

Educational Measurement & Evaluation

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

Norm-Referenced and Criterion-Referenced Testing

Q1. What is the main purpose of a norm-referenced test?

- (A) To check whether a student has mastered a fixed set of objectives
- (B) To diagnose a student's learning difficulty in detail
- (C) To give feedback during daily teaching
- (D) To compare a student's performance with that of a peer group

Q2. A criterion-referenced test judges a student mainly against

- (A) The average score of the whole class
- (B) A fixed standard or set of learning objectives
- (C) The highest score obtained in the school
- (D) The rank of the student in the district

Q3. Which example best fits a criterion-referenced test?

- (A) A driving licence test that requires passing a set standard
- (B) A test that reports a student as better than 80 percent of peers
- (C) A test used to select the top ten students for a scholarship
- (D) A test that ranks schools from first to last

Q4. In norm-referenced interpretation, a percentile rank of 70 means the student scored

- (A) 70 marks out of 100 on the test
- (B) Higher than about 70 percent of the norm group
- (C) 70 percent of the syllabus correctly
- (D) Better than 70 students in the class

Q5. Which statement about criterion-referenced tests is true?

- (A) They always rank students from highest to lowest
- (B) They are useful only for selecting a few top students
- (C) They can show exactly which objectives a student has or has not mastered
- (D) They avoid the use of any passing standard

Q6. A teacher wants to know if every student can solve two-digit subtraction problems. The best choice is a

- (A) Norm-referenced test
- (B) Aptitude test for future prediction
- (C) Criterion-referenced test
- (D) Personality inventory

Q7. Norm-referenced tests are most useful when the decision requires

- (A) Certifying mastery of one narrow topic
- (B) Checking daily homework completion
- (C) Giving step-by-step feedback in a lesson
- (D) Ranking or selecting students in comparison with others

Q8. Test norms should be updated when:

- (A) Every year, whether anything has changed or not
- (B) Only when the test is shortened
- (C) The reference population or curriculum has changed enough that old comparisons would mislead
- (D) Never, once the norms are published

Q9. Criterion-referenced scores are usually reported as

- (A) Only as a rank in the class
- (B) Pass or fail against a standard, or the objectives mastered
- (C) Only as a percentile in a national group
- (D) Only as a grade on a curve

Grading Systems and GPA

Q10. What does a letter grade of B normally signal in a grading system?

- (A) Failure to meet minimum course requirements
- (B) Performance above average but below the highest level
- (C) The highest possible achievement in the course
- (D) That the student did not attempt the work

Q11. In a common 4.0 scale, what grade point is assigned to an A?

- (A) 4.0
- (B) 3.0
- (C) 2.0
- (D) 1.0

Q12. A student earns grade points of 4, 3, 3 and 2 in four equal-credit courses. The GPA is

- (A) 3.5
- (B) 2.5
- (C) 4.0
- (D) 3.0

Q13. A CGPA is most useful for:

- (A) Summarising a student's overall achievement across a whole programme
- (B) Ranking students on a single test
- (C) Replacing all individual course grades
- (D) Measuring performance in the final semester only

Q14. In absolute grading, a student's grade depends mainly on

- (A) How the student ranks against classmates
- (B) How well the student meets preset marks or standards
- (C) The average score of the class
- (D) The number of students in the class

Q15. In relative grading, grades are assigned mainly by

- (A) A fixed percentage set before teaching begins
- (B) Comparing students with one another, often on a curve
- (C) The number of assignments submitted
- (D) The teacher's impression of effort alone

Q16. A grading philosophy that stresses mastery for all learners would favour

- (A) Strict ranking so only a few can earn top grades
- (B) Grading only on a single final examination
- (C) Criterion-based grading with chances to improve
- (D) Giving the same grade to every student regardless of work

Q17. Why is GPA alone a weak measure of learning quality?

- (A) It always favours students in small classes
- (B) It cannot be calculated for more than one semester
- (C) It hides which subjects were strong or weak and how hard courses were
- (D) It is never accepted by employers or colleges

Q18. A weighted GPA gives extra weight mainly to

- (A) Courses with the largest enrolment
- (B) Courses taught in the morning
- (C) More demanding courses such as honours or advanced courses
- (D) Courses with the shortest syllabus

Standardized Tests and Their Characteristics

Q19. A standardized test is called standardized mainly because

- (A) It is used in every school in the country
- (B) It contains only multiple-choice items
- (C) It is prepared by the classroom teacher alone
- (D) Its administration, scoring and interpretation follow uniform procedures

Q20. Which feature is essential for a standardized test?

