

520 papers

1. Define the term measurement?

Measurement is the process by which the attributes or dimensions of some object (both physical and abstract) are quantified. Measurement can be easily understood if we use this word to measure height and distance because these things are physical present in the existence so height can easily be measured by scale. But in the field of education, our variables are not physical and cannot be directly measured e.g. attitude, behavior, and achievement etc. these all are abstract, so their measurement is relatively difficult than those who have physical existence. The tool used for measuring the abstract variables cannot measure exactly like scale (thermometer).

2. Define concurrent validity?

Concurrent validity This approach allows one to show the test is valid by comparing it with an already valid test.

3. Standards of test?

- i. Achievement tests
- ii. Aptitude tests

4. Formative and summative assessment?

It determines learning progress, provides feedback to reinforce learning, and correct learning errors. When we assess student during classroom instruction with a purpose to have a feedback that how can we make our teacher learning process better, that is formative assessment. In this assessment, we are not assessing what students learnt or not, rather we assess the process behind the students learning. The process behind the student learning includes a teaching method, book, if we make all these things according to the needs of students then learning will improve.

Summative Assessment

It comes at the end of the instructional session (course of the unit). It is designed to measure extent of achievement of intended learning outcomes. The primary utility of this type of assessment is to assign grades and certifying the level of mastery and expertise in a certain subject. It is usually done through teacher made achievement tests or alternative assessment techniques like portfolio to summarize the overall performance of the student at the end of the session. It is not compulsory to do it at the end of the semester, in semester system, there is a midterm and final term in one semester, and these both are summative assessment. It usually compares the student learning either with other students' learning (norm-referenced) or the standard for a grade level (criterion-referenced). Summative assessment includes teacher made survey test, performance, rating scales and product scales.

5. Advantages of mcqs?

- Ensure objectivity, reliability and validity; preparations of questions with colleagues provide constructive criticism.
- Increase significantly the range and variety of facts that can be sampled in given time.
- Provide precise and unambiguous measurement of the higher intellectual processes.

- Provide detailed feedback for both students and teachers.
- MCQs are easy and rapid to score.

6. Why there is a poor item in this mcqs?

7. Define the term table of specification?

One of the tools used by teachers to develop a blueprint for the test is called —table of specification; in the other word table of specification is a technical name for the blue print of the test. It is the first formal step to develop a test.

8. Differences btw the maximum performance assessment and typical performance assessment?

Maximum performance assessment determines what individuals can do when performing at their best e.g. assess student in an environment when they exhibit their best performance. Procedure of this type is concerned with how well individual perform when they are motivated to obtain as high score as possible. This type of assessment includes aptitude tests and achievement tests.

The second category is a typical performance assessment determines what an individual will do under natural conditions. This type of assessment includes attitude, interest, personality inventories, observational techniques and peer appraisal. Here the emphasis is on what students will do rather than what they can do.

9. Three suggestions to create mcq ?

- The general applicability and the superior qualities of multiple choice test items are realized most fully when care is taken in their construction. This involves formulating clearly stated problems, identifying plausible alternatives, and removing irrelevant clues to the answer.
- The item stem should include as much as of the item as possible and should be free of irrelevant material. Explanation: Clear stem increase the probability of the item as well as reduce the reading time required.
- Try to avoid the negative statements, unless the significant learning outcome requires it.
- An item should contain only one correct or clearly best answer.
- Explanation: Including more than one correct answer in a test item and asking students to select all the correct alternatives has 2 shortcomings.
- a. Such items are usually no more than a collection of true and false item presented in MCQ form.
- b. The number of alternatives selected as correct answers varies from one student to another.

10. Key steps in using portfolios.

Specify purpose

Provide guidelines for selecting portfolios

Define student's role in selection and self-evaluation.

Specify evaluation criteria.

Use portfolios in instruction and communication.

11. Define the term evaluation

Evaluation is the process of making a value judgment against intended learning outcomes and behavior, to decide the quality and extent of learning. Evaluation is always related to your purpose, you aligned your purpose of teaching with what students achieved at the end, with their quality and quantity of learning.

12. Construct validity in text.

How well a test measures up to its claims? A test designed to measure *depression* must only measure that particular construct, not closely related ideals such as *anxiety* or *stress*.

