Curriculum Development & Assessment Practice Test 10

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Grading and Reporting

Q1. Why is a grading scale useful for comparing results between classes?

(A) It ensures every class follows the same timetable
(B) It gives a shared meaning to each grade, so the same grade implies a similar standard
(C) It allows teachers to set different standards in each class
(D) It guarantees that learners in every class study the same topics

Q2. What information is lost when a detailed percentage is converted to a letter grade?

(A) The learner's rank in the class
(B) Fine differences between close scores are grouped into the same band
(C) The grade boundaries used for the conversion
(D) Whether the learner passed or failed

Q3. Which is a disadvantage of relative grading for classroom learning?

(A) It encourages competition between learners rather than cooperation
(B) It is harder to explain to parents than a fixed-standard grade
(C) It works only in very large classes
(D) A learner's grade can fall even if learning improves, when classmates improve more

Q4. Which is an advantage of absolute grading for learners?

(A) Grades are guaranteed regardless of effort
(B) Only a fixed number of learners can succeed
(C) The pass mark changes with each class
(D) The target is clear in advance, so learners know what mastery requires

Q5. How does GPA summarise achievement differently from a single percentage?

(A) It reports the grade from the learner's strongest course
(B) It combines grades from several courses into one weighted average
(C) It counts the number of courses a learner has passed
(D) It shows the learner's rank among all learners in the programme

Q6. A learner's semester GPA covers one term, while the CGPA covers:

(A) Only the first term of the programme
(B) Only courses the learner failed
(C) All terms completed in the programme up to that point
(D) Only the final year of the programme

Q7. A 3-credit course and a 1-credit course both receive a B grade. In GPA calculation, the 3-credit course:

(A) Contributes three times as much weight as the 1-credit course
(B) Contributes the same weight as the 1-credit course
(C) Is ignored because the grades are equal
(D) Counts only if the learner passes the final examination

Q8. What is the first step in calculating a GPA from letter grades?

(A) Add all credit hours together
(B) Calculate the class average for each course
(C) Divide total grade points by total credit hours
(D) Convert each letter grade to its grade point value

Q9. Why do schools moderate grades across different sections of the same subject?

(A) To increase the total marks of weaker sections
(B) To hide the marking scheme from learners
(C) To ensure each section has a different grade scale
(D) To check that similar work receives similar grades, whoever marked it

Q10. A report-card comment that only says 'Good work' is weak mainly because it:

(A) Does not describe what was done well or what to improve next
(B) It compares the learner with other learners in the class
(C) It is too detailed for parents to understand
(D) It is based on the final examination only

Q11. Feedback to parents about assessment is most helpful when it also:

(A) Compares the child with the highest achiever in the school
(B) Suggests concrete steps parents and learners can take next
(C) Lists every question the child answered wrongly, with no guidance
(D) Is delivered only after the learner leaves the school

Q12. What is a limitation of giving grades without any written feedback?

(A) Written feedback takes longer for teachers to produce
(B) Written feedback can be difficult for younger learners to read
(C) Learners may know their result but not understand how to improve
(D) Detailed comments can vary in quality between teachers

Q13. In norm-referenced reporting, a percentile rank of 50 means that the learner scored:

(A) 50 percent of the total marks available
(B) 50 marks out of 100 in every subject
(C) Equal to or better than about half of the reference group
(D) Better than exactly 50 learners in the school

Q14. A criterion-referenced report is most useful to a learner because it shows:

(A) Which learning objectives have been mastered and which still need work
(B) The learner's rank position in the whole class
(C) Only the learner's total mark, without any breakdown
(D) How the learner's score compares with the class average

Q15. In forced-curve grading, what happens to the distribution of grades?

(A) Grades are fitted to a predetermined distribution, regardless of overall achievement
(B) Every learner receives the grade matching the fixed standard
(C) Grades are awarded only on the basis of projects
(D) No learner can receive the lowest grade

Q16. Portfolio-based grading differs from single-test grading mainly because it:

(A) Uses a collection of work over time as evidence of progress and achievement
(B) Uses only one examination paper at the end of the year
(C) Ignores written work in favour of attendance
(D) Awards grades without any marking criteria

Q17. How can anecdotal records supplement grades on a report?

