

**B.Ed. (2 years) (CBCS) Semester III**

**Sub: Assessment for Learning**

Instructions: Each question carries 2 marks.  
Attempt all the questions.

1. One of the features of Assessment is \_\_\_\_\_.
  - a. Subjective
  - b. Inaccuracy
  - c. Objective
  - d. Planning
2. Assessment is interconnected with curriculum and
  - a. instruction
  - b. objectives
  - c. information
  - d. activities
3. In this type of assessment, learner's entry behaviour or capability is assessed to find out whether the student possess knowledge, skills and attitude needed to begin the course of instruction.
  - a. Formative Assessment
  - b. Diagnostic Assessment
  - c. Placement Assessment
  - d. Summative Assessment
4. The ultimate purpose of is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.
  - a. Assessment for Learning
  - b. Assessment as Learning
  - c. Assessment of Learning
  - d. Assessment by Learning
5. This assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module.
  - a. Formative assessment
  - b. Diagnostic Assessment
  - c. Placement Assessment

- d. Summative Assessment
6. It is one of the characteristics of a good measuring instrument.
- Decision making
  - Planning
  - Managing
  - Controlling
7. If the instructions given by the examiner are vague, they are likely to be misunderstood by the students. This may affect the
- Validity of test
  - Reliability of test
  - Objectivity of test
  - Practicability of test
8. It is used for those subjects in which pupils are taught to follow specific procedure and/ or create some products.
- Open Book Examination
  - Oral Assessment
  - Practical Assessment
  - Written Assessment
9. The statement of objectives must be \_\_\_\_\_.
- Useless
  - Costly
  - Worthwhile
  - Worthless
10. Which is the correct way of writing the statement of objectives?
- The pupil develops
  - The pupils develop an understanding of bank
  - The pupil develops an understanding of bank transactions
  - The pupil acquire knowledge.
11. The statement of learning outcomes must contain \_\_\_\_\_.
- Action verb
  - Non-action verb
  - Action tense
  - Non-action tense
12. Bloom's taxonomy was created in this year.

- a. 1956
  - b. 1957
  - c. 1958
  - d. 1959
13. What was the major change from Bloom's taxonomy to revised Bloom's taxonomy?
- a. The five categories became seven
  - b. The nouns describing them changed to verbs
  - c. The five categories became four
  - d. The verbs describing them changed to noun
14. Understanding cannot be shown by \_\_\_\_\_.
- a. translating material
  - b. remembering material
  - c. Interpreting material
  - d. Estimating material
15. To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose is \_\_\_\_\_.
- a. Analysing
  - b. Applying
  - c. Creating
  - d. Evaluating
16. The second level of affective domain as given by Krathwohl is \_\_\_\_\_.
- a. Responding
  - b. Receiving
  - c. Valuing
  - d. Organising
17. The ability to perform certain actions with some level of expertise without help or intervention from others is called \_\_\_\_\_.
- a. Imitation
  - b. Precision
  - c. Articulation
  - d. Manipulation
18. The lowest level of psychomotor domain as per R.H. Dave is \_\_\_\_\_.
- a. Imitation
  - b. Manipulation
  - c. Articulation
  - d. Imagination

19. It assesses what the learner already knows and/or the nature of difficulties that the learner might have.
- Formative Assessment
  - Diagnostic Assessment
  - Summative Assessment
  - Placement Assessment
20. The third level of affective domain as given by Krathwohl is \_\_\_\_\_.
- Responding
  - Receiving
  - Valuing
  - Organising
21. The lowest level of affective domain as per R.H. Dave is \_\_\_\_\_.
- Responding
  - Receiving
  - Valuing
  - Organising
22. Assessment involves the use of \_\_\_\_\_ data on students learning to refine programs and improve students' learning
- empirical
  - rational
  - logical
  - irrational
23. The highest level of psychomotor domain as per R.H. Dave is \_\_\_\_\_.
- Naturalization
  - Precision
  - Manipulation
  - Articulation
24. It is one of the characteristic of Assessment
- Accurate
  - biased
  - irregular
  - irrational
25. In this assessment teachers gain insight into what students understand in order to plan and guide instruction.
- Assessment of Learning
  - Assessment for Learning

- c. Assessment as Learning
- d. Assessment by Learning

26. It is used to find out to what extent student has already mastered the objectives of the planned instruction

- a. Placement Assessment
- b. Formative Assessment
- c. Diagnostic Assessment
- d. Summative Assessment

27. This assessment is an integral part of teaching and learning.

- a. Placement Assessment
- b. Formative Assessment
- c. Diagnostic Assessment
- d. Summative Assessment

28. They are general statements concerning the overall goals, ends or intentions of teaching.

- a. Aims
- b. Objectives
- c. Hypothesis
- d. Directions

29. It represent the skills that learners can expect to demonstrate after completing the instructions.

- a. Learning Outcomes
- b. Aims
- c. Learning Experiences
- d. Teaching outcomes

30. This includes those objectives which deals with thinking, knowing and problem solving, reasoning, recognizing, conceiving and judging

- a. Assessment of Affective domain
- b. Assessment of Cognitive domain
- c. Assessment of Psychomotor domain
- d. Assessment of Relative domain

31. It is concerned with the pupils' ability to understand a given content to the extent that he can put it into his own words, summarize or explain

- a. Knowledge

- b. Understanding
- c. Application
- d. Analysis

32. It is one of the structures of cognitive domain -Retrieving, recalling or recognizing knowledge from memory

- a. Remembering
- b. Understanding
- c. Applying
- d. Analysis

33. The main aim of \_\_\_\_\_ is to evaluate every aspect of the child during their presence at the school.

- a. Continuous Comprehensive Evaluation
- b. Comprehensive Child Assessment
- c. Comprehensive Cumulative Assessment
- d. Continuous Cumulative Assessment

34. Continuous Comprehensive Evaluation is to make the process of teaching and learning \_\_\_\_\_ activity.

- a. community -centered
- b. parents - centered
- c. a teacher-centered
- d. a learner-centered

35. It refers to the process evaluating students or staffs by the people who govern it.

- a. Internal Assessment
- b. External Assessment
- c. Open book
- d. Practical exam

36. The performance of the students at the end of the course has been measured.

- a. Internal Assessment
- b. External Assessment
- c. Open book
- d. Practical exam

37. Under \_\_\_\_\_ there is 'No Detention Policy' up to Class VIII to achieve the goal of Universalization of Elementary Education(UEE)

- a. RTE Act 2009
- b. RTE Act 2008
- c. RTE Act 2007
- d. RTE Act 2010

38. This is a simple tool that helps to compare schools based on test scores and other available data, including students' academic growth.

- a. Achievement Scores
- b. Observation
- c. Ranking of school
- d. Performance of teachers

39. This tool is a method by which we systematize the expression of opinion concerning a trait.

- a. Rubrics
- b. Checklist
- c. **Rating scale**
- d. Anecdotal Records

40. It is regular assessment of the learning performance related to a course module and that is separated from examinations, and accompanied by regular feedback.

- a. Continuous assessment
- b. Comprehensive assessment
- c. Summative assessment
- d. Formative assessment

41. In a Geography test, if Meena's PR is 54 and Nikhil's PR is 45, interpret.

- a. Meena has performed better than Nikhil
- b. Nikhil has performed better than Meena
- c. Both have performed equally well.
- d. Cannot be interpreted as incomplete data

42. If the mean of the distribution is 49.56, interpret with reference to the Normal Probability Curve.

- a. Below normal
- b. Above normal
- c. Perfectly normal
- d. Near normal

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