Procedure

Develop a test framework;

- Defining construct
- Identifying sub-constructs
- Listing indicators of each sub-construct
- Writing test items for each indicator

13. Write three taxonomies.

- Bloom taxonomy
- Solo taxonomy
- Depth of knowledge dok taxonomy.

14. 3 tests for national and provincial testing programs.

Published tests commonly used by provincial or national testing programs are:

- Aptitude tests
- Readiness tests
- Placement tests

15. Content of table of specifications.

16. Difference btw formative and summative assessment.

Formative and summative roles of assessment.

1. It can be used for formative purposes to measure progress.
2. Basis for certifying accomplishment.
3. For system accountability mechanism.

17. Functions of summative assessment.

Functions of Summative Assessment

- Focus of measurement in summative assessment is on course or unit objectives.
- Broad sample of all objectives is used in summative assessment.
- This type of assessment uses wide range of difficulty while selecting items for the test.
- Summative assessment is done at the end of the unit or the course.

- Most important functions of summative assessment is to assign grade, certification of accomplishment and evaluation of teaching.

18. Explain inter-related method.

Method of Interpreting Results

- i. Norm Referenced Assessment
- ii. Criterion Referenced Assessment

19. Write four levels in which learning of students is classified.

In national curriculums of Pakistan, learning of student is classified into four levels.

1. Competency
2. Standards
3. Benchmarks
4. Student learning outcome (SLOs)

20. Elements of table of specification.

Elements of Table of Specification

Carey (1988) listed six major elements that should be attended to in developing a table of specifications for a comprehensive end of unit exam:

- i. Balance among the goals selected for the exam (weighing objectives)
- ii. Balance among the levels of learning (higher order and lower order)
- iii. The test format (objective and subjective)
- iv. The total number of items
- v. The number of test items for each goal and level of learning

The enabling skills to be selected from each goal framework.

21. Difference btw validity and reliability.

Reliability of measurement is needed to obtain the valid results, but we can have reliability without validity.

Reliability is necessity but not sufficient condition for validity.

22. Limits of anecdotal records.

Limitations of Anecdotal Records

Following are the limitations of anecdotal records.

It takes long time to maintain.

It is subjective in nature.

Anxiety may lead to wrong observation.

23. Types of tests used by provincial or national testing programme.

Types of Written Tests

- Verbal
- Non-verbal
- Objective
- Subjective
- Teacher Made

- Standardized
- Power
- Speed

24. Write down teaching for peer appraisal.

Peer Appraisal

In this procedure students rate their peers on the same rating device used by their teacher. It depends on greatly simplified procedures.

Techniques of peer appraisal

There are two widely used techniques in this area are:

1. Guess who
2. Sociometric

25. Five methods of test reliability.

Method of Estimating Reliability

1. Stability:

Consistency over period of time

2. Equivalence:

Over different forms of assessment

3. Internal consistency:

Within the assessment itself

Determining Reliability by Correlation Methods

In determining reliability, it would be *desirable* to obtain two sets of measures *under identical conditions* and then to compare the results. The reliability coefficient resulting from each method must be interpreted according to type of consistency being investigated.

Method to Estimate Reliability

- Test-Retest (stability)
- Equivalent Forms (equivalence)
- Test- retest with Equivalent Forms (stability and equivalence)
- Split Half (internal consistency)
- Kuder- Richardson(internal consistency)
- Cronbach Alpha (internal consistency)
- Inter-rater reliability (consistency of rating)

26. Equivalent Form Method

1. Equivalent Forms method
2. Test- Retest with Equivalent Forms

Equivalent Forms method

- The equivalent forms method is a measure of equivalence.
- It gives two forms of the test to the same group in close succession.

27. Characteristics of testing?

The most essential characteristics of are:

- Validity
- Reliability
- Usability

Validity

Validity is an evaluation of adequacy and appropriateness of the interpretation and uses of results. It determines if a test is measuring what it intended to measure.

Reliability

Reliability refers to the consistency of assessment results.

Usability

In addition to validity and reliability, an assessment procedure must meet certain practical requirements which include feasibility, administration environment.

28. Objective types of assessment.

(1) Matching Test, (2) **Multiple Choice** Test, (3) True False Tests, (4) Correct/Incorrect Test, (5) Simple Recall Test, (6) Best Answer Test, (7) Completion Test, and (8) Classification Test.

29. national assessment of curriculum?

1. Informing policy
2. Monitoring standards
3. Identifying correlation of achievement
4. Directing teachers' efforts and raising students' achievement