



ENG520

Mid-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik

Testing and Evaluation

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Q. Define the term measurement? (Topic 01)

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).

Q. Define the term evaluation (Topic 01)

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 align your purpose of teaching with what students achieved at the end, with their quality and quantity of learning.

Q. Method of interpreting Results (Topic 02)

- ✚ Norm Referenced Assessment
- ✚ Criterion Referenced Assessment

Q. Differences btw the maximum performance assessment and typical performance assessment? (Topic 03)

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 individuals perform when they are motivated to obtain as high a 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.

Q. Write four levels in which learning of students is classified OR Role of National Curriculum in Assessment (Topic 07).

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

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

Q. Write three taxonomies. (Topic 10)

1. Bloom's taxonomy of educational objectives
2. Structure of Observed Learning Outcomes (SOLO)

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3. Depth of Knowledge (DOK)

Q. Types of Written Tests (Topic 19)

- ✚ **Verbal:** Emphasize reading, writing, or speaking. The most tests in education are verbal tests.
- ✚ **Non-verbal:** It does not require reading, writing or speaking ability. The tests composed of numerals or drawings are an example of non-verbal test.
- ✚ **Objective:** It refers to scoring of tests when two or more scorers can easily agree on whether the answer is correct or incorrect; the test is an objective one. True/ false, multiple choice and matching tests are examples of it
- ✚ **Subjective:** When it is difficult for two scorers to agree on whether an item is correct or incorrect, the test is a subjective one. Essay tests are the example of it. Teacher Made It is constructed solely by teacher only to be used in the classroom. This type of test is custom designed according to need and issues related to specific class.
- ✚ **Standardized:** Test constructed by measurement experts over a period of years. They are designed to measure broad national objectives and have a uniform set of instructions that are adhered to during each administration. Mostly it has tables of norms, to which a student performance may be compared to determine where the student stands in relation to a national sample of students at the same level of age or grade
- ✚ **Power:** Tests with liberal time limits that allow each student to attempt each item. Items tend to be difficult
- ✚ **Speed:** Tests with time limits so strict that no one is expected to complete all items. Items tend to be easy.

Q. Objective types of assessment. (Topic 19)

- (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.

Q. Functions of summative assessment (Topic 25)

- ✚ 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.

Q. Formative and summative assessment? (Topic 25+26)

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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 extend 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.

Q. Define the term table of specification? (Topic 28)

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.

Q. Concept of table of specification? (Topic 28)

- ✚ It helps a teacher in allotting the questions to different content areas and Bloom's learning categories in a systematic manner.
- ✚ The blueprint is meant to ensure content validity. Content validity is the most important factor in constructing an achievement test. (will be discussed in later unit)
- ✚ A unit test or comprehensive exam is based on several lessons and/or chapters in a book supposedly reflecting a balance between content areas and learning levels (objectives).

Q. Elements of Table of Specification (Topic 30)

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

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- vi. The enabling skills to be selected from each goal framework.

Q. 3 tests for national and provincial testing programs. (Topic 34)

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

- ✚ Aptitude tests
- ✚ Readiness tests
- ✚ Placement tests

Q. Standards for Selecting Appropriate Test? (Topic 34)

Test users should select tests that meet the purpose for which they are to be used and that are appropriate for intended population.

- ✚ First define the purpose for testing and the population to be tested and select the test accordingly.
- ✚ Investigate the potentially useful sources of information, in addition to the test scores, to validate the information provided by tests.
- ✚ Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
- ✚ Become familiar with how and when test was developed and tried out.

Q. Characteristics of Good Test: Validity, Reliability and Usability (Topic 37)

- ✚ **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.
- ✚ **Reliability vs. Validity:** 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.
- ✚ **Usability:** In addition to validity and reliability, an assessment procedure must meet certain practical requirements which include feasibility, administration environment and availability of results for decision makers.

Q. Construct validity in text. (Topic 40)

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

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Q. Evidences of Validity: Criterion Validity (Topic 41)

- ✚ **Meaning:** It demonstrates the degree of accuracy of a test by comparing it with another test, measure or procedure which has been demonstrated is needed to be valid.
- ✚ **Concurrent validity:** This approach allows one to show the test is valid by comparing it with an already valid test
- ✚ **Predictive:** It involves testing a group of subjects for a certain construct, and then comparing them with results obtained at some point in the future.
- ✚ **Procedure:** It compares assessment results with another measure of performance obtained at a later date (for prediction) or with another measure of performance obtained concurrently (for estimating present status)
- ✚ **Method:** The degree of relationship can be described more precisely by statistically correlating the two sets of scores. The resulting correlation coefficient provides numerical summary of relationship.

