STUDENT'S ID NO: _____ SIGNATURE: _____

UNIVERSITY OF GHANA

DEPARTMENT OF TEACHER EDUCATION
SCHOOL OF EDUCATION AND LEADERSHIP
COLLEGE OF EDUCATION
END OF YEAR TWO SEMESTER TWO EXAMINATIONS, 2023
B.ED. PROGRAMME

COURSE CODE: TEEG 212
COURSE TITLE: **TEACHING AND ASSESSING NUMERACY 1 FOR EARLY GRADE**

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. The word "curriculum" is derived from a _____ word.
   A. Aramaic
   B. French
   C. Greek
   D. Latin
2. In the new curriculum 2 in the ANNOTATION B1.1.2.1.1 stands for____
   A. Strand
   B. Sub-strand
   C. Class
   D. Learning indicator
3. One of the following is used to evaluate, measure, and document the academic readiness, learning process, and skill acquisition _____
   A. Profile dimensions
   B. Table of specifications
   C. Assessment tools
   D. Indicators

4. In differentiating general aims, specific aims, and core competencies, how do you describe the one that appreciates the usefulness, power, and beauty of mathematics?

   A. General aims
   B. Specific aims
   C. Core competencies
   D. Teaching assessment

5. One of the following is not a good attitude of an effective teacher.

   A. listener
   B. Disciplined
   C. Patience
   D. Snobbish

6. A central aspect of this curriculum is the profile of learning behavior dimensions that should be the basis for instruction and assessment. Which profile dimension tests the ability of the learner to translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based on a trend?

   A. Analysis
   B. Application
   C. Comprehension
   D. Creation

7. The curriculum has been designed using unique features to make referencing easy. How do you describe the unique features of the topics the content is organized?

   A. The strands
   B. Sub-strands
   C. Content standards
   D. Indicators

8. In the unique features for making references, as used in the standard-based curriculum, what name is given to a clear outcome or milestone that learners must exhibit each year to meet the curriculum's expectations?

   A. Strands
   B. Sub-strands
   C. Content standards
   D. Indicators

9. The foundations of the curriculum based on NTECF strategy, which one deals with how learning should be organized in a step-by-step process for more emphasis?
   A. Behaviourism.
   B. Cognitivism.
   C. Constructivism.
   D. Developmentalism.
10. The ability to understand, judge, do, and use mathematics in a variety of intra- and extra-mathematical contexts and situations in which mathematics plays or could play a role is called _____
   A. aim.
   B. competency.
   C. objective.
   D. Skill.
11. In guiding learners to determine basic multiplication facts in solving 3×4 using concrete materials, learners form___
   A. 4groups of 3 items.
   B. 3 groups of 4 items.
   C. 3 groups of 2 and 2 items.
   D. 4 groups of $1\frac{1}{2}$ *and* $1\frac{1}{2}$ *items*
12. This type of curriculum sets the benchmark where teachers and students all go all-out in the teaching and learning process to reach that standard. Which type of curriculum is this?
   A. Objective-based curriculum
   B. Standards-based curriculum
   C. SBC-based curriculum
   D. National-based curriculum

13. In the many variations of principles, formulas, numbers and numerals, when do we talk of whether objects are less or more?
   A. Comparing and ordering
   B. Even and odd numbers
   C. Prime and composite
   D. Multiples and factors

14. What is process skill as mentioned in learning domains in the standard-based curriculum?
    A. Knowledge gained by learners.
    B. Management of a classroom lesson.
    C. The movement from one strand to the other.
    D. Process of imparting knowledge to learners.

15. In teaching the number system, you have to start from one stage to another with the use of teaching and learning materials. Why are teaching and learning materials important?
    A. To enable students to manufacture them.
    B. To enable students to design them.
    C. To enable students to apply them.
    D. To enable students to use them.

16. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. The following modes serve as Assessment for Learning EXCEPT _____
    A. End of term examinations
    B. Class exercises.
    C. Class tests (written, oral, aural, and/or practical).
    D. Class Assessment Task (CAT).

17. In the mode of assessment, the following tools form part of Assessment as Learning for mathematics EXCEPT_____
    A. portfolio
    B. journal entries.
    C. project work
    D. end-of-year exam.

18. A good assessment tool for mathematics teaching and learning must contain the following characteristics EXCEPT_____
    A. reliable
    B. valid.
    C. stranded
    D. Standard

19. How can we determine that counting in local languages in Ghana is done in base ten?
    A. The use of the digits
    B. The changing nature of digits
    C. The sound in the pronunciation
    D. Arrangement of the numbers

20. In the national teachers' standards, a community of practice is under professional_____
    A. development.
    B. practice.
    C. knowledge.
    D. values and attitude.

21. Which of the following forms of assessment is summative in nature?
    A. Assessment as learning
    B. Assessment for learning
    C. Assessment in learning
    D. Assessment of learning

22. The ultimate aim of assessing the numeracy skills of your learners is to ____
    A. compare their performance.
    B. grade their performance.
    C. improve teaching and learning.
    D. report students' performance to parents.

23. Which of the following is **NOT** appropriate material for teaching the addition of three-digit numbers?
    A. Abacus
    B. Bundled sticks and loose ones
    C. Cuisenaire rod
    D. Multi-base block

24. The plenary section of the learner plan is basically where____
    A. introduction of a lesson is done.
    B. methodological transformation is done.
    C. conclusion of the lesson is done.
    D. the activities of the lesson are done.

25. A mathematical activity where a number is assigned to an attribute is referred to as _____
    A. Calculation.
    B. Comparing.
    C. Evaluation.
    D. Measurement.

STUDENT'S ID NO: _____ SIGNATURE: _____

SECTION B

Answer THREE questions from this section.

1a. Explain the principles underlying the use of the following in mathematics classroom. **12marks**

i. Collaboration
ii. Equity
iii. Inclusivity

1b. How will you guide your Basic school learner to find the sum of $12 \; and 13$ using Cuisenaire' s rods? **8marks**

1c. Explain the term microteaching **5marks**

2a. Mention and explain any 5 core competencies that early grade school teachers must develop in learners. **20marks**

2b. Explain the term 'assessment tool', giving three examples. **5marks**

3a. Explain with two examples the difference between sorting and matching as pre-number activities. **11marks**

3b. State and explain **any three (3)** characteristics of a good assessment tool **9marks**

3c. Write a story problem depicting $\frac{3}{4} \div 5$ for the understanding of basic 3 learners. **5marks**

4a. With an example, explain the following processes of division using two examples each: **15marks**

i. sharing
ii. grouping

4b. Explain the mathematical concept 'Place Value' and give two reasons why it must be part of the early-grade mathematics curriculum. **10marks**

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5. You have been assigned the topic 'Addition of whole numbers' from the Basic school curriculum to present during the micro-teaching period of TEEG 212. Write a detailed lesson note on what you will be teaching. **25marks**