Curriculum Development & Assessment Practice Test 9

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. What is the main purpose of a grade in school assessment?

(A) To rank schools in a district league table
(B) To decide a teacher's salary increase
(C) To communicate a learner's level of achievement against expected learning
(D) To replace all written feedback to learners

Q2. In criterion-referenced grading, a learner's performance is judged mainly against:

(A) The average score of the rest of the class
(B) Predetermined learning standards or criteria set before the test
(C) The highest score obtained in the school that year
(D) The learner's own score in the previous term

Q3. For norm-referenced comparisons to be fair, the reference (norm) group should be:

(A) Made up only of the highest-achieving learners available
(B) Drawn from a single school, however large
(C) Tested only after they have seen the test questions
(D) A representative sample of the learners the test will be used with

Q4. Which statement best describes absolute grading?

(A) The same standard is applied to all learners, regardless of how others perform
(B) Grades are awarded only to a fixed percentage of the class
(C) A learner's grade rises when classmates perform poorly
(D) The pass mark is moved after results are known to fit a curve

Q5. Which is a typical feature of relative grading?

(A) Every learner who meets the standard receives the same grade
(B) Grades depend in part on the distribution of scores in the group
(C) The marking scheme is published before teaching begins
(D) A grade always means the same level of learning in every school

Q6. How is a Grade Point Average (GPA) normally calculated?

(A) By averaging grade points without regard to credit hours
(B) By weighting each course grade point by its credit hours and averaging the result
(C) By averaging percentage marks across courses
(D) By assigning points according to a learner's rank in the class

Q7. How does a CGPA differ from a single-semester GPA?

(A) It is the grade point average for the most recent semester
(B) It is the total number of credit hours a student has completed
(C) It is the average calculated from elective courses
(D) CGPA averages grade points across all semesters completed so far

Q8. What is a common limitation of reporting only a percentage mark?

(A) Percentage marks group close scores into broad bands
(B) Percentage marks remove all differences between learners
(C) Percentage marks depend on the distribution of scores in the class
(D) A small difference in marks can look more important than it really is

Q9. What does grade inflation mean?

(A) Grades are lowered to make examinations more difficult
(B) Grades are replaced by written comments in all subjects
(C) Grades rise over time without a matching rise in actual learning
(D) Grades are awarded only after a re-checking process

Q10. A good school report card should normally include:

(A) Only the learner's rank in the class, with no subject detail
(B) Achievement against learning objectives, with brief comments on progress
(C) Only attendance figures, with no academic information
(D) A comparison of the learner with the top learner in every subject

Q11. Which kind of feedback to parents is most useful?

(A) Specific, timely information about strengths and the next steps for improvement
(B) A general statement that the child is doing well, given at the end of the year
(C) A list of marks with no explanation of what they mean
(D) A warning given only when a learner has already failed

Q12. When a teacher uses marks formatively during a unit, the main aim is to:

(A) Produce a final certificate at the end of the school year
(B) Decide promotion to the next class
(C) Guide further teaching and learning while the unit is still in progress
(D) Rank learners for a prize distribution ceremony

Q13. Why do schools use a common grading scale?

(A) So that every learner receives a grade based on effort alone
(B) So that grades can be changed to fit a fixed distribution
(C) So that the same grade means broadly the same level of achievement across classes
(D) So that each school can set its own pass mark

Q14. One advantage of a pass/fail grading option is that it can:

(A) It gives more detailed information about each learner's strengths
(B) It makes it easier to compare learners for scholarships
(C) It allows teachers to rank learners more precisely
(D) Reduce fear of low grades and encourage learners to try a challenging subject

Q15. In a weighted grading plan, why might a final examination carry more weight than a short quiz?

(A) Because learners take final examinations more seriously than quizzes
(B) Because final examinations are set by boards rather than by class teachers
(C) Because it samples a wider range of learning from the whole unit or course
(D) Because quizzes are meant only for practice and should not count at all

Q16. How does a marking rubric mainly improve grading?

(A) By setting the pass mark for the whole class
(B) By deciding which topics will be taught
(C) By listing the topics to be covered in the test
(D) By stating the criteria for each level, so marking is more consistent

Q17. On a commonly used 4.0 grade-point scale, what does an A grade normally represent?

(A) The highest grade point, 4.0, for excellent achievement
(B) A failing grade point of 0.0
(C) A grade point awarded only for attendance
(D) A grade point that varies with class size

Q18. What is the main difference between a report card and a transcript?

(A) A report card is issued only by universities, while a transcript is issued only by schools
(B) A report card reports a term's progress, while a transcript is an official cumulative record
(C) A transcript contains no grades, while a report card contains no comments
(D) A report card is permanent, while a transcript is discarded each term

Q19. What is the main purpose of a parent-teacher meeting about assessment?

(A) To report the school's overall examination results to parents
(B) To explain the school's rules and discipline policy to parents
(C) To select pupils for special classes or awards
(D) To discuss a learner's progress and agree on support at home and at school

Q20. Which practice best supports fairness when different teachers mark the same test?

