

**TEACHERS COLLEGES OF JAMAICA**

**BACHELOR OF EDUCATION**

**JANUARY 2021 – EXAMINATIONS**

**COMMON PAPER**

**EDUCATION**

**ASSESSMENT IN EDUCATION**

**[ED 301PCB]**

**YEAR 3  
EC/PRI/SEC/SP.ED**

**TIME: 2 HOURS**

**INSTRUCTIONS:** Candidates are required to answer **ALL** questions in Sections A and B and **THREE** questions in Section C.

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## SECTION A

Answer ALL questions in this section by circling the letter which indicates the best response.

1. Creating a table of specification is one way to ensure
  - a. criterion validity.
  - b. fairness.
  - c. reliability.
  - d. content validity.

Use the following information to answer Questions 2 & 3.

The answer key for the following item is C. The results for the top performing quarter and bottom performing quarter of students on the item are presented in the table.

Options	A	B	C*	D
No. of Top Performing students Selecting Option	0	0	10	0
No. of Bottom performing students selecting option	0	5	4	1

2. The difficulty or facility index of the item as a percentage is
  - a. 40%.
  - b. 50%.
  - c. 60%.
  - d. 70%.
3. The discrimination index of the item is
  - a. .06
  - b. .07
  - c. .60
  - d. .70
4. Care in the construction and administration of tests greatly lessens the occurrence of
  - a. random errors.
  - b. systematic errors.
  - c. structured errors.
  - d. equivalent errors.
5. Which method of testing for reliability provides data on the consistency of scores over a given period of time?
  - a. Inter-rater approach
  - b. Test re-test approach
  - c. Equivalent forms approach
  - d. Cronbach Alpha approach

6. A valid interpretation of assessment results would logically presume which of the following?
  - a. Sampling of content was adequate
  - b. The test was difficult
  - c. Students felt comfortable in the exam
  - d. Enough persons did the test
  
7. Which of the following describes the cycle of collecting, appraising and the using of information to make decisions about teaching and learning?
  - a. Measuring
  - b. Evaluating
  - c. Interpreting
  - d. Assessing
  
8. The Student Assessment Unit at the Ministry of Education uses results from assessment to do all the following, EXCEPT to
  - a. identify curriculum deficiencies.
  - b. evaluate education officers.
  - c. evaluate programme strength.
  - d. provide feedback to students.
  
9. The National Examinations administered to Grade 1 students are used for the purpose of
  - a. summative assessment.
  - b. diagnostic assessment.
  - c. alternative assessment.
  - d. formative assessment.
  
10. Which of the following types of test item has a 50% chance of guessing?
  - a. Multiple choice
  - b. Matching
  - c. Short answer
  - d. True/false
  
11. Which of the following involves criterion-referenced interpretation?
  - a. John got the highest score in the spelling test.
  - b. Mary scored below average on the Mathematics test.
  - c. Joe outperformed the class in the reading test.
  - d. David can calculate the area of a rectangle
  
12. Which of the following item types would be best suited for measuring the following specific objective?  
*Objective:* Student should justify the statement, 'Social media is the opium of the people'.
  - a. Essay
  - b. True and False
  - c. Multiple Choice
  - d. Completion

26. Which document identifies the achievement domains being measured and ensures that a fair representative sample of questions appear on a test?
- Specific objectives
  - Content-related validity
  - Taxonomical levels
  - Table of Specifications

27. A teacher wrote the following multiple-choice item:

The market structure where a few firms dominate the market is referred to as an:

- cartel*
- monopoly*
- monopsony*
- oligopoly*

Which guideline for writing multiple choice items was not followed?

- Avoiding verbal clues in the stem
  - Making options grammatically consistent
  - Stating alternatives in parallel form
  - Including absolute terms in the distractors
28. All the following are purposes of standardized testing EXCEPT
- to compare objectives of the curriculum to student achievement.
  - to make a compare students' performance.
  - to provide developmental information about students' achievement over time.
  - to identify strengths and weakness of students
29. The validity of an assessment task can be increased by
- establishing the expected responses.
  - providing clear instructions to students.
  - increasing the number of scorers or markers.
  - including mainly items that measure analysis.
30. Standard deviation is a measure of
- variability.
  - correlation.
  - central tendency.
  - frequency distribution.
31. A student who scores at the 60<sup>th</sup> percentile on a test
- answers 60% of the items correctly.
  - answers 40% of the items correctly.
  - equals or surpasses the performance of 60% of the other examinees.
  - masters 40% of the objectives of the test.
32. If the correlation coefficient is found to be positive, it signals that one value will
- increase while the other decreases.
  - decrease while the other remains constant.
  - decrease while the other decreases.
  - remain constant while the other increases.

