

PRE-TEST

One-Day Training Session on Assessment

For Grade 6-8 Teachers

Section 1: MCQs

Q1. What is the primary purpose of formative assessment in education?

- a) To rank students based on their performance
- b) To provide feedback for student improvement**
- c) To determine the final grades of students
- d) To assess overall student achievement

Q2. In Bloom's Taxonomy, which level includes activities such as comparing, contrasting, and evaluating?

- a) Knowledge
- b) Comprehension
- c) Application
- d) Synthesis**

Q3. Which of the following is an important consideration when designing an extended response question (ERQ)?

- a) Keep the question short and simple
- b) Ensure that there is only one possible answer
- c) Encourage students to demonstrate in-depth understanding**
- d) Limit the question to a single sentence

Q 4. What is a key consideration when creating Constructed Response Questions (CRQs)?

- a) Keeping questions brief and concise**
- b) Providing multiple-choice options for every question
- c) Providing ample space for detailed responses

- d) Ignoring specific criteria for responses

Q 5. Which of the following is a common approach to enhancing the quality of MCQs?

- a) Keeping questions vague and open-ended
- b) Avoiding distractors in answer choices
- c) Incorporating clear and plausible distractors**
- d) Offering just one answer choice

Q6. When assessing student work, a rubric is primarily used for:

- a) Providing detailed feedback**
- b) Conducting classroom observations
- c) Managing student attendance
- d) Clarifying assignment instructions

Q7. Checklists typically involve straightforward items that can be checked off. What is the typical response for each item?

- a) A score or level
- b) A detailed description
- c) A written comment
- d) A simple checkmark**

Q.8 How can rubrics benefit both teachers and students?

- a) By replacing traditional tests
- b) By making grading quicker and easier
- c) By providing clear expectations and feedback**
- d) By increasing class size

Section 2: Case Scenario:

Q 9: Scenario:

You are a dedicated secondary school science teacher specializing in environmental science. Within your class, you have two outstanding students, Ahmed and Shabana. Ahmed consistently excels in quizzes, presentations, and projects but encounters difficulties when responding to long-answer questions. On the other hand, Shabana performs exceptionally well in written assignments, including final exams, but tends to struggle with presentations. Both Ahmed and Shabana have expressed concerns about their respective performances.

Question:

How can you, as their teacher, implement varied assessment methods to address the unique learning needs of Ahmed and Shabana, ultimately facilitating their success in your environmental science class while promoting a deeper understanding of the subject matter?

To address the individual needs of Ahmed and Shabana and help them succeed in your environmental science class, we can use different assessment methods that align with their strengths and areas of improvement. By tailoring your assessment methods to their individual strengths and weaknesses, we can help Ahmed and Shabana succeed in your environmental science class and enhance their learning experiences. Here are some strategies for each student:

For Ahmed:

- Practice
- Assign tasks to improve her area of difficulty
- Oral Assessments:
- Open-Book Assignments:
- Feedback and Practice
- Peer Review

For Shabana:

- Practice
- Assign tasks to improve her area of difficulty
- Written Assessments:
- Timed Practice:
- Peer Support:
- Formative Assessments
- One-on-One Support:

Section 3: Arrange in order type questions

Q9. Arrange the steps in the construction of a multiple-choice test item in the correct order.

1. Develop distractors, 2. Define the learning outcome, 3. Review the distractor, 4. Review and edit
Create the stem,

1. Define the learning outcome

2. Create the stem

3. Develop distractors
4. Review the distractors

Q11. Arrange the phases of the assessment cycle in sequential order.

1. Plan new assessment, 2. analyze results, 3. use results, 4. define assessment purpose, 5. administer assessment, 6. Develop assessment instruments

1. Define assessment purpose
2. Develop assessment instruments
3. Administer assessment
4. Analyze results
5. Use results
6. Plan new assessment

Section 4: Open-ended questions (No more than 2 questions)

Q12: How do you decide when to use multiple-choice questions, short-response questions, or extended-response questions in an assessment, based on the learning objectives and content?

To decide when to use each type of question in an assessment, consider:

MCQs

- Multiple-choice questions: Effective for assessing knowledge and recall of specific facts or details.
- Suitable for evaluating a student's ability to remember and demonstrate an understanding of precise facts or details.
- MCQs are efficient in assessing a large amount of content in a short time.
- MCQs can help identify common misconceptions and errors among students through plausible distractors

SRQs

- Short-Response Questions: Ideal for assessing understanding, application, and concise explanations.
- **Complexity of Learning Objectives:** If the learning outcomes require students to explain, apply, or analyze concepts rather than just recall facts, short-response questions are suitable.
- **Depth of Understanding:** Short-response questions can assess students' deeper understanding of a topic, making them appropriate for assessing higher-order thinking skills. allow students to provide concise yet meaningful responses.

- **Efficiency:** Short-response questions are efficient for assessing a broad range of content in a relatively short time, making them a good choice for comprehensive assessments.

Extended-Response Questions

- Extended-Response Questions: Best for evaluating critical thinking, analysis, and in-depth explanations, especially when assessing complex concepts or skills, or essays that demonstrate a comprehensive understanding of the learning outcome and content.

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