(A) Using a common marking scheme and checking a sample of scripts together
(B) By letting each teacher mark only the scripts of their own class
(C) By marking scripts in order of learners' previous grades
(D) By giving teachers more time to mark each script

Bloom's Taxonomy Applied to Assessment

Q21. A teacher writes the objective: 'Learners will list the parts of a flower.' In assessment terms, this objective is mainly at which revised Bloom level?

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

Q22. An assessment item asks learners to explain a concept in their own words. This mainly assesses:

(A) Understanding
(B) Creating
(C) Psychomotor skill
(D) Affective valuing

Q23. Learners are given a new word problem and asked to use a formula they have learned to solve it. This mainly assesses:

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

Q24. An item asks learners to compare two methods of assessing homework and identify their strengths and weaknesses. This mainly assesses:

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

Q25. An item asks learners to judge whether a test is fair, using stated criteria. This mainly assesses:

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

Q26. An item asks learners to design a new classroom test for a topic. This mainly assesses:

(A) Understanding
(B) Creating
(C) Responding
(D) Imitation

Q27. In the original Bloom taxonomy, the lowest cognitive level was called:

(A) Knowledge
(B) Synthesis
(C) Evaluation
(D) Application

Q28. In the revised Bloom taxonomy, which knowledge dimension includes knowledge of strategies for learning and thinking about one's own thinking?

(A) Factual knowledge
(B) Procedural knowledge
(C) Metacognitive knowledge
(D) Conceptual knowledge

Q29. Which item best shows assessment at the Analysing level?

(A) Recalling the definition of a test
(B) Identifying the unstated assumption behind an argument about school tests
(C) Copying a diagram from the textbook
(D) Colouring a chart neatly

Q30. Assessment of the affective domain is mainly concerned with:

(A) Speed and accuracy of physical movement
(B) Recall of facts and definitions
(C) The ability to design a new experiment
(D) Attitudes, interests, values and willingness to participate

Q31. Which method is most suitable for assessing psychomotor learning in a science practical?

(A) A multiple-choice test on the names of apparatus only
(B) A performance checklist completed while the learner carries out the task
(C) An attitude questionnaire about science
(D) A written summary of the textbook chapter

Q32. In the affective domain, the order from lowest to highest engagement is:

(A) Characterisation, valuing, responding, receiving, organisation
(B) Receiving, responding, valuing, organisation, characterisation
(C) Responding, receiving, characterisation, valuing, organisation
(D) Valuing, organisation, receiving, responding, characterisation

Q33. In psychomotor development, which stage comes after guided practice and before skilled, habitual performance?

(A) Imitation, where the learner first copies an observed action
(B) Naturalisation, where performance is automatic and effortless
(C) Mechanism, where the response becomes habitual with practice
(D) Receiving, where the learner merely attends to the task

Q34. Why should a test blueprint include the Bloom level of each item?

(A) To make the test longer for higher classes
(B) To ensure the test samples a range of cognitive levels, not only recall
(C) To hide the difficulty level from learners
(D) To ensure every item has the same mark

Q35. A higher-order assessment item usually requires learners to:

(A) Write a longer answer than for any other item
(B) Use more technical words than in the textbook
(C) Answer without any supporting material
(D) Work with information in a new way, rather than only reproduce it

Q36. The objective 'Learners will appreciate the value of honesty in examinations' belongs mainly to which domain, and what does this imply for assessment?

(A) Affective domain; it should be assessed through observed behaviour and indicators, not by a single recall question
(B) Psychomotor domain; it should be assessed by timing the learner
(C) Cognitive domain; it should be assessed by a definition question
(D) No domain; such objectives cannot be assessed at all

Q37. Which verb most clearly signals an Evaluating-level assessment task?

(A) List the steps of a process
(B) Draw a diagram from memory
(C) Defend a position with reasons and evidence
(D) Repeat a definition exactly

Q38. Which verb most clearly signals a Creating-level assessment task?

(A) Identify the correct label on a diagram
(B) Summarise a paragraph in one sentence
(C) Construct a new model to explain a pattern in results
(D) Match terms with their definitions

Q39. A lesson objective is set at the Applying level, but the test only asks learners to recall definitions. What is the main assessment problem?

(A) The test is too short to be reliable
(B) The learners have not revised enough
(C) Misalignment between the objective and the test, which weakens validity
(D) The marking scheme is too strict

Q40. For assessing psychomotor skill in a laboratory task, which combination is most appropriate?

(A) A single true/false question about safety rules
(B) An essay on the history of the laboratory
(C) A class vote on who performed best
(D) A task checklist plus a rating scale for accuracy and sequence

Assessment Reforms and the Pakistan Context

Q41. The Single National Curriculum (SNC) in Pakistan was introduced in phases, beginning with:

(A) The early primary grades, from pre-primary to grade 5
(B) University entrance examinations, before any school grades
(C) Grades 9 to 12 only, with lower grades to follow much later
(D) Private schools only, with public schools joining years later

Q42. What is the broad role of a national curriculum framework?

