

Curriculum Development & Assessment Practice Test 7

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

Assessment Concepts and Purposes

Q1. In classroom practice, assessment is best understood as:

- (A) Giving marks to students at the end of a term
- (B) A continuous process of gathering evidence about learning in order to make decisions about teaching and learning
- (C) Administering a single written examination once a year
- (D) Ranking students for promotion to the next class only

Q2. Measurement differs from assessment mainly because measurement:

- (A) Gives qualitative descriptions without using numbers
- (B) Judges whether a programme should be continued
- (C) Compares a student's performance with that of peers
- (D) Assigns a numerical value to a trait or performance according to a rule

Q3. Evaluation goes beyond measurement when a teacher:

- (A) Makes a judgement about the worth or quality of learning against a standard or purpose
- (B) Counts how many questions a student attempted
- (C) Records attendance for the month
- (D) Adds up marks obtained in a test

Q4. A teacher who collects homework, class discussion notes, quiz scores and observation records to judge progress is using assessment as:

- (A) A punishment for weak students
- (B) A single final examination score
- (C) A source of multiple kinds of evidence about learning
- (D) A list of marks used only for promotion

Q5. Which of the following is the most appropriate purpose of classroom assessment?

- (A) To compare one school with another for publicity
- (B) To rank students for scholarship selection
- (C) To diagnose learning gaps and guide the next steps in teaching
- (D) To certify mastery at the end of a course

Q6. A test is best defined as:

- (A) An instrument or set of tasks designed to elicit a sample of behaviour under standard conditions
- (B) Any question a teacher asks informally during a lesson
- (C) The final report card issued by a school
- (D) A meeting between parents and teachers

Q7. Continuous assessment is valued mainly because it:

- (A) It provides a single final mark that summarises the whole year
- (B) It reduces the amount of marking teachers must do during the term
- (C) It allows schools to compare classes using one common test
- (D) Tracks learning over time and reduces dependence on one high-stakes occasion

Q8. Informal assessment is illustrated by:

- (A) A board examination with a fixed timetable
- (B) A teacher noting how a student explains a concept during group work
- (C) A printed admission test with an answer key
- (D) A national survey with standardised scoring

Formative, Summative, Diagnostic and Placement Assessment

Q9. A short quiz given after teaching fractions, used to decide what to re-teach the next day, is an example of:

- (A) A selection test for admission
- (B) A public examination
- (C) A placement test
- (D) Formative assessment

Q10. The defining feature of formative assessment is that its results are used:

- (A) Only for promotion decisions
- (B) To improve learning while instruction is still in progress
- (C) To award final certificates
- (D) To rank schools in a district

Q11. An end-of-term examination that certifies how much of the syllabus a student has mastered is best described as:

- (A) Diagnostic assessment
- (B) Formative assessment
- (C) Summative assessment
- (D) Placement assessment

Q12. A teacher finds that several students repeatedly fail word problems although they can compute correctly. A detailed probe of their reading and problem-solving steps is most likely:

- (A) Diagnostic assessment
- (B) Summative assessment
- (C) Placement assessment
- (D) A final examination

Q13. Diagnostic assessment differs from formative assessment mainly in that diagnostic assessment:

- (A) Checks progress during teaching to guide the next lesson
- (B) Places students in groups according to entry level
- (C) Sums up achievement for a final grade
- (D) Focuses in depth on the nature and cause of a learning problem

Q14. Before starting a new English course, students take a short test so the teacher can place each one in the beginner, intermediate or advanced group. This is:

- (A) Placement assessment
- (B) Summative assessment
- (C) Diagnostic assessment of a reading disorder
- (D) A certification examination

Q15. A placement test is most useful when it measures:

- (A) General intelligence in the abstract
- (B) The specific entry skills needed for the next level of instruction
- (C) Students' attitudes towards school
- (D) How quickly students finish the test

Q16. Which classroom action best shows formative assessment in use?