33. Multiple intelligences, learning styles, prior learning experiences and cognitive abilities can be taken into account by which of the following?
- Curriculum development
  - Differentiated assessment
  - Assessment by learning
  - Standardized testing
34. In class, students were required to apply analytical skills. However, their exam mainly used recall items. Which of the following would most likely explain this?
- Assessment was realigned to teaching emphasis
  - Students' test preferences were not catered to
  - Exams are best suited for assessing recall skills
  - Assessment was misaligned with teaching emphasis
35. Miss Jennings is constructing a test. She would like to use questions that allow students to supply the answer. Which of the following would you recommend to her?
- Completion
  - Matching
  - Multiple choice
  - True-False
36. The following is a set of scores derived from a test sat by 7 students:  
30, 18, 13, 29, 19, 18, 27. What is the mean of the scores?
- 18
  - 19
  - 22
  - 29
37. The discrimination of a multiple-choice item is 0.65. This implies that the item is
- very good for the item bank.
  - reasonably good and subject to revision
  - poor and should be rejected
  - marginal and subject to improvement
38. Orchid's parent is confused by her score on two exams that were intended to assess the knowledge of Social Studies terms. She scored 90% and 30% respectively on Test 1 and Test 2. What aspect of the test is the parent likely to be questioning?
- Fairness
  - Difficulty
  - Reliability
  - Validity

39. The students in 4P were asked to conduct research on the “Water cycle” and make a creative presentation on the topic using drama, music, oral presentations to name a few. The teacher is seeking to capitalize on students’
- levels of development.
  - readiness.
  - cognitive abilities.
  - learning styles.
40. A group of 25 students took a test and they all got an F. What type of distribution would result, considering the scores could range between an A and a F?
- Normal distribution
  - Skewed distribution
  - Mean distribution
  - Mode distribution

**SECTION B:**

**COMPULSORY QUESTION**

Use the information below to answer the question.

The following scores were obtained by twenty-five (25) students on an Integrated Science test

93	87	72	63	75
50	82	95	77	96
70	78	82	75	86
74	82	45	98	62
68	75	95	52	76

- Calculate the mean, median and the mode. [1.5 marks]
- Use the information you calculated in *part a* to describe students’ performance on the test. [3.5 marks]

## SECTION C

Answer ANY THREE questions in this section.

1. a. Using the following criteria, outline THREE differences between norm-referenced and criterion-referenced test interpretations.
  - i. Description of learning outcomes.
  - ii. Types of test items.
  - iii. Use of interpretation [3 marks]
- b. Why should parents be interested in
  - i. criterion-referenced test interpretation?
  - ii. norm-referenced test interpretation? [2 marks]
2. A table of specification is an important tool when designing a test.
  - a. Explain ONE purpose and ONE benefit of using a Table of Specifications. [2 marks]
  - b. Based on Bloom's Revised Taxonomy, what is the level of learning for the following learning outcome?  
*'Student teachers should be able to delineate the issues surrounding current evaluation practices in Jamaica's education system'.* [1 mark]
  - c. Explain your reasoning for your response in part b. [2 marks]
3. a. What is *content validity* and why is it important in the design of teacher-made classroom tests? [2 marks]
- b. Explain ONE factor that can affect the validity of test results. [1 mark]
- c. What can a classroom teacher do to reduce or minimise the threat to validity you explained in part b? [2 marks]
4. Mrs. Jack constructed the following essay to be used on an end of unit test.  
"You have been asked to address the first form parents of Jacksons High School on the use of the HPV Vaccine. Write an essay that seeks to describe FOUR ways the HPV vaccine can be beneficial to twelve-year-old girls".
  - a. What are TWO of the THREE components of this type of essay? [1 mark]
  - b. State TWO advantages of using essay items on a test. [1 mark]
  - c. Describe TWO strategies that Mrs. Jack might employ to ensure reliability in scoring. [3 marks]
5. a. Identify TWO factors that affect the reliability of tests. [1 mark]
- b. Use appropriate examples to describe the following methods of estimating the reliability of test scores:
  - i. Test-retest [2 marks]
  - ii. Parallel Forms [2 marks]

6. a. Use appropriate examples to distinguish between formative and summative assessments? [2 marks]
- b. How might a classroom teacher use formative and summative assessment to improve student learning? [3 marks]

**END OF EXAMINATION**