(A) To write the daily lesson plan for every teacher
(B) To appoint teachers in every school
(C) To publish examination results
(D) To set learning goals, content areas and standards that guide teaching and assessment

Q43. Boards of Intermediate and Secondary Education (BISEs) in Pakistan mainly:

(A) Write the national curriculum for all subjects
(B) Train all primary school teachers
(C) Manage university admissions directly
(D) Conduct secondary examinations and award certificates for their regions

Q44. What is the main idea behind school-based assessment?

(A) Teachers assess learners continuously through classwork, assignments and tests during the year
(B) Only one final board examination counts for promotion
(C) Parents mark their children's homework for grades
(D) Assessment is done only by an external examiner

Q45. A key benefit claimed for continuous assessment is that it:

(A) It replaces the final examination with a single end-of-term test
(B) Tracks progress over time and gives feedback before the final examination
(C) It ensures every learner reaches the same standard by the end of the year
(D) It reduces the amount of evidence teachers must collect during the term

Q46. A common criticism of relying on a single final examination is that it:

(A) It gives learners too many opportunities to improve their grade
(B) It makes it difficult for schools to compare results across classes
(C) Gives only a snapshot of learning on one day and can increase pressure
(D) It requires teachers to mark work throughout the year

Q47. Recent assessment reform discussions in Pakistan have generally moved towards:

(A) Assessing understanding and application, rather than only memorised recall
(B) Increasing the number of examinations held each year
(C) Giving greater weight to science and mathematics in the curriculum
(D) Reducing the number of subjects pupils must study

Q48. In a system with board examinations, centralised marking is usually intended to:

(A) Allow each school to set its own pass mark
(B) Replace the syllabus with past papers
(C) Improve consistency of marking across a large number of scripts
(D) Give teachers more time for sports

Q49. An internal assessment component in a course typically includes:

(A) Only the final board examination paper
(B) Marks awarded by parents at home
(C) Attendance at school functions only
(D) Assignments, quizzes, class participation and projects marked during the course

Q50. Why do reformers favour formative assessment alongside final examinations?

(A) Because formative marks count more than final marks in most systems
(B) Because final examinations are used only for promotion decisions
(C) Because timely feedback during learning helps learners correct errors early
(D) Because formative assessment is marked by external examiners

Q51. What is a recognised challenge in implementing school-based assessment fairly?

(A) Ensuring consistent standards and trained marking across different schools and teachers
(B) Ensuring every school uses the same textbook
(C) Setting the same timetable for all schools
(D) Increasing the number of board examinations held each year

Q52. One advantage of a standardised board examination is:

(A) Detailed feedback on each learner's daily progress
(B) Assessment of practical skills in every subject
(C) Freedom for each school to choose its own syllabus
(D) Comparability of results across different schools in the same region

Q53. Assessment reform is most effective when assessment is aligned with the curriculum because:

(A) Learners are tested on what the curriculum actually intends them to learn
(B) Teachers can ignore the syllabus and teach past papers
(C) Examinations become easier every year
(D) Textbooks are no longer needed

Q54. Curriculum revision in Pakistan generally involves:

(A) Subject experts, educators and stakeholders reviewing goals, content and standards
(B) A single teacher rewriting the syllabus alone
(C) Copying another country's textbooks without review
(D) Changing only the cover of existing textbooks

Q55. Under school-based and continuous assessment, reporting to parents should ideally:

(A) Wait until the final board result before any communication
(B) Give periodic updates on progress, not only a final mark at year end
(C) Report only the learner's rank in the class
(D) Replace teacher comments with attendance data

Curriculum Connections

Q56. How does assessment of learning differ from curriculum evaluation?

(A) They are identical and use exactly the same evidence
(B) Assessment of learning judges learner achievement; curriculum evaluation judges the curriculum itself
(C) Curriculum evaluation judges individual learners, while assessment judges textbooks
(D) Assessment of learning never uses test results

Q57. The hidden curriculum can affect assessment because:

(A) It sets the topics that appear in board examinations
(B) It determines the marks awarded for each question
(C) It replaces teacher feedback with peer feedback
(D) Values and habits learned informally at school influence how learners approach tests and study

Q58. A diagnostic assessment given before a new unit is mainly used to:

(A) Identify learners' existing strengths and gaps so teaching can be planned
(B) Award final grades for the previous year
(C) Rank schools in the district
(D) Decide the school timetable

Q59. What is the key timing difference between formative and summative assessment?

(A) Formative assessment happens during learning; summative assessment happens after learning, to judge it
(B) Formative assessment is used for final grading, while summative assessment is used for day-to-day feedback
(C) Formative assessment is done by teachers, while summative assessment is done by external boards
(D) Formative assessment comes at the end of a unit, while summative assessment comes at the start

Q60. A test is valid when it:

(A) Gives the same result every time, even if it measures the wrong thing
(B) Is long enough to fill the examination period
(C) Measures what it claims to measure
(D) Is answered correctly by every learner

Answer Key

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

Worked explanations for all 60 questions:
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