(A) By replacing all subject marks with attendance figures
(B) By listing the marks of other learners for comparison
(C) By recording only examination results
(D) By providing brief observations of behaviour, participation and effort over time

Q18. What is a benefit of involving learners in self-assessment of their graded work?

(A) It encourages reflection on strengths and gaps against clear criteria
(B) It gives learners control over their final grades
(C) It reduces the number of assessments teachers must set
(D) It ensures all learners agree with their teacher's marks

Q19. What is a main risk when peer assessment contributes to grades?

(A) Peer assessment takes much longer than teacher marking to complete
(B) Peer assessment requires expensive equipment and software
(C) Marks may be affected by friendship, rivalry or lack of marking skill
(D) Peer assessment reveals pupils' marks to the whole class

Q20. Sharing marking criteria with learners before an assessment mainly improves:

(A) The difficulty of the test for all learners
(B) The speed of marking, but not its fairness
(C) The number of learners who pass automatically
(D) Transparency and fairness, because learners know what quality is expected

Bloom's Taxonomy Applied to Assessment

Q21. What is the correct order of levels in the revised Bloom taxonomy, from lowest to highest?

(A) Creating, Evaluating, Analysing, Applying, Understanding, Remembering
(B) Understanding, Remembering, Creating, Evaluating, Applying, Analysing
(C) Remembering, Applying, Understanding, Creating, Evaluating, Analysing
(D) Remembering, Understanding, Applying, Analysing, Evaluating, Creating

Q22. What is the correct order of levels in the original Bloom taxonomy, from lowest to highest?

(A) Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge
(B) Knowledge, Application, Comprehension, Synthesis, Analysis, Evaluation
(C) Comprehension, Knowledge, Analysis, Application, Evaluation, Synthesis
(D) Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Q23. An item asks: 'What is the capital city named in the passage?' This mainly assesses:

(A) Creating
(B) Evaluating
(C) Remembering
(D) Analysing

Q24. An item asks learners to summarise a short passage in one sentence. This mainly assesses:

(A) Psychomotor precision
(B) Affective characterisation
(C) Creating a new theory
(D) Understanding

Q25. Learners use a map scale to find the real distance between two towns. This mainly assesses:

(A) Remembering a definition
(B) Applying
(C) Valuing map work
(D) Imitation of a drawing

Q26. An item asks learners to identify the unstated assumption in a statement about examinations. This mainly assesses:

(A) Analysing
(B) Remembering
(C) Receiving
(D) Manipulation

Q27. An item asks learners to rank three assessment proposals using given criteria and justify the ranking. This mainly assesses:

(A) Evaluating
(B) Remembering
(C) Imitation
(D) Responding

Q28. An item asks learners to write an original short story that uses a given theme. This mainly assesses:

(A) Understanding
(B) Creating
(C) Responding
(D) Guided response

Q29. A learner volunteers to answer questions in class without being asked. In the affective domain, this best illustrates:

(A) Receiving
(B) Responding
(C) Characterisation
(D) Naturalisation

Q30. A learner defends a viewpoint about fair assessment even when classmates disagree. In the affective domain, this best illustrates:

(A) Receiving
(B) Imitation
(C) Valuing
(D) Mechanism

Q31. In psychomotor learning, guided response differs from mechanism in that guided response:

(A) Is fully automatic, while mechanism still needs step-by-step guidance
(B) Still needs guidance or cues, while mechanism is habitual and needs less conscious attention
(C) Involves only mental recall, while mechanism involves movement
(D) Cannot be observed, while mechanism can be observed

Q32. Which task best assesses psychomotor skill in a practical examination?