- (A) Announcing final grades on the noticeboard
- (B) Issuing a school-leaving certificate
- (C) Giving brief feedback on a draft and asking students to revise it before final submission
- (D) Selecting students for a scholarship on the basis of annual results

Q17. A head teacher uses mid-year results to judge whether the new mathematics programme should continue unchanged. This use of assessment is mainly:

- (A) Placement for individual students
- (B) Formative for the programme, because the findings can still change it
- (C) Diagnostic for a single student
- (D) A test of teacher attendance

Q18. If a formative quiz reveals that most of the class misunderstands photosynthesis, the teacher's most appropriate next step is to:

- (A) Re-teach the misunderstood idea using a different approach and check again
- (B) Record the marks and move on to the next chapter
- (C) Reduce the syllabus for the final examination
- (D) Give the same quiz again without any teaching

Norm-Referenced and Criterion-Referenced Testing

Q19. In a norm-referenced test, a student's score is interpreted mainly by:

- (A) Whether the student reached a fixed pass mark of 50 percent
- (B) How many syllabus objectives the student has mastered
- (C) The teacher's judgement of effort in class
- (D) Comparing the student's performance with that of a reference group

Q20. A driving licence test, in which every candidate must show the same required skills to pass, is closest to:

- (A) A norm-referenced test
- (B) An aptitude test
- (C) A criterion-referenced test
- (D) A diagnostic test only

Q21. A criterion-referenced test is most appropriate when the teacher wants to know:

- (A) Who scored highest in the class
- (B) How a student ranks among all students in the district
- (C) Whether each student has mastered the stated learning objectives
- (D) Which students should receive a scholarship from a limited fund

Q22. A percentile rank of 80 on a norm-referenced test means the student scored:

- (A) 80 percent of the test items correctly
- (B) Higher than the average of the norm group only
- (C) Exactly 80 marks out of 100
- (D) Equal to or better than 80 percent of the norm group

Q23. Which situation calls for a norm-referenced test rather than a criterion-referenced one?

- (A) Checking whether students can solve quadratic equations
- (B) Selecting the top ten applicants for a limited number of seats
- (C) Certifying that a trainee can perform first aid correctly
- (D) Confirming mastery of a single spelling list

Q24. In criterion-referenced testing, the pass standard is normally set:

- (A) Before testing, on the basis of the required performance
- (B) After testing, by taking the class average
- (C) By dividing the class into equal halves
- (D) By the highest score obtained in the group

Q25. A weakness of norm-referenced scores for classroom feedback is that they:

- (A) Tell the teacher which objectives are still unmastered
- (B) Show exactly which items the student missed
- (C) Require a very long test to be reliable
- (D) Show relative standing but not what the student can actually do

Q26. A teacher reports: "Ali answered 18 of 20 items on adding fractions correctly." This report is best described as:

- (A) Criterion-referenced, because it describes performance on a defined skill
- (B) Norm-referenced, because 18 is a high number
- (C) Diagnostic, because Ali is a weak student
- (D) Summative, because it uses a total score

Test Construction: Table of Specifications and Item Writing

Q27. A table of specifications is best described as:

- (A) A list of students' marks in rank order
- (B) A timetable for the examination hall
- (C) A two-way chart linking content areas with learning objectives and the number or weight of items for each cell
- (D) A marking scheme for essay questions

