Curriculum Development & Assessment Practice Test 6

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

Implementation Models and Strategies

Q1. A school adopts a new curriculum guide on paper but teachers continue teaching exactly as before. This gap between the planned and the taught curriculum illustrates:

(A) A successful fidelity outcome
(B) A pilot test that has not yet started
(C) A summative evaluation finding
(D) The implementation gap between intended and enacted curriculum

Q2. The Concerns-Based Adoption Model (CBAM) focuses implementation support mainly on:

(A) Teachers' knowledge of the subject content in the new curriculum
(B) The amount of time teachers spend planning lessons each week
(C) Teachers' evolving concerns and their actual levels of use of the innovation
(D) Teachers' attitudes towards national examination results

Q3. Implementation fidelity is best judged by looking at:

(A) Adherence to the core elements alone
(B) Adherence to core elements, amount delivered, and quality of delivery together
(C) The amount of the programme delivered alone
(D) Teachers' satisfaction with the new guide

Q4. Chin and Benne's empirical-rational strategy of change assumes that people will adopt an innovation when:

(A) They are shown by evidence and reason that it is beneficial and in their interest
(B) They are ordered to do so by a superior
(C) Their values and relationships are reshaped in group work
(D) They receive a salary increase regardless of the change

Q5. Chin and Benne's normative-re-educative strategy assumes that change happens mainly through:

(A) Legal compulsion and sanctions alone
(B) Shifts in attitudes, values and relationships among those involved
(C) Presenting research findings without discussion
(D) Replacing all staff with new recruits

Q6. Chin and Benne's power-coercive strategy relies mainly on:

(A) Rational argument alone
(B) Voluntary discussion among equals alone
(C) Authority, rewards and sanctions to secure compliance
(D) Teacher experimentation without any direction

Q7. A collaborative implementation approach in which developers and teachers jointly plan, try out and refine a curriculum is most likely to produce:

(A) Faster completion of the curriculum in every classroom
(B) Higher examination scores in the first term of implementation
(C) A single set of lesson plans used unchanged in every school
(D) Shared understanding and practical adaptation to local classrooms

Q8. Which factor is most likely to widen the gap between an intended curriculum and the curriculum actually taught?

(A) Lack of training, materials and time for teachers to use the new approach
(B) Differences in how teachers interpret the new guide
(C) Pressure from examination preparation during the school year
(D) Changes in school leadership during the reform

Q9. In implementation planning, infrastructure for change includes:

(A) Timetables, materials, training and support systems that let the change run
(B) The school's policies on pupil discipline and attendance
(C) The examination timetable for the current school year
(D) The list of textbooks approved for each subject

Q10. A district introduces a reform first in ten schools, learns from them, and then extends it gradually. This is best described as:

(A) An immediate nationwide mandate with no trial
(B) A phased implementation strategy
(C) A decision to abandon the reform
(D) A purely symbolic adoption

Role of Teachers and Headteachers in Implementation

Q11. From an enactment perspective, a teacher is best seen as:

(A) A passive transmitter who adds nothing to the planned curriculum
(B) An examiner who only marks final tests
(C) A curriculum maker who interprets and shapes the curriculum in her classroom
(D) A clerk who only records attendance

Q12. A headteacher who shields teachers from unnecessary extra duties during a major curriculum change is helping implementation by:

(A) Communicating the vision behind the reform to all staff
(B) Providing training in the new teaching methods
(C) Observing lessons and giving feedback on the new approaches
(D) Protecting time and focus for the new work

Q13. Mentoring a newly appointed teacher through the first term of a new curriculum mainly helps that teacher to:

(A) Understand the school's policies on discipline and attendance
(B) Prepare pupils for the end-of-term examinations
(C) Take on responsibility for a subject department
(D) Build confidence and practical skill in using the new approaches

Q14. Teacher reflection during implementation is valuable because it helps teachers to:

(A) Share successful lesson ideas with colleagues
(B) Notice what is working, what is not, and how to adjust their teaching
(C) Record pupil progress for end-of-term reports
(D) Plan the next unit in the scheme of work

Q15. When a headteacher clearly communicates the vision and purpose behind a curriculum change, teachers are more likely to:

(A) Understand why the change matters and commit to trying it
(B) Follow the guide mechanically without understanding its purpose
(C) Ask for more resources before trying anything new
(D) Comply only in lessons they know will be observed

Q16. Distributed leadership in curriculum implementation means that:

(A) Only the headteacher makes every decision alone
(B) No one is responsible for the change
(C) Leadership for the change is shared among headteacher, coordinators and teachers
(D) External examiners lead all school decisions

Q17. A teacher who reports back that a new unit takes twice as long as planned is acting as:

(A) A person who has decided to reject the new curriculum
(B) A teacher requesting a change to the school timetable
(C) A source of implementation feedback for developers and leaders
(D) A teacher choosing textbooks for the next school year

Q18. A headteacher's decision to fund new textbooks and laboratory materials for a revised science curriculum affects implementation by:

(A) Showing teachers that the reform is a priority for the school
(B) Providing the resources without which the intended teaching cannot happen
(C) Helping teachers plan lessons around the new materials
(D) Making it easier for pupils to access reference books at home

Q19. A subject coordinator supporting implementation would most usefully:

(A) Organise joint planning, share good examples and observe lessons supportively
(B) Deciding which teachers are promoted to senior posts
(C) Writing the subject syllabus for the whole country
(D) Carrying out formal inspections and reporting schools to the district office

Q20. Balancing fidelity with adaptation means that a teacher should:

(A) Change the objectives whenever convenient
(B) Follow the guide word for word even if pupils cannot follow it
(C) Ignore the guide completely and teach any topic
(D) Preserve the core objectives while adapting examples and methods to her pupils

Resistance to Change and How to Manage It

Q21. A teacher resists a reform because it reduces her freedom to choose her own topics. This resistance is best explained by:

(A) Concern about the time needed to prepare new lessons
(B) Disagreement with the content of the new topics
(C) Perceived loss of autonomy and professional control
(D) Worry about being observed while teaching the new units

Q22. Cynicism after several failed reforms can cause resistance because teachers:

(A) Believe the new reform is more demanding than previous ones
(B) Doubt that the new change will be supported or sustained
(C) Worry that training for the reform will take too much time
(D) Are disappointed with examination results under previous reforms

Q23. Sharing early success stories from pilot schools is a useful way to manage resistance because it:

(A) Gives teachers examples of how the new approach looks in practice
(B) Helps leaders identify schools where the reform is progressing well
(C) Encourages pilot teachers to share their lesson materials with others
(D) Shows doubters that the change can work in real classrooms like theirs

Q24. When resistance comes from teachers feeling unprepared, the most direct management response is:

(A) Practical training and ongoing coaching in the new approaches
(B) Clear communication of the reform's purpose and evidence
(C) Involving teachers in decisions about timing and implementation
(D) Providing ready-made materials and phased rollout

Q25. Recognition and small incentives for teachers who implement a reform well can reduce resistance by:

(A) Giving teachers more choice over which units to teach first
(B) Providing additional training for teachers who struggle with the reform
(C) Sharing examples of good practice from implementing schools
(D) Rewarding effort and signalling that the change is valued

Q26. Negotiation as a way of managing resistance involves:

(A) Offering training and materials to teachers who adopt the reform
(B) Sharing early success stories from pilot schools
(C) Discussing concerns and reaching agreements that address legitimate interests
(D) Giving teachers time to try the reform before judging it

Q27. Using coercion to overcome resistance carries a particular risk that:

(A) Open confrontation and formal grievances from staff
(B) Compliance may be superficial and resentment may grow
(C) A lasting loss of trust in school leadership
(D) Compliance that lasts only while monitoring continues

Q28. Resistance to change can be useful to curriculum leaders because it may:

(A) Reveal genuine flaws, risks or unmet needs in the proposed change
(B) Show leaders which teachers need more training
(C) Help leaders judge whether the reform timetable is realistic
(D) Identify schools where implementation support is weakest

Q29. Stakeholder mapping during a change helps leaders to:

(A) List the schools that have already adopted the reform
(B) Identify teachers who need training in the new approaches
(C) Record the views of parents about the proposed change
(D) Identify who is affected, who influences others, and whose support is needed

Q30. A change agent in curriculum implementation is someone who:

(A) Coordinates training and materials for schools adopting the reform
(B) Monitors how faithfully schools are using the new curriculum
(C) Helps a school adopt and sustain an innovation through support and persuasion
(D) Reports implementation progress to the education authority

Pilot Testing and Dissemination

Q31. Before a pilot begins, success criteria should be set in advance so that:

(A) Teachers know what evidence will be collected during the pilot
(B) Judgements about the pilot are based on agreed standards, not impressions after the event
(C) Decision-makers can compare pilot schools with each other fairly
(D) Pilot results can be reported clearly to the education authority

Q32. Pilot teachers should normally receive training before the trial because:

(A) They need to understand the new approaches well enough to try them fairly
(B) They gain confidence in teaching the new activities
(C) They learn how pupil progress will be assessed during the pilot
(D) They share planning ideas with other pilot teachers

Q33. Dissemination through professional networks works mainly because:

(A) Teachers adopt new ideas mainly because they are required by official circulars
(B) Teachers adopt new ideas mainly because they appear in new textbooks
(C) Teachers adopt new ideas mainly because of training workshops run by outside experts
(D) Teachers trust ideas shared by respected colleagues in their own networks

Q34. Useful dissemination materials for a new curriculum would normally include:

(A) A teacher guide, worked examples and sample lesson plans
(B) A summary of the curriculum aims and the topics to be covered
(C) Sample assessment tasks and marking guidance for the new units
(D) A timetable showing when each unit should be taught

Q35. In Rogers' diffusion of innovations, the stages of adoption are often described as:

(A) Adoption, awareness, trial and rejection only
(B) Awareness, interest, trial and adoption
(C) Interest, salary, promotion and retirement
(D) Trial, punishment, reward and dismissal

Q36. Early adopters are important in dissemination because they:

(A) Adopt an innovation only after most colleagues have done so
(B) Need strong evidence before they will try an innovation
(C) Try an innovation first and influence colleagues by their example
(D) Lead formal training sessions for the whole district

Q37. Dissemination to parents and the wider community matters because:

(A) Their understanding and support affect whether a reform can succeed in schools
(B) Parents can help pupils with homework under the new curriculum
(C) Community leaders can provide resources for school activities
(D) Parents need to know when new textbooks will be issued

Q38. During scale-up after a pilot, monitoring implementation fidelity helps leaders to:

(A) Identify which schools are making the fastest progress
(B) Gather evidence for the final evaluation of the programme
(C) Compare examination results between pilot and non-pilot schools
(D) Check whether the curriculum is being used as intended and where support is needed

Q39. If a pilot reveals serious problems, the most responsible response is to:

(A) Extend the pilot to more schools to gather further evidence
(B) Delay national rollout until more funding is available
(C) Revise the curriculum and, if needed, re-pilot the revised version
(D) Ask pilot teachers to adapt the curriculum locally while rollout proceeds

Q40. Cost-effectiveness evidence from a pilot helps decision-makers to judge:

(A) Whether the pilot schools spent their budgets as planned
(B) Whether the learning gains justify the resources the curriculum requires
(C) Whether teachers found the new materials easy to use
(D) Whether pupils enjoyed the new curriculum activities

Curriculum Evaluation: Tyler, Stake and CIPP

Q41. Tyler's principle of continuity in organising learning experiences means that:

(A) Each topic is taught once and never revisited
(B) Important skills and ideas are revisited repeatedly over time
(C) Topics are arranged in order of difficulty only
(D) Learning experiences are chosen at random

Q42. Tyler's principle of sequence means that learning experiences are arranged so that:

(A) All topics are taught at the same level of difficulty
(B) Experiences are chosen without any order
(C) Later experiences build on earlier ones in increasing depth and breadth
(D) Only the easiest topics are ever taught

Q43. Tyler's principle of integration means that learning experiences are arranged so that:

(A) Pupils revisit the same topic several times during the year
(B) Pupils learn topics in order of increasing difficulty
(C) Pupils complete all topics in a subject before moving to the next
(D) Pupils see connections across topics and can use learning in different contexts

Q44. In Stake's countenance model, the descriptive matrix records:

(A) What was intended and what was actually observed in antecedents, transactions and outcomes
(B) Intended and observed outcomes only
(C) Standards for antecedents, transactions and outcomes
(D) Observed transactions and outcomes only

Q45. In Stake's model, the judgement matrix records:

(A) Intended and observed antecedents, transactions and outcomes
(B) Comparisons between intended and observed outcomes only
(C) Evidence about costs and resources used by the programme
(D) Standards and judgements about the programme's merit and worth

Q46. Which of the following is an antecedent in Stake's model?

