

MES's Pillai College of Education and Research(Autonomous), Chembur
CC4- Assessment for Learning
Question Bank

Unit 1: Concept of Assessment

a) Meaning, Nature, Functions of Assessment

b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)

c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Long Answer Questions

1	Explain the nature and functions of Assessment in education
2	“Assessment forms a systematic basis for student’s learning”. Justify with reference to meaning and function of Assessment
3	“Assessment is the core and crux of the whole teaching process”. Justify with reference to the characteristics of assessment.
4	Explain the characteristics of perspectives of Assessment
5	Elucidate Assessment for Learning with reference to its characteristics
6	Elucidate Assessment of Learning with reference to its characteristics
7	Elucidate Assessment as Learning with reference to its characteristics
8	Explain the types of assessment with examples.
9	Explain the difference between formative and summative assessment with reference to their functions.
10	“Formative and Diagnostic Assessment helps in enhancing the learning progress among children” Explain this with reference to features of Formative and Diagnostic assessment.

Short Answer Questions	
1	Meaning of Assessment
2	Functions of Assessment (Any five points)
3	Role of a teacher in Assessment of Learning (Any five points)
4	Characteristics of Assessment for Learning (Any five points)
5	Characteristics of Assessment of Learning (Any five points)
6	Characteristics of Assessment as Learning (Any five points)
7	Features of Placement type of assessment (Any five points)
8	Features of Formative type of assessment (Any five points)
9	Features of Summative type of assessment (Any five points)
10	Features of Diagnostic type of assessment (Any five points)

Unit 2: Essentials of Assessment	
a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.	
b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes	
c) Assessment of Cognitive, Affective and Psychomotor domains of learning	
Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)	
Affective domain -Krathwohl	
Psychomotor domain - Dr. R.H.Dave	
Long Answer Questions	
1	Explain the relationship between Aims and objectives
2	Illustrate the criteria for writing statements of objectives

3	Explain the relationship between objectives and learning outcomes
4	A teacher states the learning outcome as "Students appreciate the importance of cleanliness." Examine whether this learning outcome is measurable and justify it with reference to the criteria for writing learning outcomes.
5	Illustrate the criteria for writing statements of Learning Outcomes
6	Explain the methods of assessment of Affective domain given by Krathwohl
7	Illustrate the assessment of Cognitive domain of learning objectives as given by Anderson and Krathwohl in their revised Bloom's taxonomy
8	Explain the levels of the Psychomotor domain by R.H. Dave with reference to assessment process
9	"Assessment should not be limited to academic achievement alone." Justify this statement with reference to the Cognitive, Affective, and Psychomotor domains of learning.
10	"Revised Blooms Taxonomy assists in lesson planning to achieve the educational objectives to address the cognitive domain" Elaborate the Cognitive domain of learning.
Short Answer Questions	
1	Meaning of aims and objectives
2	Meaning of learning outcomes
3	Levels of Cognitive domain of learning objectives as given by Anderson and Krathwohl in the revised Bloom's taxonomy
4	Levels of Affective domain given by Krathwohl in the revised Bloom's taxonomy
5	Levels of Psychomotor domain by R.H. Dave with reference to assessment

	process
6	Any two Criteria for writing statements of objectives with examples
7	Any two Criteria for writing statements of Learning Outcomes with examples
8	Any two Levels of Cognitive domain of learning objectives in the Revised Bloom's taxonomy
9	Any two Levels of Affective domain of learning objectives in the Revised Bloom's taxonomy
10	Any two Levels of Psychomotor domain of learning objectives in the Revised Bloom's taxonomy

<p>Unit 3: Trends and Issues of Assessment</p> <p>a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)</p> <p>b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)</p> <p>c) Psycho-social concerns of Assessment (Implications)</p> <p>No detention Policy (RTE Act, 2009)</p> <p>Competitive ranking of schools</p> <p>Profiteering by private agencies</p>	
Long Answer Questions	
1	Explain the meaning and characteristics of Continuous and Comprehensive Assessment.
2	“Continuous Comprehensive Assessment plays a significant role in the overall development of the students”. Justify with reference to meaning and characteristics.
3	Elaborate on difference between Internal and External assessment.

4	Explain the implications of Competitive ranking of schools and Profiteering by private agencies
5	"A teacher must understand the implications of psycho-social concerns in assessment." Justify with reference to the implications of any two psycho-social concerns.
6	"Internal assessment gives an impetus to External assessment" Explain the meaning and significance of Internal and External assessment.
7	Elaborate the implications of psycho-social concerns of assessment.
8	Explain No detention Policy (RTE Act, 2009) and Competitive ranking of schools. (Any five implications with examples)
9	"Competitive ranking of schools impacts Profiteering by private agencies" Explain the Implications of Competitive ranking of schools and Profiteering by private agencies
10	Elucidate the problems related to planning, conduct and assessment with respect to internal assessment.

