



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,

2023/20234

B.ED. PROGRAMME

COURSE CODE: TEJS 344

COURSE TITLE: ASSESSMENT TECHNIQUES IN HOME ECONOMICS

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

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

1. Which of the following is NOT a function of a test?
 - a. Determines how much the pupils learnt.
 - b. Determines the strength and weaknesses of the teaching method.
 - c. It depicts the central theme of the research question.
 - d. Motivates students to study hard.

2. Which one of the following is the instrument used for measuring a sample of behaviour?
- Assessment
 - Evaluation
 - Measurement
 - Test
3. Which question has increasing objectivity of marking?
- Multiple type.
 - Short answer.
 - Structured essay.
 - Unstructured essay.
4. Which one of the following refers to an assessment that focuses on skills learners acquire as they go through the education process?
- Education goals.
 - Education outcomes.
 - Taxonomies.
 - Instructional objectives
5. Which of these must an examiner do in order to measure higher mental processes using multiple-choice items?
- Cast the item in a novel situation.
 - Set very difficult questions,
 - Use highly technical distractors.
 - Write the alternatives in a complex manner
6. Which one of the following is an on-going assessment that provides a snapshot of where learners happen to be with respect to their competence in a given unit?
- Diagnostic Assessment
 - Formative Assessment
 - Informative Assessment
 - Summative Assessment
7. Identifying the relationship between two things is demonstrated by _____
- Completion items
 - Matching items
 - Multiple-choice items
 - True / False items
8. Which of the following is not a characteristic of formative assessment?
- It is always used for grading by teachers.
 - It is used before and during instruction to find out students' progression.
 - Teachers and Learners identify their strengths and weaknesses and target areas that need improvement.
 - Teachers recognize where learners have challenges and make efforts to address them immediately.
9. Which of the following is a critical consideration when one is constructing supply-type test?
- Allow an extensive coverage of subject content,
 - Follow time consuming practices in construction.

- c. Keep the number of missing words or blank spaces low.
d. Minimize guessing by students by not leaving clues.
10. A formative evaluation procedure using a systematic approach to know how the students have gained knowledge is _____.
a. continuous assessment
b. progress assessment
c. systemic assessment
d. validation of assessment
11. Which of the following is a disadvantage of multiple-choice type test?
a. Difficulty in constructing it.
b. Difficulty in marking it.
c. Low rate of guessing in it.
d. Peer scoring possibility
12. If the scoring of the test is not affected by any factor, the quality of a test is called _____.
a. Differentiability
b. Objectivity
c. Reliability
d. Validity
13. The purpose of the evaluation is to make a judgment about educational _____.
a. quality
b. quantity
c. period
d. Validity
14. A test that specifically measures what was learned by the pupils, it is said to be _____.
a. Consistent
b. Precise
c. Reliable
d. Valid
15. Which one of the following is a frequently used tools of summative evaluation?
a. Daily assignment
b. Norm examination
c. Teacher observation
d. Tests/examinations
16. Which of the following is **not** a disadvantage of multiply type test?
a. Does not place premium on students' reading ability.
b. Item writing is time consuming.
c. They are relatively difficult to construct.
d. They are susceptible to guessing.
17. An assessment that focuses on skills learners acquire as they go through the education process refers to what?
a. education goals
b. education outcomes
c. instructional objectives
d. Taxonomies
18. The criteria which evaluate whether pupils have enough time to complete the test within the administration time is

- a. Clarity
 - b. Fairness
 - c. Practicality
 - d. Validity
19. What is the purpose of formative evaluation?
- a. Administering corrective test.
 - b. For decision on repetition.
 - c. Monitor the progress of students.
 - d. Punish indolent students
20. Which of these tools does **not** seem to be good for formative assessment?
- a. Conversation.
 - b. Criterion-Referenced Test.
 - c. Group Discussion.
 - d. Quizzes.
21. Which one of the following is **not** characteristics of continuous assessment?
- a. It is guidance oriented.
 - b. It is comprehensive.
 - c. It is cumulative.
 - d. It is not systematic.
22. Which one of the following is a test made to compare the performance of a student with the other students?
- a. Achievement reference.
 - b. Criterion reference.
 - c. None reference.
 - d. Norm reference.
23. Which one of the following is a category of assessment done at the end of a course of instruction?
- a. Assessment as learning.
 - b. Assessment for learning.
 - c. Assessment of learning.
 - d. Assessment to learning.
24. Which one of the following tests is used only for special testing or placement of students?
- a. Achievement test.
 - b. Aptitude test.
 - c. Attitude test.
 - d. Intelligence test.

. SECTION B
[75 Marks]

Answer any three questions in this section.

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| Q1. | a. Explain the following general principles of assessment
i. Clarity
ii. Need driven
iii. Fairness
iv. Goal driven | 10 marks |
| | b. Describe the two common types of assessment and give 3 characteristics of each type. | 15 marks |
| Q2. | a. Classify the following purposes of assessment under the three main categories of purpose of assessment.
i. Instructional management decisions
ii. Counselling and guidance decisions
iii. Selection decisions
iv. Placement decisions
v. Certificate and credentialing decisions. | 15marks |
| | b. Discuss the four main stages involved in classroom testing | 10 marks |
| Q3. | a. Explain the following types of objective type tests and give one example each
i. Multiple-choice
ii. Alternate (True/ False)
iii. Matching
iv. Supply | 12 marks |
| | b. State and explain three advantages of essay-type test | 9 marks |
| | c. State two (2) disadvantages and two (2) advantages of objective type test | 4 marks |
| Q4. | a. With example, discuss the linkage with an assessment of, for, and as learning. | 9 marks |
| | b. Discuss two characteristics of continuous assessment. | 6marks |
| | c. What is a marking scheme for the Home Economics teacher? | 5 marks |
| | d. State two disadvantages of objective test | 5 marks |
| Q5. | a. Discuss the guidelines a Home Economics teacher will use for writing a marking scheme for an end-of-semester examination. | 10 marks |
| | b. Explain the table of specification. | 3 marks |
| | c. What is a marking scheme for the Home Economics teacher? | 2 marks |

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- d. Discuss 4 ways a Home Economics teacher will use for writing a marking scheme for an end-of-semester examination.