliable without validity
 - A valid test is reliable
16. Which of the statement(s) is/are correct
- I only.
 - II only.
 - III only.
 - I and II.**

E. I, II and III.

17. Mr Hutton asks the other maths teachers in his SHS to review his midterm to see if the test items represent his learning targets. Which type of evidence for validity is being used?
- A. Content-related.**
 - B. Criterion-related.
 - C. Construct-related.
 - D. Instructional.
18. Which method of estimating reliability provides the most useful information in “determining the degree to which essay scores obtained from different raters are affected by differences in the stringency/strictness of raters?”
- A. Test-retest.
 - B. Split-half.
 - C. Interrater.**
 - D. Equivalent forms.
19. The learning target “the student contributes to group maintenance when working with classmates on a science project” belongs to the
- A. affective domain.**
 - B. cognitive domain.
 - C. psychomotor domain.
 - D. instructional objective.
20. A child study team decides whether each child who has been administered a series of screening test should be included in a particular category of disability (learning disabled, hearing impaired, etc.). This statement can be classified as reflecting a
- A. Selection decision.
 - B. Placement decision.**
 - C. Guidance decision.
 - D. Diagnostic decision.