



FACULTY	EDUCATION AND HUMAN SCIENCES
SCHOOL	EDUCATION
DEPARTMENT	APPLIED EDUCATIONAL SCIENCES
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SECOND OPPORTUNITY EXAMINATION

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INSTRUCTIONS TO CANDIDATE:

1. This question paper consists of (7) pages including the cover page.
2. Answer ALL the questions.
3. Number your questions correctly.
4. Read the questions carefully before you answer.
5. Please note that cheating in the examination will result in a Fail.

UNIVERSITY OF NAMIBIA EXAMINATION PAPER

QUESTION 1

State whether the following statements are TRUE or FALSE by writing only T or F next to the number of the question. E.g. 1.T

- 1.1 Subjectivity in scoring is a major limitation of essay test.
- 1.2 Essay questions cover the content of a course and the objectives as comprehensively as possible.
- 1.3 Grading of essay questions is time consuming.
- 1.4 Multiple choice questions should have only two options
- 1.5 An assessment task is valid if it is constructed based on the objectives of the grade's syllabus.
- 1.6 A marking guide enhances the reliability of an assessment task if it can be applied by all markers consistently.
- 1.7 When a marking scheme precisely indicates how marks per question will be allocated, is a reliability factor.
- 1.8 Giving feedback to learners' work is one the key elements of summative assessment.
- 1.9 One of the purposes of giving feedback is for accountability purposes.
- 1.10 Assessing learners' knowledge, skills and attitudes can be achieved through a specific assessment tool.

QUESTION 2

The questions or statements below are followed by four suggested answer options. Select the correct answer and indicate your answer by writing e.g. 1(a) in your answer booklet.

- 2.1 The act of gathering information on a daily basis in order to understand an individual learner's learning and needs is:
 - (a) Evaluation
 - (b) Assessment
 - (c) Feedback
 - (d) Summative
- 2.2 A generic term used to describe various groups of assessment types is called:
 - (a) Assessment approach
 - (b) Assessment method
 - (c) Basic competency
 - (d) Evaluation
- 2.3 Which level of Bloom's taxonomy will the following assess? What can be done to decrease the number of motor accidents in Namibia?
 - (a) Synthesis
 - (b) Application
 - (c) Evaluation
 - (d) Analysis

- 2.4 Authentic assessment is usually an assessment of the learners' product that is similar to what might be encountered in
- (a) class room tests.
 - (b) real life school examinations.
 - (c) external examinations set by DNEA.
 - (d) the real work found outside the school.
- 2.5 Multiple choice, True/False, Matching and Fill in selected response test item formats are known in educational assessment as:
- (a) subjective tests
 - (b) diagnostic tests
 - (c) objective tests
 - (d) limited response tests
- 2.6 Everyday use of assessment refers to how learners are
- (a) progressing
 - (b) failing
 - (c) writing
 - (d) drawing
- 2.7 Teachers use evaluation to the quality of learners' work.
- (a) disqualify
 - (b) judge
 - (c) eliminate
 - (d) shape
- 2.8 Assessment is only useful provided it
- (a) provides feedback to learners
 - (b) exposes the weakness of learners
 - (c) predicts the strength of learners
 - (d) focuses on the memory power of the learners
- 2.9 Self assessment if used appropriately can .
- (a) help learners to take responsibility for own learning.
 - (b) provide opportunity for learners to compare with others.
 - (c) provide opportunity for learners to argue with their teachers.
 - (d) provide opportunity for learners to judge other learners' learning.
- 2.10 The verb is commonly used when assessing factual recall.
- (a) explain
 - (b) discuss
 - (c) name
 - (d) analyze

2.11 Which of the following domain of educational objectives entails physical abilities?

- (a) Cognitive domain
- (b) Affective domain
- (c) Psychomotor domain
- (d) None of the above

2.12 Which of the test items require respondents to compose answers?

- (a) Essay
- (b) Multiple choice
- (c) True-false
- (d) Matching

2.13 Which of the following is one of the limitations of the short answer questions?

- (a) They assess low cognitive levels of learning
- (b) They assess subject knowledge
- (c) They are not structured
- (d) They are not objective-type questions

2.14 What performance tests are intended to measure?

- (a) Attitudes
- (b) General intelligence
- (c) The process or product of an activity
- (d) Personality