Short Answer Questions

1	Significance of Continuous and Comprehensive Assessment (Any five points)
2	Significance of Internal Assessment (Any five points)
3	Significance of External Examination (Any five points)
4	Problems related to Internal Assessment (any five)
5	Problems related to External Examination (any five)
6	Implications of No detention Policy(RTE Act, 2009)
7	Implications of Competitive ranking of schools as Psycho-social concerns of

	Assessment (any five)
8	Implications of No detention policy as Psycho-social concerns of Assessment (any five)
9	Implications of Profiteering by private agencies as Psycho-social concerns of Assessment (any five)
10	Any five Characteristics of Continuous and Comprehensive Assessment

Unit 4: Instruments of Assessment

a) Characteristics of a good measuring instrument

b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):

1. Checklist

2. Rating Scale

3. Rubrics

4. Anecdotal Records

c) Achievement Tests:

1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)

2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)

3. Open Book Examination and Online Examination (Merits & Limitations)

Long Answer Questions

1	Explain the characteristics of good measuring instrument.
2	“A rubric is an effective and accurate means of assessing student performance”. Elaborate in relation to its meaning, guidelines of development and uses.
3	Elucidate the meaning, guidelines of development and uses of any two tools and techniques of assessment.
4	“Objective type test cannot replace essay type test”. Justify with reference to merits of objective type test.

5	“Assessment helps in giving a comprehensive view of progress of the student” Justify with respect to teachers and peer assessment during teaching learning and evaluation.
6	“Essay Tests and Objective Tests complement each other.” Justify with reference to merits and demerits of both.
7	‘Oral assessment is a suitable mode of assessment for all grades’ Justify with reference to merits of oral assessment.
8	Explain the suggestions of improvement in smooth conduct of the written evaluation
9	Explain the merits of Open Book Examination and Online Examination
10	Elaborate the use of anecdotal records and rubrics
Short Answer Questions	
1	Characteristics of good measuring instrument (Any five points)
2	Five uses of Checklist
3	Five uses of Rubrics
4	Five uses of Rating Scale
5	Five uses of Anecdotal Records
6	Merits of Practical Assessment (Any five points)
7	Limitations of online examination (any five)
8	Meaning of Checklist with examples
9	Meaning of Rubrics with examples
10	Meaning of Anecdotal records with examples

Unit 5: Differentiated Assessment Strategies**a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment****b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)****c) Records used in Assessment (Meaning, Guidelines of development & Uses):****1. Cumulative Records****2. Student Portfolio****3. Learner Profile****4. Reflective Journal****Long Answer Questions**

1	Explain the purpose of Teacher assessment.
2	Elaborate on difference between Criterion Referenced Tests and Norm Referenced tests based on their characteristics
3	“Teacher assessment helps in determining the current level of students' achievement and to determine appropriate teaching strategies.” Justify with respect to the meaning and purpose of teacher assessment.
4	“Assessment helps in giving a comprehensive view of progress of the student” Justify with respect to teachers and peer assessment during teaching learning and evaluation.
5	“Student Portfolio is a valuable tool in supporting differentiated assessments.” Justify with respect to the guidelines of development and uses of Student Portfolios.
6	Explain the meaning and uses of Learner profile and Student portfolio
7	Explain the meaning and uses of Cumulative records and Reflective journal
8	Elaborate the characteristics of Criterion Referenced Tests and Norm Referenced tests.

9	Explain the purpose of Teacher assessment, Self-assessment and Peer assessment
10	“Learner profile helps in identifying the needs of the learner” Elaborate the guidelines of development and uses of Learner profile
Short Answer Questions	
1	Meaning of Peer Assessment
2	Purpose of Peer-assessments (any five)
3	Any five characteristics of Criterion Referenced Tests
4	Any five uses of Learner Profile
5	Any five uses of Reflective Journal
6	Purpose of Self-assessments (any five)
7	Purpose of Teacher-assessments (any five)
8	Meaning of Criterion referenced test
9	Meaning of Norm referenced test
10	Any five characteristics of Norm referenced test

Unit 6: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.

b) Reporting (Meaning and Types of Reporting)

c) Statistical Application for Interpretation and Reporting:

