

UNIVERSITY OF GHANA  
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DEPARTMENT OF TEACHER EDUCATION  
SCHOOL OF EDUCATION AND LEADERSHIP  
COLLEGES OF EDUCATION  
END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 300  
B.ED. PROGRAMME

**COURSE TITLE: ASSESSMENT AND STS PREPARATORY ACTIVITIES IN MUSIC  
AND DANCE**

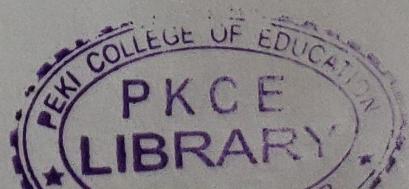
**COUSE CODE: TEJS 336**

**DURATION: 2 Hours**

#### **SECTION A**

*Answer all questions by selecting your preferred option in this section!*

1. A standard test that is designed to compare and rank test takers in relation to one another is termed.....
  - A. Criterion-referenced test
  - B. Norm-criterion referenced test
  - C. Diagnostic test
  - D. Interim test
  
2. A planned ongoing process used by teachers during teaching and learning to elicit information as well as provide feedback to modify the teaching and learning process is termed.....
  - A. Summative assessment
  - B. Formative assessment
  - C. Diagnostic assessment
  - D. Interim assessment



3. An assessment that seeks to evaluate student's learning and academic achievement at the end of a term or year by comparing it against a universal standard or school benchmark is termed.....
- A. Formative assessment
  - B. Interim assessment
  - C. Summative assessment
  - D. Diagnostic assessment
4. The systematic basis for making inferences about the learning and development of students is .....
- A. Measurement
  - B. Assessment
  - C. Testing
  - D. Evaluation
5. The following are types of assessment except .....
- A. Diagnostic
  - B. Formative
  - C. Summative
  - D. Criterion Reference
6. NPLAF is fully defined as .....
- A. National Pre-tertiary Learning Assessment Framework
  - B. National Pre-Tertiary Curriculum Framework
  - C. National Pre-tertiary Learning Resources Framework
  - D. National Planning and Learning Assessment Framework
7. The following are reasons for designing NPLAF for Ghanaian schools except?
- A. to enable the government of Ghana and other educational authorities to support teaching and learning.
  - B. Promote alignment between the pre-tertiary education curriculum, pedagogy and assessment.
  - C. Provide a framework within which classroom practitioners and policy makers can operate.
  - D. Monitor learners' progress and provide feedback to guide lesson planning and delivery.

8. The continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer to achieve performance standards of a lesson is ....
- A. Assessment for learning
  - B. Assessment of learning
  - C. Assessment as learning
  - D. Assessment with learning
9. Open book test, take home test, and simple recall test are examples of .....
- A. Objective test
  - B. Subjective test
  - C. Multiple choice test
  - D. Completion test
10. A test that seeks to compare a student's knowledge and skills against a predetermined standard is ...
- A. Criterion-referenced test
  - B. Norm-criterion referenced test
  - C. Diagnostic test
  - D. Interim test
11. Questions that prompt simple responses are termed.....
- A. True or False questions
  - B. Hinge questions
  - C. Open questions
  - D. Closed questions
12. Questions that require a deeper level of thinking and often prompt a lengthier response are knowns as .....
- A. True or False questions
  - B. Hinge questions
  - C. Open questions
  - D. Closed questions
13. Addressing misconceptions and other issues in a collective manner is termed ....
- A. Class response
  - B. Whole class feedback
  - C. Group response
  - D. Whole group

14. Learning Diary, Pre-and Post-task reflection, and Exam wrappers are examples of ...
- A. Highlighting Success strategies
  - B. Assessment checklist strategies
  - C. Self-assessment strategies
  - D. Peer assessment strategies
15. The mode of assessment in the Creative Arts and Design Curriculum include the following except .....
- A. Assessment with
  - B. Assessment as
  - C. Assessment of
  - D. Assessment for
16. Effective questioning, Graphic organizers, Self-Assessment and Self-Reflection are examples of .....
- A. Assessment of learning strategies
  - B. Assessment for learning strategies
  - C. Assessment with learning strategies
  - D. Assessment as learning strategies
17. Plenary stage of a lesson plan is the .....
- A. Starter of preparing the brain for serious academic business
  - B. Main or new learning stage of lesson delivery
  - C. Diagnostic stage of lesson delivery
  - D. The end of the lesson when students have developed ideas, skills, experiences, beliefs and/or understanding.
18. An assessment that provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process is .....
- A. Assessment for learning
  - B. Assessment of learning
  - C. Assessment as learning
  - D. Assessment with learning

19. An assessment that helps learners to reflect on their work on a regular basis, usually through self and peer assessment to decide what their next learning will be is .....
- A. Assessment for learning
  - B. Assessment of learning
  - C. Assessment as learning
  - D. Assessment with learning
20. Portfolio and Journal entries are examples of.....
- A. Assessment for learning
  - B. Assessment of learning
  - C. Assessment with learning
  - D. Assessment as learning

**PART 2**  
**ANSWER THREE QUESTIONS IN ALL**

1. (a) Evaluate three policies that the Government of Ghana has put in place for assessment in education at the pre-tertiary levels. **(12 marks)**  
(b) Discuss four types of tests you will design for AoL. **(8 marks)**
2. (a) Define assessment. **(2 marks)**  
(b) List four examples of formative assessments. **(8 marks)**  
(c) Describe assessment for learning (AfL) and outline four strategies you can use in the classroom to achieve it. **(10 marks)**
3. (a) Identify the three (3) phases of a lesson. **(3 marks)**  
(b) Assess what goes into each of the phases of a lesson identified in 3 (a) above. **(9 marks)**  
(c) Discuss four starters you would like to use in your Music and Dance lessons. **(8 marks)**
4. (a) Identify any three strategies for effective questioning. **(3 marks)**  
(b) Explain the three strategies for effective questioning identified in 4 (a) above. **(3 marks)**  
(c) Assess any four levels of Bloom's Taxonomy. **(8 marks)**  
(d) Describe three ways teachers can provide feedback to their students. **(6 marks)**
5. (a) State any three examination malpractice regulations in Ghana. **(3 marks)**  
(b) Explain the examination malpractice regulations in Ghana stated in 5 (a) above. **(9 marks)**  
(c) Describe four activities you will put in place to inculcate the core values of honesty and integrity during examinations. **(8 marks)**