- Q28. The main purpose of preparing a table of specifications before writing a test is to:**
- (A) Make the test harder for students
 - (B) Ensure the test fairly represents the content and objectives taught
 - (C) Reduce the number of questions needed
 - (D) Allow the teacher to reuse last year's paper unchanged
- Q29. In a table of specifications, the weight given to a topic should normally reflect:**
- (A) The time spent teaching it and its importance in the objectives
 - (B) How easy its questions are to write
 - (C) The teacher's personal interest in the topic
 - (D) The number of pages it occupies in the textbook
- Q30. A test blueprint includes 30 percent items at the application level. This means the test should:**
- (A) Give 30 marks for spelling and presentation
 - (B) Ask students to apply knowledge to new situations in about three items out of ten
 - (C) Include 30 essay questions
 - (D) Allow students 30 minutes extra time
- Q31. Which stem best follows good item-writing practice?**
- (A) "Photosynthesis is..."
 - (B) "Photosynthesis, which is important, and which you studied, is...?"
 - (C) "Do you know about photosynthesis?"
 - (D) "Which of the following is a product of photosynthesis in green plants?"
- Q32. A good multiple-choice item should have options that are:**
- (A) Very different in length and style so the answer stands out
 - (B) Taken from unrelated chapters to test general knowledge
 - (C) Homogeneous in form and plausible to a student who has not mastered the point
 - (D) All clearly wrong except for one obvious phrase
- Q33. Item writers are advised to avoid negative stems such as "Which is NOT..." unless necessary, because negatives:**
- (A) Make the item too easy
 - (B) Are forbidden by examination boards
 - (C) Increase the risk that students misread the question and answer the opposite of what was asked
 - (D) Always measure higher-order thinking
- Q34. Which option set violates the rule against giving grammatical clues?**
- (A) Four options of similar length about the same concept
 - (B) Three options starting with a verb and one starting with "an", matching only the correct stem ending
 - (C) Four dates from the same century
 - (D) Four definitions of similar difficulty

Q35. A teacher writes an item whose correct answer is always the longest option. This practice is poor because:

- (A) Students learn to choose by length rather than by knowledge
- (B) Long answers take longer for students to read
- (C) Short answers are easier to score
- (D) Long options give students more clues about the topic

Q36. When writing distractors, the teacher should base them mainly on:

- (A) The teacher's own favourite facts about the topic
- (B) Correct answers from other topics in the syllabus
- (C) Uncommon vocabulary that students have not yet met
- (D) Common student errors and misconceptions about the topic

Item Types and Their Uses

Q37. The strongest advantage of well-written multiple-choice items for a large class is that they:

- (A) Allow students to express ideas in their own words
- (B) Take very little time for the teacher to construct
- (C) Remove all possibility of guessing
- (D) Sample a wide range of content quickly and can be scored objectively

Q38. An essay item is the best choice when the teacher mainly wants to assess:

- (A) Recall of a single fact
- (B) Speed of answering many questions
- (C) Organisation of ideas, reasoning and original expression on a complex issue
- (D) Spelling of technical terms only

Q39. Compared with multiple-choice items, short-answer items have the advantage that they:

- (A) Can cover more topics in the same time
- (B) Require students to recall and supply the answer, reducing guessing
- (C) Are always scored more objectively
- (D) Measure creativity better than essays

Q40. A recognised limitation of multiple-choice items is that they:

- (A) Allow some correct answers by guessing and rarely assess extended creative expression
- (B) Cannot test understanding at all
- (C) Take longer to score than essays
- (D) Are unsuitable for large classes

Q41. The main scoring problem with essay tests is that:

- (A) Essays take much longer to mark than objective tests
- (B) Scores can vary with the marker, mood or order of marking unless a clear rubric is used
- (C) Essays favour learners who write well, even in other subjects
- (D) Essay marks cannot be combined into a total score at all

Q42. A teacher must test a full term of science in 40 minutes for 200 students and needs quick, consistent scoring. The most suitable main item type is:

- (A) A single long essay
- (B) An oral presentation for each student
- (C) A project report
- (D) Multiple-choice items covering the term's topics

Item Analysis: Difficulty, Discrimination and Distractors

Q43. The difficulty index of an item is calculated as:

- (A) The number of students who chose the most popular distractor
- (B) The difference between high and low group scores
- (C) The proportion of all test takers who answered the item correctly
- (D) The correlation between the item and the total score

Q44. If 72 out of 120 students answer an item correctly, its difficulty index is:

- (A) 0.60
- (B) 0.40
- (C) 0.72
- (D) 1.20

Q45. An item with a difficulty index of 0.92 is most likely to be:

- (A) Too easy, contributing little information about differences among students
- (B) Ideally difficult for a classroom test
- (C) Too difficult for most students
- (D) Invalid because the key must be wrong

