



UNIVERSITY OF GHANA

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

COURSE CODE: TEJS 202

COURSE TITLE: **PSYCHOLOGICAL BASIS FOR DIFFERENTIATED
ASSESSMENT FOR JUNIOR HIGH SCHOOL**

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 ability of a test to differentiate between those who are knowledgeable and those who are less knowledgeable is termed _____.
 - A. Analysis.
 - B. Appraisal.
 - C. Discrimination.
 - D. Difficulty.
2. Mr. Acquah, a class six (6) teacher assigns a score of (8/10) to Kojo Alhassan in a maths class test. Which term describes Mr. Acquah's action?
 - A. Assessment
 - B. Evaluation
 - C. Measurement
 - D. Testing
3. The headmaster of the Catholic Junior High School (JHS) at Kertcity obtained the ages of 20 JHS 1 learners, 25 JHS 2 learners and 15 JHS 3 learners. What scale of measurement did the headmaster use in the activity?
 - A. Interval.
 - B. Nominal.
 - C. Ordinal.
 - D. Ratio.

4. Which of the following is **not** a merit of continuous assessment?
- A. It gives uniformity in grading assignments and class tests among schools.
 - B. It is a fair method of grading, classifying, and grouping learners.
 - C. It makes it possible to measure all educational outcomes.
 - D. It provided records on learner's performance and progress.
5. Which of these is **not** an informal assessment procedure?
- A. Standardized test.
 - B. Task analysis.
 - C. Time sampling.
 - D. Work sample analysis.
6. Which of the following is not a category in the taxonomy of educational objectives of the affective domain?
- A. Receiving
 - B. Analysis
 - C. Responding
 - D. Valuing
7. Values can be added, subtracted, multiplied, and divided in one of the following types of scales.
- A. Nominal scale
 - B. Ordinal scale
 - C. Interval scale
 - D. Ratio scale
8. In Abuburokosua M/A Primary School, Mr. Tinkorang the head teacher accepted Mr. Ewudzi's daughter and offered her admission. The rest of the applicants were rejected. Which purpose of assessment did Mr. Tinkorang use?
- A. Guidance decision
 - B. Instructional Management decisions
 - C. Placement decision
 - D. Selection decision
9. Due to the learning style of Joojo Tekri, the academic affairs headmaster asked him to join the B.S. 6 class. Which criteria did the academic affairs head use?
- A. Guidance decision
 - B. Instructional Management decisions
 - C. Placement decision
 - D. Selection decision

10. The use of previously acquired knowledge and skills in a new learning or problem-solving situation is _____
- A. Transfer of living.
 - B. Cognitivism.
 - C. Behaviorism.
 - D. Transfer of learning.
11. Building good discipline through modeling includes all the following **Except** _____
- A. Demonstration.
 - B. Jumping.
 - C. Attention.
 - D. Practice.
12. Mr. Boateng tested his Basic school learners in Mathematics and used the results to group them for teaching in view of their individual differences. Which decision did he make with his assessment information?
- A. Guidance and Counseling.
 - B. Instructional Management.
 - C. Placement orientation.
 - D. Selection Process.
13. Which of the following theories prescribe strategies that are most useful for building and strengthening stimulus-response association?
- A. Cognitivism.
 - B. Rationalism.
 - C. Behaviorism.
 - D. Constructivism.
14. One way to get a balanced assessment of topics you teach is to design a table showing the number of test items needed for each topic. What is the name of this table?
- A. Item analysis table.
 - B. Operational matrix.
 - C. Table of assessment.
 - D. Table of specifications.
15. When a test produces consistent results whenever it is used. It is said to be _____
- A. a precision
 - B. consistent
 - C. reliable.
 - D. valid

16. Modern assessment is based on **two** approaches. These are _____ approaches.
- A. criterion-referenced and non-referenced
 - B. direct and indirect assessment
 - C. process and product
 - D. internal and external
17. One of the following is a method by which the scorer simply reads the whole essay for a general impression of its adequacy and quality.
- A. Analytic approach
 - B. Impression approach
 - C. Reading approach
 - D. Scholastic approach
18. Which of the following refers to the tendency of not paying attention to the marking scheme over time is termed as _____?
- A. Halo effect
 - B. Carry-over effect
 - C. Rater drift
 - D. Scoring drift
19. All of the following are conditions for the transfer of learning **Except**.
- A. Emphasis on metacognition.
 - B. Similarities between two learning situations.
 - C. The relevance of learning.
 - D. The age of the learner.
20. The process of gradual disconnection of the Stimulus-Response (S-R) association is termed as _____
- A. Extinction.
 - B. Spontaneous recovery.
 - C. Stimulus generalization.
 - D. Stimulus discrimination.
21. The validity of an assessment refers to the soundness of the _____
- A. construction and evaluation of the assessment instrument.
 - B. grading and reporting of the assessment procedure.
 - C. interpretation and use of the assessment results.
 - D. planning administration of the assessment tasks.
22. If a student scores 55% consistently in a subject of study but does **not** get the opportunity to pursue this subject at the next level, then the result is _____
- A. reliable and valid.
 - B. reliable but not valid.
 - C. standardized but not valid.
 - D. valid but not reliable.

23. Construct-related validity evidence can be ascertained by _____
- A. comparing the score of an unknown group.
 - B. compiling the views of expert judges.
 - C. inspecting a relevant specification table.
 - D. providing performance scores on the assessment.
24. One of these is not part of Kohlberg's levels of moral development.
- A. Conventional morality.
 - B. Pre-conventional morality.
 - C. Post-conventional morality.
 - D. Unconventional morality.
25. Before learning about Piaget's theory, you understood the terms assimilation and accommodation as they are used in conversation. After learning about Piaget's theory, you understood these terms as processes of intellectual development. This new understanding is most specifically known as _____
- A. organization.
 - B. assimilation.
 - C. accommodation.
 - D. epistemology.

SECTION B

ANSWER ANY THREE QUESTIONS FROM THIS SECTION

- 1a. Explain with examples formative and summative assessment. **10MARKS**
- 1b. Discuss any four (4) purposes of assessment. **12MARKS**
- 1c. Explain School-Based Assessment as a Basic School Educator. **3MARKS**
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- 2a. Explain the following terms: **15 MARKS**
- i. Aptitude test
 - ii. Achievement test
 - iii. Diagnostic test
- 2b. Explain the following Item Formats with examples. **10 MARKS**
- i. Objective-type test.
 - ii. Essay-type test.
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- 3a. Explain the term 'continuous Assessment' **5MARKS**
- 3b. Outline and discuss any **FIVE** characteristics of continuous Assessment **20MARKS**
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- 4a. Explain the term "Differentiated Assessment" **5MARKS**
- 4b. explain any 5 principles of differentiated assessment **20 MARKS**
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- 5a. As a student-teacher, discuss any five (5) suggestions/guidelines when constructing multiple-choice items for learners **20MARKS**
- 5b. What is Reliability of a Test Result? **5MARKS**