(A) Writing the definition of the apparatus used
(B) Performing the steps of an experiment in correct sequence with safe handling
(C) Stating an opinion about the experiment
(D) Listing the names of scientists in the field

Q33. An Evaluating-level item is weak if it asks only for a personal opinion because:

(A) Evaluation requires judgement against criteria or evidence, not unsupported preference
(B) Evaluation items must be answered in essay form
(C) Opinions are acceptable in evaluation if the pupil writes at length
(D) Evaluation is mainly about recalling facts accurately

Q34. A test blueprint that assigns more items to topics that received more teaching time and carry more objectives helps a teacher to:

(A) Give every topic exactly the same number of items regardless of its weight in teaching
(B) Test the topics covered in the final week of the course
(C) sample topics in proportion to their emphasis, rather than giving every topic the same number of items
(D) Leave out topics that pupils found difficult in class

Q35. Learners are asked to classify specimens into groups using a given key. This task mainly assesses:

(A) Receiving
(B) Valuing
(C) Naturalisation
(D) Applying

Q36. A two-tier test item, which asks for an answer and then the reason for it, is useful mainly because it:

(A) It allows learners to change their first answer after giving the reason
(B) Reveals whether understanding lies behind a correct answer or a guess
(C) It removes the need for teachers to mark the first tier
(D) It gives learners two separate grades for one item

Q37. Which assessment method is most suitable for gauging learners' interest in a subject, an affective outcome?

(A) A rating scale or questionnaire on interest and attitudes
(B) A timed test of factual recall
(C) A checklist of laboratory steps
(D) A spelling test

Q38. Why can a written test alone not validly assess psychomotor learning?

(A) Because written tests are used only for younger learners
(B) Because psychomotor skills are assessed only in sports lessons
(C) Because physical skill must be performed and observed, not only described in writing
(D) Because written tests cannot measure knowledge of safety rules

Q39. An objective requires learners to create a teaching aid. Which assessment task is aligned with it?

(A) Recalling the definition of a teaching aid
(B) Producing the aid and explaining its design choices
(C) Matching aids with their names
(D) Listing materials used in classrooms

Q40. When planning assessment from Bloom's taxonomy, the sound sequence is to:

(A) Choose the easiest item type first, then write objectives to fit it
(B) Set the pass mark first, then decide what to teach
(C) Write the marking scheme before deciding the objectives
(D) Start from the objective's level, then choose an item type that can show that level

Assessment Reforms and the Pakistan Context

Q41. Beyond conducting examinations, a BISE is also responsible for:

(A) Approving the textbooks used in every classroom
(B) Appointing headteachers to schools in its region
(C) Registering candidates, issuing date sheets, declaring results and arranging rechecking
(D) Setting the syllabus for university degree programmes

Q42. A common misconception about the SNC is corrected by noting that it provides:

(A) One single textbook that every school must use for each subject
(B) A separate curriculum for each type of school
(C) One common curriculum, with more than one textbook possibly approved against it
(D) No textbooks at all for the primary grades

Q43. How does a national curriculum framework differ from a textbook?

(A) A textbook sets national policy, while a framework is a classroom exercise book
(B) They are the same document with different covers
(C) A framework is used only by examination boards
(D) The framework sets goals and standards, while a textbook is one teaching resource based on them

Q44. A direction of examination reform discussed in Pakistan is to:

(A) Remove reasoning questions and test only memorised facts
(B) Test only one subject in board examinations
(C) Include more questions that require application and reasoning, not only memorised answers
(D) Award full marks for copying textbook passages

Q45. In school-based assessment, which of the following would normally count towards a learner's record?

(A) Only the learner's attendance at prize ceremonies
(B) Only marks awarded by parents at home
(C) Quizzes, projects and class participation during the term
(D) Only the final board examination result

Q46. Continuous assessment helps teachers to identify struggling learners early because:

(A) It delays all feedback until the final examination
(B) It replaces teachers with external examiners
(C) Evidence is collected regularly during learning, not only at the end
(D) It awards the same mark to every learner

Q47. A reliability concern in large board examinations is that:

(A) Board papers cover too little of the syllabus
(B) Some schools prepare pupils better than others for board examinations
(C) Different markers may award different marks for similar answers without moderation
(D) Examinations are held on different dates in different regions

Q48. Assessment in Pakistan has historically been dominated by:

(A) Daily oral tests with no written record
(B) Assessment only by parents
(C) No formal examinations at any stage
(D) High-stakes board examinations at the end of secondary stages

Q49. Effective school-based assessment requires good record keeping because:

(A) Records allow schools to publish league tables of results
(B) Records replace the need for learners to keep their own notes
(C) Records help schools decide which textbooks to buy
(D) Marks and evidence collected over the term must be traceable and defensible

