

STUDENT'S ID NO: _____ SIGNATURE: _____



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION
SCHOOL OF EDUCATION AND LEADERSHIP
COLLEGES OF EDUCATION

END OF SEMESTER ONE EXAMINATIONS FOR LEVEL 300, 2022/2023
B.ED. PROGRAMME

COURSE CODE : TEEG 302

COURSE TITLE: DIFFERENTIATED ASSESSMENT FOR EARLY GRADE

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

Time: 2 Hours

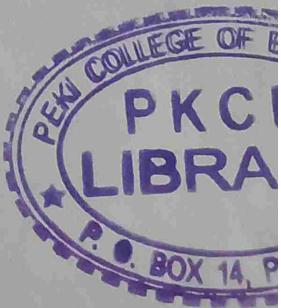
SECTION A

[25 Marks]

Answer all the questions in this section.

In this section, each question is followed by four options lettered A to D. Read each question carefully and circle the letter that corresponds with the best option on the question paper. Each question carries **(1 mark)**.

1. What type of assessment has been adopted when learners are asked to narrate a story of 'buying and selling at the marketplace' at the end of a unit?
 - A. Assessment as learning
 - B. Assessment for learning
 - C. Assessment of learning
 - D. Assessment in learning



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2. Pupils with reading disabilities are said to be suffering from _____.
 - A. Dyscalculia
 - B. Dysgraphia
 - C. Dyslexia
 - D. Dyspraxia
3. According to Bloom's taxonomy, the ability of a learner to express what he or she has learned in his or her words is an indication of _____.
 - A. analysis
 - B. application
 - C. synthesis
 - D. understanding
4. The assessment that helps students to take more responsibility for their own learning, learn about themselves as learners, and reflect on their work on a regular basis is _____.
 - A. Assessment as learning
 - B. Assessment for learning
 - C. Assessment in learning
 - D. Assessment of learning
5. How many minutes is EGRA?
 - A. 5 minutes
 - B. 10 minutes
 - C. 15 minutes
 - D. 20 minutes
6. The following are features of EGRA **except** for familiarity with _____.
 - A. letter names and sounds
 - B. number sense and identification
 - C. syllable identification and reading
 - D. vocabulary and comprehension
7. Which one of the following **cannot** be used to diagnose pupils with reading difficulties?
 - A. Number sense
 - B. Reading skills
 - C. Spelling abilities
 - D. Visual perception

8. Madam Watkye was a bit furious today when she realised that Kofi, a six-year-old boy in her class, read many words of a passage incorrectly, slowly, and with obvious effort. Which one of the following portrays the reading difficulty of Kofi?
- A. Comprehension.
 - B. Fluency
 - C. Phonemic Awareness
 - D. Phonics
9. Mr. Donkoh tried very hard to help Naana identify and manipulate the sounds that would help her differentiate one word from another. Her inability to distinguish the element p in "tap" from "tab" and "tag" was frustrating. Which one of the following portrays the reading difficulty of Naana?
- A. Comprehension.
 - B. Fluency
 - C. Phonemic Awareness
 - D. Phonics
10. Rogers asks the learners to differentiate between a post office and a police station. Which of the levels of Bloom's taxonomy was in operation?
- A. Analysis
 - B. Comprehension
 - C. Evaluation
 - D. Knowledge
11. A kindergarten two child was able to blend the syllables 'pock' and 'et' (**p**o·kuht) and pronounced it as pocket. Which of the component of Bloom's taxonomy has the child used?
- A. Analysis
 - B. Comprehension
 - C. Knowledge
 - D. Synthesis
12. David was taught that to split a word into syllables, one needs to identify the vowels first and underline them. This should be followed by identifying the middle point between the vowels and splitting the word. Enthused by this discovery, David splitted 'helmet' as 'hel' and 'met'. What level of Bloom's taxonomy is at work?
- A. Application
 - B. Comprehension
 - C. Knowledge
 - D. Synthesis

13. School-Based Assessment (SBA) in Ghanaian schools has the feature of helping the teacher obtain _____.
- A. a list of objectives in constructing assessment items.
 - B. guidance in dealing with social and psychological problems.
 - C. sources of motivation for directing students' learning.
 - D. standards of achievement in each class of the school system
14. The small value of the standard error of measurement indicates that the _____.
- A. error score is positive.
 - B. observed score is low.
 - C. reliability is high.
 - D. reliability is low.
15. Which one of the following is **not** a characteristic of diagnostic assessments?
- A. They call the attention of teachers to what their students do and do not know.
 - B. They help teachers identify problematic areas in the learning of their students.
 - C. They identify gaps in students' knowledge and call attention to misconceptions.
 - D. They identify which intervention strategies may be needed for lower-level students.
16. The assessment tool that allows educators to interact directly with learners in order to find out more about what learners have achieved or their difficulties is termed _____.
- A. Quizzes
 - B. Checklist
 - C. Interview
 - D. Observation
17. Which one of the following statements is **true** about assessment?
- A. Formative assessments are *for* learning, while summative assessments are *of* learning.
 - B. Formative assessments are *of* learning, while summative assessments are for learning.
 - C. Formative assessments are used at the end of a project, unit, course, or semester.
 - D. Summative assessment provides feedback that could help improve pupils' learning.
18. *Assessment tools* that set out specific criteria, where educators indicate the presence or absence of a behaviour used to gauge skill development or progress, are known as _____.
- A. Checklist
 - B. interview
 - C. Observation
 - D. Surveys