Q. Method of Estimating Reliability (Topic 44)

- ✚ **Stability:** Consistency over period of time
- ✚ **Equivalence:** Over different forms of assessment
- ✚ **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)

Q. Equivalent Forms method (Topic 46).

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

Q. Limits of anecdotal records (Topic 51).

- ✚ It takes long time to maintain.
- ✚ It is subjective in nature.
- ✚ Anxiety may lead to wrong observation.

Q. Peer Appraisal (Topic 52)

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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

Q. Key steps in using portfolios. (Topic 53)

- + 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.

Q. Advantages of MCQs? (Lesson 18)

- + 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.

Q. Three suggestions to create MCQs? (Topic 63)

- + 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.

Q. Define Placement Assessment

Placement assessment is used to determine a learner's entry-level knowledge and skills to place them in the appropriate instructional setting. It includes readiness tests, aptitude tests, and pretests.

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Q. Nature of Validity

- ✚ Validity is about the appropriateness of interpretations made from test results.
- ✚ It is not absolute—validity is a matter of degree (high, moderate, low).
- ✚ It is specific to a particular use or interpretation.
- ✚ It's a unitary concept based on various types of evidence (content, construct, criterion).

Q. Nature of Reliability

- ✚ Reliability refers to the consistency of assessment results.
- ✚ It is statistical in nature, represented by a coefficient (from -1 to +1).
- ✚ It's essential for validity, but reliability alone doesn't guarantee validity.

Reliability is measured in terms of:

- Stability (over time),
- Equivalence (between forms),
- Internal consistency (within the same test).

Q. Classification of Assessment

Assessment is classified in four ways:

1. Nature:

- ✚ Maximum Performance
- ✚ Typical Performance

2. Format:

- ✚ Fixed Choice (MCQs, true/false)
- ✚ Complex Performance (essays, presentations)

3. Use in Classroom:

- ✚ Placement
- ✚ Formative
- ✚ Diagnostic
- ✚ Summative

4. Interpreting Results:

- ✚ Norm-Referenced
- ✚ Criterion-Referenced

Q. Difference between Summative and Formative Assessment

Feature	Formative	Summative
Timing	During instruction	End of instruction
Purpose	Improve teaching & learning	Evaluate learning & assign grades

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Feedback	Ongoing, immediate	Final, usually no revision
Focus	Process	Product

Q. Difference between Selection and Placement Decisions

- ✚ **Selection:** Accepting/rejecting applicants for programs (e.g., entrance exams).
- ✚ **Placement:** Determining the appropriate level or group after selection (e.g., pre-course assessment).

Q. Difference between Maximum and Typical Performance Assessment

- ✚ **Maximum:** Measures best possible performance (e.g., achievement tests).
- ✚ **Typical:** Measures natural behavior or attitude (e.g., personality inventories, peer appraisals).

Q. Inter-rater Method

- ✚ Measures consistency between raters.
- ✚ Multiple raters independently score the same responses.
- ✚ Used in scoring subjective responses like essays or presentations.

Q. Test-Retest Method

- ✚ Measures stability over time.
- ✚ Same test is given to the same group at two different points in time.
- ✚ A high correlation between scores indicates high reliability.

Q. Split-Half Method

- ✚ Measures internal consistency.
- ✚ A single test is split into two equal halves (e.g., odd vs even items).
- ✚ Scores are correlated to estimate reliability using the Spearman-Brown formula.

Q. Kuder-Richardson Method

- ✚ Also measures internal consistency.
- ✚ KR-20 is used for dichotomous items (right/wrong answers).
- ✚ More accurate than split-half since it doesn't require splitting the test.

Q. Levels of DOK (Depth of Knowledge)

Webb's DOK categorizes learning into four levels:

1. Recall – Simple recall of facts (e.g., define, list).
2. Skill/Concept – Application of concepts or procedures (e.g., compare, summarize).
3. Strategic Thinking – Reasoning, planning, using evidence (e.g., analyze, critique).
4. Extended Thinking – Complex reasoning over time (e.g., design, synthesize, reflect).



Q. Levels of SOLO (Structure of Observed Learning Outcomes)

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Developed by Biggs & Collis, SOLO has 5 hierarchical levels:

1. Pre-structural – Irrelevant or no understanding.
2. Uni-structural – Understands one relevant aspect.
3. Multi-structural – Understands several aspects, but not connected.
4. Relational – Integrates ideas into a coherent whole.
5. Extended Abstract – Applies learning in abstract, generalized ways.

