



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGE OF EDUCATION

END OF YEAR TWO SEMESTER TWO EXAMINATIONS, 2020/2021

B.ED. PROGRAMME

COURSE CODE: **TEUP 202**

COURSE TITLE: **DIFFERENTIATED ASSESSMENT FOR PRIMARY SCHOOLS**

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**Instruction:** Answer **all** questions in Section A and any **three** in Section B.

Time: 2 hours

**SECTION A**

**[25 Marks]**

Answer all the questions in this section.

1. When constructing her test item for the end-of-term examination in Social Studies, Mrs Otami checked each item to see if it matches with the material that was taught in class. What type of evidence was Mrs. Otami looking for?
  - A. Content
  - B. Construct
  - C. Concurrent
  - D. Criterion

2. Continuous assessment enables the teacher to identify the strengths and weaknesses of the learner. This means that continuous assessment is..... in nature.
  - A. Comprehensive
  - B. Diagnostic
  - C. Formative
  - D. Guidance oriented
3. In determining the item format to use, a teacher considers all the following factors, except.....
  - A. Skills in reviewing the items
  - B. Skills in writing different types of items
  - C. Skills to be tested
  - D. The number of students to be tested
4. Mr. Kumi would like to assess his students' ability to organize, relate and communicate learned materials. Which one of the following forms of test would be most appropriate to use?
  - A. Constructed response test
  - B. Selected response test
  - C. Oral test
  - D. Performance based
5. Norm-referenced interpretation can be used to make all the following decision, except..... decision
  - A. Comparison
  - B. Ranking
  - C. Selection
  - D. Quality rating
6. The type of learning objective that produces outcomes which focus on knowledge and abilities requiring recall, thoughts and reasoning processes is referred to as.....
  - A. Psychomotor domain objective
  - B. Affective domain objective
  - C. Diagnostic domain objective
  - D. Cognitive domain objective

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7. Under what criteria is the question "Is this the best way to test for the desired knowledge or skills?" considered when evaluating a test.
  - A. Fairness
  - B. Efficiency
  - C. Clarity
  - D. Practicality
8. The type of test which is done to identify specific strengths and difficulties of learners is referred to as.....
  - A. Achievement tests
  - B. Diagnostic assessment
  - C. Terminal assessment
  - D. Continuous assessment
9. The skills of being able to take knowledge and using it in new and concrete situations in life, is referred to as.....
  - A. Analysis
  - B. Application
  - C. Knowledge
  - D. Comprehension
10. In administering a test, All these apply, EXCEPT.....
  - A. Invigilators are expected to stand a point where they could view all students
  - B. Students must be aware of the rules and regulations covering the conduct of the test
  - C. Seating arrangement must allow space so that pupils will copy each other's work
  - D. Adequate ventilation and lighting is expected in the testing room
11. Which type of scoring did Ms. Rafiatu use to score her students when she identified the main elements of the ideal answers and awarded points to each element in their response?
  - A. Holistic Scoring
  - B. Scoring rubric
  - C. Numeric scoring
  - D. Analytic scoring
12. For Teacher Ahoto to check the degree of consistency of his assessment results, he has to do all the following EXCEPT.....
  - A. Same tasks should be completed on two different occasions
  - B. Score the performance on the same tasks on different occasions
  - C. Different but equivalent tasks should be completed on the same occasion
  - D. Two or more raters mark performance on the same tasks