1. Calculation and Interpretation of Mean and Median

2. Interpretation of Standard Deviation with reference to Normal Probability Curve

3. Interpretation of Percentile and Percentile Rank

Long Answer Questions

1	Explain the criteria of constructive feedback																				
2	Explain the meaning and types of reporting																				
3	"Feedback should guide improvement rather than merely point out errors." Justify this statement with reference to the concept and criteria of constructive feedback.																				
4	"Reporting student performance should provide meaningful information to learners and parents, not merely examination scores." Justify this statement with reference to the meaning of reporting.																				
5	"Effective reporting strengthens communication between the school, students, and parents." Justify this statement with suitable examples from educational practice.																				
6	<p>Observe the frequency distribution table and answer the following questions</p> <table border="1"><thead><tr><th>Class interval (x)</th><th>Frequency (f)</th></tr></thead><tbody><tr><td>50-54</td><td>2</td></tr><tr><td>45-49</td><td>8</td></tr><tr><td>40-44</td><td>4</td></tr><tr><td>35-39</td><td>7</td></tr><tr><td>30-34</td><td>11</td></tr><tr><td>25-29</td><td>16</td></tr><tr><td>20-24</td><td>9</td></tr><tr><td>15-19</td><td>0</td></tr><tr><td>10-14</td><td>3</td></tr></tbody></table> <p>a) Calculate the mean of the given distribution by the Assumed mean method and interpret the result.</p> <p>b) If S.D. = 10.45, then interpret the results with respect to the Normal Probability Curve.</p>	Class interval (x)	Frequency (f)	50-54	2	45-49	8	40-44	4	35-39	7	30-34	11	25-29	16	20-24	9	15-19	0	10-14	3
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c) In an English test, Neha's PR = 90 and Pooja's PR = 70. Compare and interpret their performance.

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Observe the frequency distribution table and answer the following questions

Class Interval	Frequency
70 - 79	3
60 - 69	5
50 - 59	4
40 - 49	12
30 - 39	10
20 - 29	6
10 - 19	8
0 - 9	2
N = 50	

- i) Calculate the median of the distribution and interpret the results.
- ii) If Mean = 38.3 and S.D. is 18.1, interpret with respect to the Normal Probability Curve.
- iii) In a Mathematics test, Sonal's PR is 79 and Sanjana's PR is 68. Compare and Interpret their performances.

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Observe the frequency distribution table and answer the following questions

Class Interval	Frequency
90 - 99	3
80 - 89	2
70 - 79	5
60 - 69	9
50 - 59	11
40 - 49	6
30 - 39	5
20 - 29	3
10 - 19	6
N	50

- a) Calculate the mean of the given distribution by the Assumed mean method and interpret the result.
- b) If S. D. = 8.72, then interpret the results with respect to the Normal Probability Curve.
- c) In a Mathematics test, Ram's PR is 71 and Shyam's PR is 61. Interpret and compare their performance.

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Observe the frequency distribution table and answer the following questions:

Class Interval	Frequency
65-69	5
60-64	7
55-59	10
50-54	12
45-49	8
40-44	5
35-39	2
30-34	1
N	50

- a) Calculate the Median of the distribution and interpret the result.
- b) If Mean = 51.6 and S.D. = 6.8, interpret the results with reference to the Normal Probability Curve.
- c) In a Geography test, Karan's Percentile Rank = 88 and Amit's Percentile Rank = 72. Compare and interpret their performances.

10

Observe the frequency distribution table and answer the following questions:

Class Interval	Frequency
80-89	4
70-79	6
60-69	12
50-59	10
40-49	8
30-39	5
20-29	3
10-19	2
N	50

- a) Calculate the Median of the distribution and interpret the result.
- b) If Mean = 52.4 and S.D. = 12.6, interpret the results with respect to the Normal Probability Curve.
- c) In an English test, Anita's Percentile = 78 and Sunita's Percentile = 63. Compare and interpret their performances.

Short Answer Questions

1	Concept of constructive feedback
2	Criteria of constructive feedback (Any five points)
3	Meaning of reporting
4	Types of reporting

5	In a class of 100 students, Rohit is at the 85th Percentile and Mohit is at the 70th Percentile. Compare and interpret their performances.
6	If the Mean = 40 and S.D. = 5, interpret the distribution with respect to: <ul style="list-style-type: none"> ● Mean \pm 1 S.D. ● Mean \pm 2 S.D.
7	If the Mean score of a class is 55 and S.D. is 10, interpret the distribution with reference to the Normal Probability Curve.
8	In a History test, Meena's Percentile Rank is 85 and Seema's Percentile Rank is 65. Compare and interpret their performances.
9	If Mean = 48 and S.D. = 6, determine the score ranges that include: <ul style="list-style-type: none"> ● Approximately 68% of the students ● Approximately 95% of the students Interpret the result with reference to the Normal Probability Curve.
10	The Percentile Rank of Student A is 90 and that of Student B is 55. Compare and interpret their performances.