



UNIVERSITY OF THE PUNJAB

B.S. 4 Years Program / Sixth Semester – 2019

Paper: Test Development and Evaluation

Course Code: EDU-307 Part – I (Compulsory)

Time: 15 Min. Marks: 10

Roll No. in Fig.

Roll No. in Words.

Signature of Supdt.:

ATTEMPT THIS PAPER ON THIS QUESTION SHEET ONLY.

Division of marks is given in front of each question.

This Paper will be collected back after expiry of time limit mentioned above.

Q.1. Encircle the correct choice.

(1x10=10)

- i. In general, group administered tests
 - a. should be used for program placement
 - b. are usually used for diagnostic purposes
 - c. permit observation of the students' approach to a task
 - d. are usually used for screening purposes
- ii. Which of the following does not need to be considered in order to establish content validity?
 - a. Appropriateness of the content
 - b. How content is measured
 - c. Completeness of the content
 - d. Gender of the student
- iii. Which statement is NOT true about observation in which the observer is present in the setting?
 - a. It usually involves artificial apparatus (e.g., video-recorder)
 - b. Reactivity usually is an issue
 - c. Reactivity is usually not an issue
 - d. It can be restrictive
- iv. Developing criterion-referenced curriculum-based assessment instruments involves
 - a. completing a psychological evaluation of the student
 - b. identifying skills to be measured, objectives, and standards of performance
 - c. prioritizing objectives
 - d. identifying objectives for a single student
- v. The Think Aloud procedure is often used with which assessment technique?
 - a. Authentic assessment
 - b. Portfolio assessment
 - c. Diagnostic interview
 - d. Criterion-referenced testing
- vi. The degree of reliability needed is dependent on the type of _____
 - a) Test
 - b) Subject
 - c) Decision
 - d) All of the above
- vii. The extent to which an assessment instrument measures what is supposed to measure is called
 - a) Reliability
 - b) Standardization
 - c) Validity
 - d) Practicality
- viii. To test student's mastery of classroom objectives, indicate which type of test would be used.
 - a) Achievement Test Battery
 - b) Separate Test of Content
 - c) Customized Achievement Test
 - d) Individual Achievement Test
- ix. Most standardized tests of aptitude and achievement are high in _____
 - a) Reliability
 - b) Usability
 - c) Objectivity
 - d) Validity
- x. The Design of an adaptive test usually start with the administration of an item that is expected to be _____
 - a) Very low difficulty
 - b) High difficulty
 - c) Average difficulty
 - d) Low difficulty



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Paper: Test Development and Evaluation
Course Code: EDU-307 Part – II

Time: 2 Hrs. 45 Min. Marks: 50

ATTEMPT THIS (SUBJECTIVE) ON THE SEPARATE ANSWER SHEET PROVIDED

Q. II. Short Answer Questions (Attempt All Questions) (5 x 4 = 20)

1. Differentiate between Diagnostic and Formative Assessment
2. Marking a false statement false does not guarantee that the student knows what is true. How should a teacher handle this problem?
3. Define Adequacy and how it is determined while developing a test?
4. Define Criterion Reference Tests and what are its different uses?
5. What is Inter-rater Consistency? How it can be improved?

Subjective Part III

Q. III. Attempt All Questions (3 x 10 = 30)

1. Describe the relative merits of using correct-answer and best-answer multiple-choice items. What types of learning outcomes are best measured by each type of multiple-choice item?
2. What are the ethical issues related to assessment? Describe.
3. What are some of the perceived advantages and disadvantages of fixed-choice tests relative to complex-performance assessments?