19. Which one of the following is **not** a characteristic of diagnostic assessment?
- A. Before they can diagnose the learning gap, the students must write them.
 - B. They are low stake; hence they do not usually contribute to scores.
 - C. They help teachers diagnose the students' *skills and knowledge*.
 - D. They help teachers decide what to focus on in class while teaching.
20. The beliefs that teachers hold about the teaching and learning of mathematics in the early grade classroom _____.
- A. contribute to the selection of the national goals
 - B. determine the products they choose to produce
 - C. influence the instructional strategies they select and enact
 - D. influences their teaching and learning philosophy
21. How many Components does Early grade Reading Assessment (EGRA) measures?
- A. 4
 - B. 5
 - C. 6
 - D. 7
22. Which one of the following is **not** a question asked by students during formative assessment?
- A. How can I close the gap?
 - B. Where am I now?
 - C. Where am I going?
 - D. What is my score now?
23. All the following are the benefits of *assessment for learning*, **except** that students _____.
A. are more motivated to be engaged while learning.
B. are actively involved in their own assessment.
C. experience more anxiety while taking the test.
D. take responsibility for their own learning.
24. The assessment that teachers use to find out what their learners know and can do, and what confusions, preconceptions, or gaps they might have is called _____.
A. Assessment as learning
B. Assessment for learning
C. Assessment in learning
D. Assessment of learning
25. Which one of the following is the highest level of Bloom's taxonomy?
- A. Analyse
 - B. Create
 - C. Evaluate
 - D. Remember

SECTION B

[75 Marks]

Answer any **THREE** questions in this section.

- | | | |
|------|---|---|
| 1 | (a) Explain any three (3) of the components of reading? | 9 Marks |
| | (b) In not more than two sentences explain Early grade Reading Assessment (EGRA). | 4 Marks |
| | (c) i. List any three (3) types of reading tasks?
ii. Explain any three (3) types of learning difficulty. | 3 Marks
9 Marks |
|
 | | |
| 2 | (a) i. What are anecdotal records?
ii. State two disadvantages of anecdotal records? | 3 Marks
2 Marks |
| | (b) Distinguish between alphabetic knowledge and phonological knowledge. | 5 Marks |
| | (c) Maame is a 5-year-old grade-one girl at a private school. It is the desire of the parents that Maame will one day study the sciences, and as such, she was registered in a school that promotes science right from the elementary levels. Nonetheless, the school has a policy of allowing all the children to be in a large hall throughout the first year of their first grade, and teachers take turns teaching and observing every student intently. Sometimes, interviews are conducted randomly when the unsuspecting children are at their best, laughing and playing with classmates. Three of the eight teachers are assigned the role of class teachers, and they keep anecdotal records. Occasionally, the school guidance and counselling office takes turns visiting the children in the hall and observing their interactions and socialisation, with the same mission of helping the school identify children for various programmes that are available in order to nurture their potentials. At the end of the year, both oral and written tests are given to the children to finalise the school's policy. The parents are then informed of the programme that the school deems appropriate for the wards. Every interaction the school has with the kids influences whatever decisions the school makes for the kids. | |
| | i. List at least three (3) different assessment strategies that were administered to Maame.
ii. Explain the role of each of the strategies mentioned in (i).
iii. Which of the assessment strategies may be more objective in providing evidence for the school on every child?
iv. Which of the assessment strategies may be subjective or biased?
v. State the reason for your position in (iv). | 3 Marks
6 Marks
2 Marks
2 Marks
2 Marks |

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- 3 (a) What is assessment as learning? 3 Marks
- (b) i. What is a diagnostic assessment? 2 Marks
ii. List **four** (4) types of diagnostic assessment. 4 Marks
iii. What is a formative assessment? 2 Marks
iv. List five (5) types of formative assessment. 5 Marks
v. Explain the key difference between diagnostic assessment and formative assessment? 4 Marks
- (c) Give **five** (5) examples of anecdotal records? 5 Marks
- 4 (a) i. What is feedback in assessment? 4 Marks
Explain the following types of feedback.
ii. Student self-feed back 2 Marks
iii. Summative feed back 2 Marks
iv. Student peer feed back 2 Marks
- (b) Explain any **five** (5) characteristics of good classroom assessment. 10 Marks
- (c) Enumerate **five** (5) advantages of observation as an assessment strategy. 5 Marks
- 5 (a) i. Explain the term checklist as an assessment technique. 3 Marks
ii. Describe any two (2) advantages of checklist. 4 Marks
iii. Explain the goal of summative assessment. 3 Marks
- (b) Kwame is a 7-year-old grade One boy in a private school. He was born and nurtured in a village called Assin Dabie. His parents just moved to the city, where he finds himself among eloquent and social butterfly students whose problems could be everything but timidity. According to his academic report card, Kwame used to be the top student in his formal school; however, he could hardly open his mouth in his new school for fear of making grammatical mistakes or drawing ridicule from his peers. His mathematics teacher is very worried that his inability to indicate where his challenges are on a daily basis during lessons might frustrate his desire to learn mathematics to his full potential. 15 Marks

Briefly explain in not more than three sentences how Kwame's teacher can get to know where his challenges are while the teaching and learning exercise is ongoing in the classroom without calling the attention of other students to Kwame.