- (A) A different time limit for each school
- (B) Scoring that changes with the teacher's mood
- (C) Items that are kept secret from the test maker
- (D) Published norms for interpreting scores

Q21. Standardized administration requires that all students receive

- (A) Different questions based on their ability
- (B) Help from the teacher during the test
- (C) The same directions, time limits and testing conditions
- (D) Extra time only if they ask for it in the hall

Q22. A major use of standardized tests in schools is to

- (A) Replace all classroom assessment
- (B) Judge a teacher by one student's answer
- (C) Compare achievement across classes, schools or regions
- (D) Decide daily lesson plans in detail

Q23. A limitation of standardized tests is that they

- (A) Always measure creativity and practical skill fully
- (B) Give results too slowly for any planning use
- (C) Cannot be scored reliably at all
- (D) May not match the exact content taught in a particular class

Q24. Test norms are best described as

- (A) Score distributions from a representative reference group
- (B) The minimum marks needed to pass a course
- (C) The list of topics in the syllabus
- (D) The rules for admitting students to school

Q25. Which practice would break standardization?

- (A) Allowing one centre extra time while others keep the set limit
- (B) Using the same answer sheet in all centres
- (C) Reading the same instructions in all centres
- (D) Scoring all papers with the same key

Q26. Standardized tests are most fair when they are

- (A) Based only on one textbook used in one school
- (B) Given only to students who volunteer
- (C) Scored by the students themselves
- (D) Free from bias against any group of test takers

Formative, Summative and Diagnostic Evaluation

Q27. Formative evaluation is mainly used

- (A) During instruction to improve learning while it is happening
- (B) Only at the end of a course to award a final grade
- (C) Before teaching to place students in groups
- (D) After a course to certify completion

Q28. Which activity is a clear example of formative assessment?

- (A) A final board examination at the end of the year
- (B) A short quiz with feedback given before the next lesson
- (C) An entry test used to admit students to a programme
- (D) A survey of school facilities

Q29. Summative evaluation is best used to

- (A) Judge overall achievement at the end of a unit or course
- (B) Correct a misunderstanding in the middle of a lesson
- (C) Find the cause of a repeated error in one topic
- (D) Plan the next day's homework task

Q30. Diagnostic evaluation differs from formative evaluation because diagnostic work

- (A) Is always given at the end of the term
- (B) Never leads to any follow-up teaching
- (C) Seeks the specific cause of a learning difficulty
- (D) Only reports a total score

Q31. A student repeatedly fails fraction problems. A diagnostic test would most help by showing

- (A) Which fraction sub-skill is causing the errors
- (B) The student's rank in the class
- (C) The student's total marks for the term
- (D) How many students passed the unit

Q32. The feedback role is strongest in which type of evaluation?

- (A) Summative evaluation used only for final grades
- (B) Admission testing
- (C) A census of school enrolment
- (D) Formative evaluation

Q33. A mid-term examination that counts toward the final grade is mainly

- (A) Formative
- (B) Summative
- (C) Diagnostic
- (D) Prognostic only

Q34. Which timing fits diagnostic evaluation best?

- (A) Only on the last day of the school year
- (B) Only during admission week
- (C) Only after final results are published
- (D) When a problem appears, or before remedial teaching begins

Q35. Good formative feedback should be

- (A) A single total mark given weeks later
- (B) The same comment for every student
- (C) Focused only on ranking students
- (D) Specific, timely and linked to the next step in learning

Test Construction Steps

Q36. What is the first step in sound test construction?

- (A) Writing as many items as possible at once
- (B) Printing the test paper
- (C) Defining the purpose and the learning outcomes to be measured
- (D) Scoring a previous test

Q37. A table of specifications is mainly used to

- (A) Ensure the test samples content and objectives in planned proportions
- (B) List the names of students taking the test
- (C) Record marks after scoring
- (D) Set the date of the examination

Q38. In a table of specifications, the rows usually represent

- (A) Content topics or units
- (B) Student names
- (C) Test dates
- (D) Marks for each question only

Q39. Good item writing requires that each item

- (A) Contain two correct answers to reward partial knowledge
- (B) Use vague wording so students must guess
- (C) Test several unrelated topics at once
- (D) Measure one clear idea and have one defensible answer