2.15 Norm-referenced standards interpret each score relative to

- (a) Scores of others on the same standard
- (b) Difficulty of the exam
- (c) Already developed criteria
- (d) Student background

2.16 Which of the following is NOT characteristic of a good test?

- (a) Validity
- (b) Reliability
- (c) Comprehensiveness
- (d) Difficulty

2.17 Reliability is the same as:

- (a) Consistency
- (b) Relevancy
- (c) Representativeness
- (d) Usefulness

- 2.18 Which of the following processes affects the reliability of a test?
- (a) Administration
 - (b) Scoring
 - (c) Standards
 - (d) None
- 2.19 Which of the following is not a reason for moderating question papers?
- (a) To apply the standard of the examinations
 - (b) To assess the relevancy of the paper to the grade's assessment syllabus
 - (c) To maintain the intended level of quality
 - (d) To maintain construct validity of the examination paper
- 2.20 Which of the following form of assessment tools is effective in assessing developed skills?
- (a) Tests
 - (b) Examinations
 - (c) Practical demonstration
 - (d) Oral assessment
- 2.21 Which of the following is the purpose of the marking guide?
- (a) Ensuring speedy when marking
 - (b) Ensuring adherence to examination standards
 - (c) Ensuring allocation of marks to learners
 - (d) Ensuring consistency of marking over a range of answers
- 2.22 Which of the following is one of the key guidelines for developing a marking guide?
- (a) A marking guide should be applied consistently
 - (b) A marking guide should be developed by the moderator
 - (c) A marking guide should be developed by a subject teacher
 - (d) A marking guide should be descriptive
- 2.23 Which of the following describes the meaning of content validity?
- (a) Consistency
 - (b) Relevancy
 - (c) Assessment content coverage
 - (d) Representativeness
- 2.24 Which of the following is not a characteristic of a good question paper?
- (a) Practical
 - (b) Adherence to requirements specified in the syllabus
 - (c) Consistency
 - (d) Manageable

2.25 Which of the following is a measure of variability?

- (a) Median
- (b) Mode
- (c) Range
- (d) Arithmetic mean

2.26 Which of the following describe the concept 'variability'?

- (a) A measure of central tendency
- (b) A measure of relationship
- (c) A measure of relative position
- (d) How spread out a set of data is

2.27 What does small standard deviation show?

- (a) The data is more spread apart
- (b) The data is clustered tightly
- (c) There is no variability
- (d) The data is spread out from the centre

2.28 Which of the following is the limitation of the use of portfolio as an assessment tool?

- (a) Teachers do not know how to assess portfolios
- (b) Teachers may too lenient when assessing portfolios
- (c) Assessing portfolios is time consuming
- (d) Portfolios are difficult to assess

2.29 Which of the following statements does not refer to performance-based assessment?

- (a) An assessment activity in which learners to construct responses or create products.
- (b) An assessment task that requires learners to perform an activity
- (c) An assessment task that requires learners to perform hands-on tasks
- (d) An assessment task that assess subject knowledge

2.30. Which of the following is an advantage of portfolio assessment?

- (a) Portfolios typically focus on the learners' strengths and weaknesses.
- (b) Learners never have to evaluate the portfolio themselves.
- (c) Portfolios are designed for individualized goals and needs of the learners.
- (d) Portfolios are quick and easy to make and evaluate.

(30)

QUESTION 3

Compare and state which of the following aspects of assessment belongs to **Assessment of learning** or **Assessment for learning**. Write your answer e.g. 2.1 Assessment of Learning.

- 3.1 Formative
- 3.2 Certify learning
- 3.3 Describes needs for future learning
- 3.4 Conducted at the end of unit, chapter or semester.
- 3.5 Conducted during a unit of instruction or ongoing.
- 3.6 Decreases student or learner motivation
- 3.7 Used to give feedback to learners or students
- 3.8 Enhances learners or student motivation
- 3.9 Episodic
- 3.10 Highly efficient, superficially testing (10)

QUESTION 4

Critically assess the role of Bloom's Taxonomy in assessing learning with particular reference to the Namibian assessment practices (10)

QUESTION 5

Explain the importance of Continuous Assessment in the Namibian education system (14).

QUESTION 6

Give a brief discussion on how feedback in assessment could be useful to the learner (11)

TOTAL 75 MARKS