



UNIVERSITY OF THE PUNJAB

B.S. 4 Years Program : Fifth Semester – 2020

Paper: Educational Assessment

Course Code: EDE-322

Part – I (Compulsory)

Time: 15Min. Marks: 10

Roll No. in Fig.

Roll No. in Words.

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.

Signature of Supdt.:

Q.1. Encircle the right answer cutting and overwriting is not allowed. (10x1=10)

- i. Formal set of questions or tasks that address particular cognitive capabilities learned in specific subject areas is called
 - a. Measurement
 - b. Evaluation
 - c. Assessment
 - d. Test
- ii. The characteristics such as Numerical scores, Teacher-constructed tests, Standardized tests, Checklists, and Rating scales are related to
 - a. Informal Assessment
 - b. Quantitative Assessment
 - c. Qualitative Assessment
 - d. Alternate Assessment
- iii. Agreement between a test score or measure and the quality it is believed to measure is referred as:
 - a. Reliability.
 - b. Validity.
 - c. CTT assumption.
 - d. Qualitative assessment.
- iv. The degree to which the operationalization does not correlate with other operationalizations that it theoretically should not correlated with is referred as which validity?
 - a. Observation
 - b. Convergent
 - c. Discriminant
 - d. Intentional
- v. Which is an example of an informal assessment?
 - a. A homework assignment.
 - b. A quiz on a social studies chapter.
 - c. An externally mandated achievement test.
 - d. A behavioral observation.

- vi. How well have the constructs been translated in to measureable outcomes is referred as which validity?
- Face.
 - Translational
 - Discriminant.
 - Intentional.
- vii. The degree to which a measure is correlated with other measures that it is theoretically predicted to correlate with is referred as which validity?
- Face.
 - Translational
 - Observation.
 - Convergent
- viii. All students have same “true” score on both tests is related with
- Test difficulty
 - Test quality
 - Reliability
 - Validity
- ix. What type of assessment question would a formal, teacher-made test best answer?
- How well does Salim know this week's spelling words?
 - Is Salim paying attention in class?
 - Does Salim need extra help on completing her in-class writing assignment?
 - Is Salim proficient on State math standards?
- x. The main purpose of assessment is to
- gather data.
 - provide statistics for state funding.
 - support student learning and development.
 - test the measurement ability of teachers.



ATTEMPT THIS (SUBJECTIVE) ON THE SEPARATE ANSWER SHEET PROVIDED

Q.2. Give short answers of the following:

(5x4=20)

1. List the different types of Evaluation procedures.
2. Briefly describe the importance of Classroom Test.
3. Why Matching Columns type items are not suitable for measuring higher level cognitive abilities?
4. What is meant by Criterion Evidence of Validity?
5. What are the different types of Emerging Trends in Measurement?

Q.3. Answers the following questions.

(3x10=30)

1. Define Portfolio. What are its different types? Describe the advantages and disadvantages of Portfolio.
2. What are the different types Measures of Variability? What are their purpose, advantages and disadvantages?
3. What are the different methods of checking reliability? In what situations these are used? Explain.