Q. Abbreviation of DOK and SOLO

-  DOK: Depth of Knowledge
-  SOLO: Structure of Observed Learning Outcomes

Q. Name of Three Published/Provisional Tests

Frequently used in provincial or national testing programs:

1. Aptitude tests
2. Readiness tests
3. Placement tests

Q. CRT vs NRT (Basis of Comparison)






Feature	CRT (Criterion-Referenced Test)	NRT (Norm-Referenced Test)
Target	Specific learning standards	Other examinees
Difficulty	Easier (80% correct)	Moderate (50% correct)
Purpose	Mastery check	Ranking or comparison
Score Report	Master/Non-master	Percentiles, standard scores
Example	Class quizzes, course tests	NTS, CSS exams

Q. Assessment Classified into 4 Ways

1. Nature – Maximum vs Typical performance
2. Format – Fixed choice vs Complex performance
3. Use – Placement, Formative, Diagnostic, Summative
4. Interpretation – Norm-referenced vs Criterion-referenced

Q. Teacher Evaluation Methods

Teachers are evaluated using various tools/methods:

-  Observation
-  Student assessments
-  Self-reflection and portfolios
-  Peer reviews
-  Feedback from students or supervisors

Q. Educational Decisions (Instructional, Placement, etc.)

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Different levels of educational decisions include:

- ✚ Instructional (teacher-led, daily decisions)
- ✚ Grading (based on student performance)
- ✚ Placement (deciding starting level in programs)
- ✚ Selection (acceptance into a program)
- ✚ Counseling/Guidance
- ✚ Curriculum or Administrative (policy-level)

Q. Types of Summative Assessment

- ✚ Final exams
- ✚ Midterms
- ✚ Projects
- ✚ Term papers
- ✚ Portfolios
- ✚ Performances

Q. Suggestions for Constructing Good MCQs (5 Suggestions)

1. Stem should be clear and concise.
2. Distractors should be plausible and related.
3. Avoid grammatical clues that reveal the answer.
4. Avoid “All of the above” or “None of the above.”
5. Ensure only one correct answer per question.

Q. Suggestions for Making MCQs (General)

- ✚ Write items clearly and concisely.
- ✚ Base items on important concepts or objectives.
- ✚ Use familiar language for the target group.
- ✚ Avoid tricky or ambiguous wording.
- ✚ Make all distractors grammatically consistent with the stem.

Q. Advantages of MCQs (Write Any 5)

1. Objective and reliable scoring.
2. Covers a broad range of content efficiently.
3. Quick to administer and grade.
4. Reduces subjectivity or bias in evaluation.
5. Useful for assessing factual knowledge and comprehension.

Q. Limitations of MCQs (Write Any 2)

1. Difficult to construct good-quality items.
2. Limited in assessing higher-order thinking skills.

Q. Parts of MCQs (Stem and Options with Explanation)

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- ✚ Stem: The main question or problem. Should be meaningful and clearly present the task.
- ✚ Options: Includes the correct answer (key) and distractors (plausible wrong choices).

Example:

Stem: What is the capital of Pakistan?

Options:

- a) Lahore
- b) Karachi
- c) Islamabad (Correct answer)
- d) Peshawar

Q. Purpose of Distractors in MCQs

Distractors are incorrect but plausible answers intended to:

- ✚ Challenge the test-taker's understanding.
- ✚ Identify common misconceptions.
- ✚ Discourage guessing by making all options look viable.

Q. Weak Item Identification from MCQs

A weak item:

- ✚ Is too easy or too difficult.
- ✚ Fails to discriminate between high- and low-performing students.
- ✚ Has ambiguous or misleading distractors.
- ✚ May be identified through item analysis after a test.

Q. 3 Uses of MCQs

1. Evaluate students' knowledge and understanding.
2. Support standardized and large-scale testing.
3. Identify learning gaps and misconceptions.

Q. Poor/Better Item in Given MCQs

To determine this:

- ✚ Poor item: High percentage of students selecting wrong answers or all choosing one distractor.
- ✚ Better item: Good discrimination index and balanced option selection among distractors.

Q. Key Steps While Using Portfolios

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1. Define clear goals for the portfolio.
2. Select appropriate student work reflecting learning objectives.
3. Include reflective commentary or self-assessment.
4. Evaluate using a rubric.
5. Review periodically to track progress.

Q. Characteristics of a Good Portfolio (Any 2)

1. Reflective: Shows student thinking, learning, and growth.
2. Purposeful: Aligned with learning outcomes and assessment goals.