Q40. Tryout or piloting of a test is done mainly to

- (A) Increase the number of questions at the last minute
- (B) Check item quality, difficulty and timing before final use
- (C) Replace the teacher's lesson plan
- (D) Award final grades early

Q41. After a tryout, an item that almost no student answers correctly should be

- (A) Kept unchanged because difficulty proves quality
- (B) Reviewed for faults or for being too difficult or misplaced
- (C) Removed from all future teaching
- (D) Given double marks to balance the paper

Q42. Standardization of a test after construction means

- (A) Establishing uniform administration, scoring and norms
- (B) Writing the items in the local language only
- (C) Printing extra copies for absent students
- (D) Allowing teachers to change marks freely

Q43. Item revision after analysis is important because it

- (A) Makes every item very easy
- (B) Improves weak items instead of discarding useful content blindly
- (C) Removes all difficult topics from the syllabus
- (D) Guarantees that all students will pass

Q44. Which order of test construction steps is most logical?

- (A) Write items, print paper, plan, try out, revise
- (B) Score papers, write items, plan, standardize
- (C) Plan, prepare blueprint, write items, try out, revise, standardize
- (D) Try out, plan, write items, score, print

Basic Statistics for Teachers

Q45. The mean of 4, 6, 8 and 10 is

- (A) 6
- (B) 7
- (C) 8
- (D) 9

Q46. The median of 3, 5, 7, 9 and 11 is

- (A) 5
- (B) 7
- (C) 9
- (D) 6

- Q47. The mode of 2, 3, 3, 5, 6, 3 and 7 is**
- (A) 2
 - (B) 3
 - (C) 5
 - (D) 6
- Q48. The range of scores 12, 18, 25 and 32 is**
- (A) 12
 - (B) 32
 - (C) 20
 - (D) 44
- Q49. Standard deviation tells a teacher mainly about**
- (A) How spread out scores are around the mean
 - (B) The highest score in the class
 - (C) The number of students who passed
 - (D) The average score only
- Q50. A class with a small standard deviation has scores that are**
- (A) Clustered closely around the mean
 - (B) Spread very widely
 - (C) All below the passing mark
 - (D) Impossible to interpret
- Q51. The 75th percentile is the score below which about**
- (A) 25 percent of scores fall
 - (B) 75 percent of scores fall
 - (C) 75 students fall in every class
 - (D) 75 marks are scored
- Q52. Quartiles divide a distribution into how many equal parts?**
- (A) Four
 - (B) Two
 - (C) Three
 - (D) Ten
- Q53. A z-score of 0 means the raw score is**
- (A) One standard deviation above the mean
 - (B) The highest score possible
 - (C) Below the lowest score
 - (D) Equal to the mean
- Q54. In a normal distribution curve, most scores cluster**
- (A) Only at the two extremes
 - (B) Only above the mean
 - (C) Evenly across all values
 - (D) Near the centre, around the mean

Evaluation Models

Q55. Tyler's objectives model starts evaluation by

- (A) Collecting test scores first
- (B) Surveying parents only
- (C) Stating clear educational objectives
- (D) Choosing a textbook

Q56. In Tyler's model, the next step after defining objectives is to

- (A) Award final grades
- (B) Publish school rankings
- (C) Define the objectives in behavioural terms and plan learning experiences
- (D) Stop all further assessment

Q57. Tyler's model judges a programme mainly by

- (A) Whether its stated objectives were achieved
- (B) How much money it spent
- (C) How popular it was with visitors
- (D) How many students enrolled

Q58. In the CIPP model, the letter C stands for

- (A) Control
- (B) Content
- (C) Context
- (D) Criterion

Q59. Context evaluation in CIPP mainly examines

- (A) Day-to-day classroom teaching only
- (B) Final student grades only
- (C) The cost of textbooks alone
- (D) Needs, problems and goals in the setting

Q60. Product evaluation in CIPP focuses on

- (A) Resources available before teaching
- (B) Teaching methods used during lessons
- (C) The history of the school building
- (D) Outcomes and results of the programme

Answer Key

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

Q9: B	Q19: D	Q29: A	Q39: D	Q49: A	Q59: D
Q10: B	Q20: D	Q30: C	Q40: B	Q50: A	Q60: D

Worked explanations for all 60 questions:

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