Q50. A good report under continuous assessment should mainly tell parents:

(A) Only the learner's rank in the class at year end
(B) What progress has been made against the learning objectives and what the next steps are
(C) Only the total marks from the final examination
(D) How the learner compares with the top pupil in the school

Q51. An equity issue in assessment across Pakistan, stated generally, is that:

(A) Learners in different areas may have unequal access to learning and assessment resources
(B) All schools follow the same national curriculum
(C) All learners take the same board examinations
(D) Examination standards are the same for every board

Q52. How do teacher-made classroom tests differ in purpose from board examinations?

(A) Classroom tests certify degrees, while board examinations guide daily teaching
(B) There is no difference in purpose between them
(C) Board examinations are marked by classroom teachers only
(D) Classroom tests guide daily teaching, while board examinations certify achievement at a stage

Q53. Why can curriculum reform fail if assessment does not change with it?

(A) Because teaching and study tend to follow what examinations reward
(B) Because examinations are held only at the end of the course, so teachers get no early feedback on the new curriculum
(C) Because examination results are reported as overall grades, so progress in the new curriculum's separate skills stays hidden
(D) Because a single standardised examination must serve all schools, so local versions of the new curriculum cannot be credited

Q54. Competency-based assessment focuses mainly on:

(A) How many pages a learner has memorised
(B) What a learner can do with knowledge and skills, in context
(C) How quickly a learner can copy notes
(D) How many hours a learner spends in class

Q55. External moderation of internally awarded marks is used to:

(A) Check that internal marks are consistent with an agreed standard
(B) Replace internal assessment with a board examination
(C) Increase every school's marks by a fixed amount
(D) Remove teacher judgement entirely

Curriculum Connections

Q56. Diagnostic assessment differs from formative assessment mainly in timing and purpose because diagnostic assessment:

(A) Comes before teaching a unit to reveal prior learning, while formative assessment runs during teaching
(B) Comes after the final examination to award certificates
(C) Is done only by examination boards, while formative assessment is done only by parents
(D) Has no purpose in planning lessons

Q57. The curriculum alignment triangle links which three elements?

(A) Syllabus, scheme of work and lesson plan
(B) Knowledge, skills and attitudes
(C) Objectives, content and teaching, and assessment
(D) Content, methods and materials

Q58. Assessment for learning is best described as assessment that:

(A) Uses evidence during learning to improve teaching and next steps
(B) Only produces a final grade after learning ends
(C) Is never shared with learners
(D) Replaces all teaching with testing

Q59. A grading system can be reliable but still invalid. This means it can:

(A) Measure the intended learning perfectly on every occasion
(B) Give consistent results while measuring something other than the intended learning
(C) Give different results each time it is used
(D) Be valid without any marking scheme

Q60. How should assessment results best feed back into curriculum planning?

(A) Teachers ignore results and repeat the same lessons unchanged
(B) Teachers use patterns of errors to reteach weak areas and adjust future teaching
(C) Schools use results only to rank teachers publicly
(D) Results are filed without discussion after each term

Answer Key

Q1: B	Q11: B	Q21: D	Q31: B	Q41: C	Q51: A
Q2: B	Q12: C	Q22: D	Q32: B	Q42: C	Q52: D
Q3: D	Q13: C	Q23: C	Q33: A	Q43: D	Q53: A
Q4: D	Q14: A	Q24: D	Q34: C	Q44: C	Q54: B
Q5: B	Q15: A	Q25: B	Q35: D	Q45: C	Q55: A
Q6: C	Q16: A	Q26: A	Q36: B	Q46: C	Q56: A
Q7: A	Q17: D	Q27: A	Q37: A	Q47: C	Q57: C
Q8: D	Q18: A	Q28: B	Q38: C	Q48: D	Q58: A
Q9: D	Q19: C	Q29: B	Q39: B	Q49: D	Q59: B
Q10: A	Q20: D	Q30: C	Q40: D	Q50: B	Q60: B

Worked explanations for all 60 questions:
quaidianpoint.com/pedagogy-curriculum-development-assessment-practice-test-10/