Q. How to Construct a Portfolio Appropriately

1. Clarify objectives – Know what skills or learning the portfolio will demonstrate.
2. Collect evidence – Gather student work, projects, reflections, and feedback.
3. Organize logically – Group artifacts thematically or chronologically.
4. Include reflections – Have students explain their growth or thought processes.
5. Use scoring rubrics – For fair and consistent evaluation.

Q. Advantages of Anecdotal Records

1. Captures actual behaviors in natural settings.
2. Useful for students with limited verbal abilities.
3. Helps document significant, unusual, or emotional events.

Q. Limitations of Anecdotal Records

1. Time-consuming to maintain regularly.
2. Subject to personal bias or interpretation.
3. Anxiety or distractions may affect observations.

Q. Domains of Learning (Write Any 3)

1. Cognitive – Thinking and knowledge (e.g., remembering, analyzing).
2. Affective – Emotions, attitudes, and values (e.g., valuing, organizing).
3. Psychomotor – Physical skills and coordination (e.g., performing, creating).

Q. According to National Curriculum: 4 Levels of Learning

1. Competency – Broad skill area (e.g., communication, arithmetic).
2. Standards – What learners should achieve over 12 years of schooling.
3. Benchmarks – Expectations for different grade levels.
4. SLOs (Student Learning Outcomes) – Specific, measurable end-of-grade expectations.

Q. Name 5 SOLO Levels

1. Pre-structural
2. Uni-structural

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3. Multi-structural
4. Relational
5. Extended Abstract



Q. Standards for Selecting an Appropriate Test (Write Any 5)

1. Define the purpose and target population.
2. Use valid and reliable tools.
3. Ensure fairness and lack of bias.
4. Review developer-provided materials carefully.
5. Match test difficulty and format to learning outcomes.

Q. Major Elements of Table of Specification

1. Instructional objectives
2. Content areas/topics
3. Number of items per topic
4. Cognitive levels (Bloom's taxonomy)
5. Proportional weight/distribution of marks

Q. Selection and Placement Decisions

-  Selection: Decides who gets in (e.g., admission tests).
-  Placement: Decides where to begin within a program (e.g., ability grouping or course levels).

Q. Five Decisions by Boards/Administration Based on Assessment

1. Instructional Decisions – Curriculum alignment and teaching focus.
2. Grading Decisions – Certification and progression criteria.
3. Selection Decisions – Admissions into programs.
4. Placement Decisions – Appropriate level within a program.
5. Program Decisions – Curriculum continuation or revision for future sessions.

Q. Bloom's Taxonomy

Three domains of learning:

1. Cognitive – Knowledge-based (e.g., remembering, analyzing).
2. Affective – Emotion/attitude-based (e.g., valuing, organizing).
3. Psychomotor – Skill-based (e.g., performing, creating).

Cognitive domain levels (revised):

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating

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6. Creating

Q. Peer Appraisal Techniques

1. Guess Who – Students identify peers based on descriptors (e.g., "Who helps others in class?").
2. Sociometric Method – Students choose peers for activities to reveal social structure and relationships.

Q. Explain Levels of DOK

1. Recall – Remember facts or procedures (e.g., define, list).
2. Skill/Concept – Use of concepts and procedures (e.g., compare, graph).
3. Strategic Thinking – Requires reasoning, planning, and evidence (e.g., argue, justify).
4. Extended Thinking – Real-world problem solving and reflection (e.g., design, evaluate).

Q. Explain SOLO Level Names

1. Pre-structural – No understanding.
2. Uni-structural – Understands one relevant detail.
3. Multi-structural – Multiple aspects known, but unconnected.
4. Relational – Understands connections between aspects.
5. Extended Abstract – Generalizes knowledge across contexts.

Q. Overall Too Easy (Possibly about Test Difficulty)

If a test is "overall too easy", it may:

- ✚ Lack discriminatory power (can't distinguish between high/low achievers).
- ✚ Lead to inflated scores, reducing validity.
- ✚ Fail to challenge students or reveal true learning levels.

Q. "Guess Who" Technique

A peer appraisal technique where students respond to prompts like:

- ✚ "Who is most helpful in group work?"
- ✚ "Who stays calm under pressure?"

It encourages peer observation, builds classroom community, and reveals social dynamics.

Q. DOP (Possibly Depth of Processing)





Depth of Processing relates to:

- ✚ How deeply information is encoded.
- ✚ Deeper processing (e.g., analysis, connections) leads to better long-term memory retention.
- ✚ Encourages meaningful learning over rote memorization.

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Q. Take Time to Avoid Arbitrary Questions in MCQs

Ensure MCQ is:

-  Purposeful and tied to objectives.
-  Clear and unambiguous.
-  Avoids misleading or trick questions.
-  Constructed with care to maintain validity and fairness.

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