(A) Pupils' prior knowledge and class size before a programme begins
(B) A classroom discussion during a lesson
(C) Pupils' final test scores after the programme
(D) A teacher's reflection after the programme ends

Q47. Which of the following is a transaction in Stake's model?

(A) The school budget set before the term
(B) Teacher questioning and pupil group work during lessons
(C) Final examination results
(D) Pupils' attitudes measured a year later

Q48. Which of the following is an outcome in Stake's model?

(A) The timetable drawn up before teaching
(B) A discussion held during a lesson
(C) Pupils' achievement and attitudes after completing a unit
(D) The textbooks delivered before the term

Q49. A CIPP context evaluation would most usefully begin with:

(A) A final test of pupil achievement
(B) Observation of lessons during delivery
(C) A count of textbooks already in stock
(D) A needs assessment using surveys, data and consultation with stakeholders

Q50. CIPP input evaluation helps decision-makers by:

(A) Judging final pupil outcomes after delivery
(B) Comparing alternative strategies and resources before choosing a programme design
(C) Monitoring daily lessons during delivery
(D) Assessing community needs before any design work

Kirkpatrick Levels and Formative versus Summative Evaluation

Q51. Which of the following best illustrates the kind of evidence examined in CIPP process evaluation?

(A) A survey of community needs conducted before the programme was designed
(B) A comparison of two possible programme designs and their costs before adoption
(C) Classroom-observation records showing which planned activities were actually delivered and where delivery fell behind
(D) Final examination results used to decide whether to continue the programme

Q52. A CIPP product evaluation decision to continue, expand or end a programme is an example of:

(A) A recycling decision based on outcome evidence
(B) A planning decision based on needs alone
(C) An input decision based on resources alone
(D) A decision that needs no evidence at all

Q53. Kirkpatrick Level 1 Reaction is most commonly measured by:

(A) Participant questionnaires about satisfaction and relevance after training
(B) Observation of classroom practice six months later
(C) A test of knowledge before training begins
(D) School-wide examination results over five years

Q54. Kirkpatrick Level 2 Learning is most directly measured by:

(A) Asking participants whether they enjoyed the session
(B) Counting how many people attended training
(C) Measuring school enrolment the following year
(D) Tests, demonstrations or practical assessments after training

Q55. Kirkpatrick Level 3 Behaviour is best measured by:

(A) A satisfaction questionnaire at the end of training
(B) A knowledge test given during training
(C) Observing participants at work some time after training to see changed practice
(D) The cost of the training venue

Q56. Kirkpatrick Level 4 Results for a school curriculum programme would best be shown by:

(A) One teacher saying she enjoyed a workshop
(B) School-level improvement such as rising pupil achievement or reduced failure rates
(C) A single pupil passing one classroom quiz
(D) The number of handouts printed for training

Q57. A recognised limitation of Kirkpatrick's model is that:

(A) Kirkpatrick's model is used mainly for school curriculum programmes
(B) Reaction is measured before learning in most evaluations
(C) Results are reported at the end of every training programme
(D) Positive reactions do not guarantee learning, transfer or organisational results

Q58. Formative evaluation takes place:

(A) During development and implementation, while improvement is still possible
(B) When a final report is written for the education board
(C) Before a new programme is designed, to assess community needs
(D) When examination results are compared across districts

Q59. Summative evaluation takes place:

(A) During the first pilot lesson only
(B) At the end of a programme, to support a final judgement or decision
(C) While a single activity is being revised
(D) Before any objectives have been written

Q60. A curriculum programme needs both formative and summative evaluation because:

(A) Formative evaluation checks pupil learning and summative evaluation checks teacher performance
(B) Formative evaluation is carried out by teachers and summative evaluation by external boards
(C) Formative evaluation improves it while it develops, and summative evaluation judges its final worth for decisions
(D) Formative evaluation uses tests and summative evaluation uses observations

Answer Key

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

Worked explanations for all 60 questions:
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