Q46. In a discrimination analysis, 24 of the top 30 students and 9 of the bottom 30 students answer an item correctly. Its discrimination index is:

- (A) 0.30
- (B) 0.80
- (C) 0.50
- (D) 0.15

Q47. A discrimination index of 0.45 for an item generally indicates that the item:

- (A) Is too difficult for the class
- (B) Was answered correctly by everyone
- (C) Has a faulty key
- (D) Discriminates well between higher and lower achievers

Q48. An item with a negative discrimination index should be treated as:

- (A) An excellent item for revision
- (B) A flawed item, since lower achievers answered it correctly more often than higher achievers
- (C) An easy item that all students liked
- (D) Proof that the test was too long

Q49. In distractor analysis, a distractor that no student selects is called:

- (A) An effective distractor
- (B) A keyed response
- (C) A non-functioning distractor that should be revised or replaced
- (D) A discriminating option

Q50. A distractor chosen mainly by high-achieving students and rarely by low achievers most likely indicates:

- (A) That the distractor is attractive and plausible, or that the item is mis-keyed or ambiguous
- (B) That the item is perfectly written
- (C) That high achievers guessed more often
- (D) That the test was too easy overall

Validity, Reliability, Objectivity and Practicability

Q51. Content validity is best established when:

- (A) Students say the test looked fair
- (B) Subject experts judge that the items adequately sample the syllabus and objectives, as planned in the table of specifications
- (C) Scores predict later examination results
- (D) The same students score similarly on a retest

Q52. A test that appears relevant and appropriate to students and teachers, on the surface, is said to have:

- (A) Predictive validity
- (B) Construct validity
- (C) Concurrent validity
- (D) Face validity

Q53. Construct validity concerns whether a test actually measures:

- (A) Future job performance only
- (B) The number of textbook chapters covered
- (C) How quickly students finish
- (D) The theoretical trait or concept it claims to measure, such as scientific reasoning

Q54. A new admission test is validated by checking whether its scores predict first-year grades. This is an example of:

- (A) Content validity
- (B) Predictive validity, a form of criterion-related validity
- (C) Face validity
- (D) Split-half reliability

Q55. Concurrent validity differs from predictive validity in that concurrent validity compares test scores with a criterion measured:

- (A) At about the same time as the test
- (B) Only after graduation
- (C) After students have completed the next course
- (D) When the same test is repeated a month later

Q56. Test-retest reliability is estimated by:

- (A) Splitting a test into two halves once
- (B) Comparing scores of two different classes
- (C) Giving the same test to the same group on two occasions and correlating the two sets of scores
- (D) Asking experts to review the items

Q57. In split-half reliability, the correlation between the two halves must be adjusted because:

- (A) The halves are scored by different teachers
- (B) A half-test is shorter than the full test, so the Spearman-Brown formula estimates the reliability of the full-length test
- (C) Students answer the second half more quickly
- (D) The items in each half are identical

Q58. KR-20 is the appropriate reliability estimate when a test consists of:

- (A) Essay questions scored on a scale of 0 to 10
- (B) Rating scales with five response levels
- (C) Items scored right or wrong, with internal consistency estimated from item variances
- (D) A single oral question

Q59. Two independent markers award almost identical marks to the same set of essays. This agreement is evidence of:

- (A) Content validity only
- (B) Predictive validity only
- (C) Test-retest reliability only
- (D) Inter-rater reliability and objectivity of scoring

Q60. A test that is cheap to print, quick to administer and easy to score and interpret is described as:

- (A) Practicable, although practicability alone does not guarantee validity or reliability
- (B) Valid for all purposes
- (C) Reliable by definition
- (D) Objective in every subject

Answer Key

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

Q10: B	Q20: C	Q30: B	Q40: A	Q50: A	Q60: A
--------	--------	--------	--------	--------	--------

Worked explanations for all 60 questions:

quaidianpoint.com/pedagogy-curriculum-development-assessment-practice-test-7/