13. A teacher constructed test items using a table of specifications. An advantage of this is....
- A. It helps to weight the score distribution unfairly
  - B. It helps to ensure that the items cover only some topics
  - C. It helps to determine the content validity of the test
  - D. It ensures overlapping in the construction of the test items.
14. The process of assigning numbers to the attributes or traits possessed by persons according to specific rules is
- A. Assessment
  - B. Evaluation
  - C. Measurement
  - D. Test
15. Which of the following constitutes a placement decision in teaching and learning?
- A. Acquiring certificates for employment in the world of work
  - B. Assigning grads to students as a record of progress and achievement
  - C. Grouping individuals for instruction in the view of individual differences
  - D. Selecting students for award of prizes in the measurement class.
16. The following are factors to consider in choosing an appropriate format in the construction of test items except.
- A. The purpose of the test
  - B. The time available to prepare and score test
  - C. The number of student to be tested
  - D. Sex of pupils
17. The statement "Patrick, your performance at the end of this term has been remarkable and outstanding" is an example of .....
- A. assessment
  - B. evaluation
  - C. measurement
  - D. objectivity
18. A small value of the standard error of measurement indicates that the
- A. observed score is low.
  - B. error score is positive.
  - C. reliability is high.
  - D. reliability is low.
19. One of the general principles of assessment is that
- A. users become aware of assessment techniques available.
  - B. assessment techniques require knowledge about student learning.
  - C. good assessment techniques must serve the needs of the teachers.
  - D. good assessments are provided by multiple indicators of performance.

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20. Amina obtained 97 in a quiz. It is known that the error score for the quiz was 3.0. An estimate of her true score is
- 100
  - 97
  - 94
  - 3
21. On a terminal report, which element may best be an evaluation of the learner's performance?
- Conduct
  - Position
  - Remarks
  - Scores
22. The focus of assessment is for.....
- Decision making
  - Determination of purpose
  - Evaluation of curriculum
  - Information gathering
23. The ability of a test to differentiate between learners that are knowledgeable about the content assessed and those with less knowledge is termed .....
- Analysis
  - Appraisal
  - Discrimination
  - Fairness
24. After measuring two individuals, a teacher can say that the score for one individual is different than the score for the other, but it is impossible to determine which score is larger or how much larger. What scale of measurement is being used in this scenario?
- Interval
  - Nominal
  - Ordinal
  - Ratio
25. If test score is reliable, this mean that.....
- The test was conducted by reputable and experience teacher
  - The measured devised for measuring the concepts are stable on different occasions
  - The findings can be generalized to other social settings
  - The methods are stately clearly enough for other teachers to follow.

## SECTION B

Answer any **three (3)** questions from this section. Each question carries **25 marks**

1. A). Clearly explain the process of differentiation as it applies to teaching and learning.

[5marks]

- B). As a newly graduated teacher, explain any **four (4)** ways by which you can use differentiation to assist special Education Needs (SEN) children adjust in regular classrooms.

[10marks]

- C). Discuss any **four (4)** characteristics of Assessment for Learning.

[10marks]

2. A) What is continuous assessment?

[1mark]

- B) Explain two advantages of continuous assessment and two disadvantages of continuous assessments.

[6marks]

- C) State and explain two characteristics of continuous assessments.

[6marks]

- D) Explain the following types of assessments and give example each

- I. Performance assessment
- II. Authentic Assessment
- III. Diagnostic assessment
- IV. School Based Assessment.

[12marks]

3. A) Explain any four (4) roles of a teacher in Assessment for Learning.

[8marks]

- B) Discuss any **three (3)** factors you will consider in ensuring high reliability of test results of your students.

[6marks]



C) Explain any **three (3)** guidelines you would follow when constructing Multiple Choice Questions (MCQs) for the assessment of students learning. [6marks]

D) Enumerate **five (5)** importance of classroom assessment. [5marks]

4. A) Explain **four (4)** justifications for the use of differentiated assessments in Ghanaian Basic Schools. [10marks]

B). Discuss **four (4)** ways teachers can use learners' assessment data to enhance their teaching practices. [10marks]

C). Identify **five (5)** criteria for evaluating a test. [5marks]

5. A) i. Briefly explain the Socio-Cultural Approach by Lev Vygotsky's. [3marks]

ii. Give **two (2)** applications of this approach on education today. [2marks]

iii. Explain the following under this approach:

a. Zone of Proximal Development (ZPD). [2marks]

b. Scaffolding. [2marks]

B). One of the assessment procedures for inclusive classrooms is observation. Distinguish between the following types of observation.

I. Structured and Unstructured observation

II. Natural and Laboratory observation

III. Participant and Non-Participant observation. [6marks]

C) Explain the following concepts:

i. Portfolios

ii. Checklist

iii. Validity

iv. Formative feedback

v. Item difficulty. [10marks]