

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 TWO EXAMINATIONS FOR LEVEL 300, 2021/2022

B.ED. PROGRAMME

COURSE CODE: **TEJS 358**

COURSE TITLE: **ASSESSMENT TECHNIQUES IN VISUAL ARTS**

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**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. A teacher gave a mid-term examination to her pupil and used it to improve her students' learning. The mid-term examination served as.....
  - A. formative evaluation of her method
  - B. formative evaluation of the student
  - C. summative evaluation of student
  - D. summation evaluation of her methods

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2. Which types of evaluation involve obtaining evidence to guide in improving the instructional process in an in-service training programme?
  - A. Criterion-referenced
  - B. Formative
  - C. Norm-referenced
  - D. Summative
3. Which term refers to the process of monitoring pupils' progress to find out how they can be helped to learn?
  - A. Diagnosis
  - B. Evaluation
  - C. Guidance
  - D. Measurement
4. Which of the following assessment is not conducted during instruction?
  - A. Summative assessment
  - B. Formative assessment
  - C. Comprehensive assessment
  - D. None of the above
5. A pre-evaluation assessment that allows the teacher to discover how much knowledge a student has on a subject matter is known as .....
  - A. Pre-evaluation
  - B. Pre-assessment
  - C. Formative assessment
  - D. Diagnosis Assessment.
6. The process of collecting information to make decisions concerning students, curricular and educational policies is known as .....
  - A. assessment
  - B. evaluation
  - C. measurement
  - D. test

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7. Assessment in education is a process of.....
  - A. conducting continuous assessments in order to council students
  - B. evaluating how well teaching and learning are progressing
  - C. imparting to the student
  - D. obtaining information for school decision making
8. An assessment that focuses on skills learners acquire as they go through the education process refers to.....
  - A. education goals
  - B. education outcomes
  - C. instructional objectives
  - D. taxonomies
9. All the following factors must be considered in the choice of the appropriate format for test construction **Except**.
  - A. Availability of a table of specification
  - B. Difficulty desired
  - C. Purpose of the test
  - D. Time available to prepare the test
10. What should the classroom teacher pay attention to first before selecting a particular technique to use in assessing students?
  - A. Content covered in class
  - B. Skills to be tested
  - C. Time to be spent in responding
  - D. Use of assessment results
11. Test scores that are highly reliable are also valid.
  - A. True
  - B. False

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12. Measuring students' performance means evaluating them.

- A. True
- B. False

13. 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

14. When a test specifically measures what was learned by the pupils, it is said to be.....

- A. consistent
- B. reliable
- C. valid
- D. a precision instrument

15. A test that produces consistent results whenever it is used is known as .....

- A. consistent
- B. reliable
- C. valid
- D. a precision instrument

16. Which of these statements about measurement and assessment is true?

- A. Measurement is continuous but assessment is done at the end of the instruction
- B. Measurement involves the pupils but assessment is done by the teacher only
- C. Measurement involves figures only and assessment involves words only
- D. Measurement provides date for assessment

17. The supply test can also be referred to as what?

- A. Completion test
- B. Formative test
- C. Respondent
- D. Matching

18. Which of the following is a disadvantage of the supply type test?

- A. They provide economy of time in scoring
- B. It minimizes guessing
- C. They often include more specific determiners
- D. They don't provide opportunities for bluffing

19. Which type of test is also known as a non-standardized test and is not recommended to be used to indicate a learner's position on a larger scale?

- A. Achievement test
- B. Criterion-reference test
- C. Norm-referenced test
- D. Teacher-made test

20. When Morro is able to use the knowledge gained in mixing primary and secondary colors in a painting class in his private textile batik art production, then according to blooms taxonomy of assessment he has ----- knowledge

- A. analyzed
- B. applied
- C. created
- D. understood

21. The wrong answers in a multiple-choice question is known as what?

- A. Plausible
- B. Unique items
- C. Wrong choice
- D. Distractor

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22. Which of the following is **Not** a type of evaluation?

- A. Formative
- B. Summative
- C. Assessment
- D. Diagnostic

23. Which of the scales below is associated with 20-----30-----40-----50 marks?

- A. Nominal scale
- B. Ordinal scale
- C. Interval scale
- D. Ratio scale

24. Which of the following is not an engagement method in the classroom?

- A. Discussion method
- B. Online learning resources
- C. Tell a friend to tell a friend
- D. Think pair share

25. Study the options below carefully and choose the one which best relates to the phrase  
“Judging the performance of learners”

- A. Educational Assessment
- B. Evaluation
- C. Scaling
- D. Test

**SECTION B**  
[75 Marks]

Answer any three questions in this section.

1. (a) Discuss the following concepts with relevant examples.
  - i. Assessment
  - ii. Test
  - iii. Measurement
  - iv. Evaluation

(12 marks)
- (b). Identify **five** reasons why teachers assess their pupils. **(5 marks)**
- (c). Explain norm-referenced and criterion-referenced interpretations of test scores. **(8 marks)**
2. (a) Examine the following concepts with examples **(5 marks)**
  - i. Reliability
  - ii. Obtained score
  - iii. True score
  - iv. Error score
  - v. Standard error of measurement (SEM)
3. (a). Describe with relevant examples, any **four** methods you would consider in estimating the reliability of basic school pupils' test results. **(20 marks)**
- (b). Explain any **two** (2) of the following terms as used in educational assessment.
  - i. Educational goals
  - ii. Educational outcomes
  - iii. Learning outcomes

**(5 marks)**
4. Examine **five** factors you would consider as a means of achieving a high

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validity for basic school pupils' test results. (25 marks)

5. (a). Explain **five** advantages of the multiple-choice item over each of the other objective-type items. (10 marks)

(b). i. Write one multiple-choice item in a subject area at the basic school level in Ghana (3 marks)

ii. Identify the following parts of the item written in b(i): stem, option,

foils and the correct response

(4marks)

(8 marks)

(c). Explain any **four** criteria for evaluating a test.