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# ENG520 Midterm Short Notes BY MUHAMMAD (MAS All Rounder)

**Q. Define the term measurement? (Topic 01)**

Measurement is the process by which the attributes or dimensions of some object (both physical and abstract) are quantified. Measurement can be easily understood if we use this word to measure height and distance because these things are physical present in the existence so height can easily be measured by scale. But in the field of education, our variable are not physical and cannot be directly measured e.g. attitude, behavior, and achievement etc. these all are abstract, so there measurement is relatively difficult than those who have physical existence. The tool used for measuring the abstract variables cannot measure exactly like scale (thermometer).

**Q. Define the term evaluation (Topic 01)**

Evaluation is the process of making a value judgment against intended learning outcomes and behavior, to decide the quality and extent of learning. Evaluation is always related to your purpose, you aligned your purpose of teaching with what students achieved at the end, with their quality and quantity of learning.

**Q. Method of interpreting Results (Topic 02)**

i. Norm Referenced Assessment ii. Criterion Referenced Assessment

**Q. Differences btw the maximum performance assessment and typical performance assessment? (Topic 03)**

Maximum performance assessment determines what individuals can do when performing at their best e.g. assess student i an environment when they exhibit their best performance. Procedure of this type is concerned with how well individual perform when they are motivated to obtain as high score as possible. This type of assessment includes aptitude tests and achievement tests. The second category is a typical performance assessment determines what an individual will do under natural conditions. This type of assessment includes attitude, interest, personality inventories, observational techniques and peer appraisal. Here the emphasis is on what students will do rather than what they can do.

**Q. Write four levels in which learning of students is classified OR Role of National Curriculum in Assessment (Topic 07).**

In national curriculums of Pakistan, learning of student is classified into four levels.

1. Competency
2. Standards
3. Benchmarks
4. Student learning outcome (SLOs)

**Q. Write three taxonomies. (Topic 10)**

1. Bloom's taxonomy of educational objective
2. Structure of Observed Learning Outcomes (SOLO)
3. Depth of Knowledge (DOK)

**Q. Types of Written Tests (Topic 19)**

**Verbal:** Emphasize reading, writing, or speaking. The most tests in education are verbal tests.

**Non-verbal:** It does not require reading, writing or speaking ability. The tests composed of numerals or drawings are an example of non-verbal test.

**Objective:** It refers to scoring of tests when two or more scorers can easily agree on whether the answer is correct or incorrect; the test is an objective one. True/ false, multiple choice and matching tests are examples of it

**Subjective:** When it is difficult for two scorers to agree on whether an item is correct or incorrect, the test is a subjective one. Essay tests are the example of it. Teacher Made It is constructed solely by teacher only to be used in the classroom.

This type of test is custom designed according to need and issues related to specific class.

**Standardized:** Test constructed by measurement experts over a period of years. They are designed to measure broad national objectives and have a uniform set of instructions that are adhered to during each administration. Mostly it has tables of norms, to which a student performance may be compared to determine where the student stands in relation to a national sample of students at the same level of age or grade

**Power:** Tests with liberal time limits that allow each student to attempt each item. Items tend to be difficult

**Speed:** Tests with time limits so strict that no one is expected to complete all items. Items tend to be easy.

**Q. Objective types of assessment. (Topic 19)**

(1) Matching Test,
(2) Multiple Choice Test,
(3) True False Tests,
(4) Correct/Incorrect Test,
(5) Simple Recall Test,
(6) Best Answer Test,
(7) Completion Test, and
(8) Classification Test.

**Q. Functions of summative assessment (Topic 25)**

- Focus of measurement in summative assessment is on course or unit objectives.
- Broad sample of all objectives is used in summative assessment.
- This type of assessment uses wide range of difficulty while selecting items for the test.
- Summative assessment is done at the end of the unit or the course.
- Most important functions of summative assessment is to assign grade, certification of accomplishment and evaluation of teaching.

**Q. Formative and summative assessment? (Topic 25+26)**

It determines learning progress, provides feedback to reinforce learning, and correct learning errors. When we assess student during classroom instruction with a purpose to have a feedback that how can we make our teacher learning process better, that is formative assessment. In this assessment, we are not assessing what students learnt or not, rather we assess the process behind the students learning .The process behind the student learning includes a teaching method, book, if we make all these things according to the needs of students then learning will improve.

**Summative Assessment**

It comes at the end of the instructional session (course of the unit). It is designed to measure extend of achievement of intended learning outcomes. The primary utility of this type of assessment is to assign grades and certifying the level of mastery and expertise in a certain subject. It is usually done through teacher made achievement tests or alternative assessment techniques like portfolio to summarize the overall performance of the student at the end of the session. It is not compulsory to do it at the end of the semester, in semester system, there is a midterm and final term in one semester, and these both are summative assessment. It usually compares the student learning either with other students' learning (normreferenced) or the standard for a grade level (criterion-referenced). Summative assessment includes teacher made survey test, performance, rating scales and product scales.

## Q. Define the term table of specification? (Topic 28)

One of the tools used by teachers to develop a blueprint for the test is called —table of specification; in the other word table of specification is a technical name for the blue print of the test. It is the first formal step to develop a test.

## Q. Concept of table of specification? (Topic 28)

- It helps a teacher in allotting the questions to different content areas and Bloom's learning categories in a systematic manner.
- The blueprint is meant to ensure content validity. Content validity is the most important factor in constructing an achievement test. (will be discussed in later unit)
- A unit test or comprehensive exam is based on several lessons and/or chapters in a book supposedly reflecting a balance between content areas and learning levels (objectives).

## Q. Elements of Table of Specification (Topic 30)

Carey (1988) listed six major elements that should be attended to in developing a table of specifications for a comprehensive end of unit exam:

i. Balance among the goals selected for the exam (weighing objectives) ii. Balance among the levels of learning (higher order and lower order) iii. The test format (objective and subjective) iv. The total number of items v. The number of test items for each goal and level of learning vi. The enabling skills to be selected from each goal framework.

## Q. 3 tests for national and provincial testing programs. (Topic 34)

Published tests commonly used by provincial or national testing programs are:

- Aptitude tests
- Readiness tests
- Placement tests

## Q. Standards for Selecting Appropriate Test? (Topic 34)

Test users should select tests that meet the purpose for which they are to be used and that are appropriate for intended population.

- First define the purpose for testing and the population to be tested and select the test accordingly.
- Investigate the potentially useful sources of information, in addition to the test scores, to validate the information provided by tests.
- Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
- Become familiar with how and when test was developed and tried out.

**Q. Characteristics of Good Test: Validity, Reliability and Usability (Topic 37)** **Validity:** Validity is an evaluation of adequacy and appropriateness of the interpretation and uses of results. It determines if a test is measuring what it intended to measure.

**Reliability**: Reliability refers to the consistency of assessment results.

**Reliability vs. Validity:** Reliability of measurement is needed to obtain the valid results, but we can have reliability without validity. Reliability is necessity but not sufficient condition for validity.

**Usability:** In addition to validity and reliability, an assessment procedure must meet certain practical requirements which include feasibility, administration environment and availability of results for decision makers.

## Q. Construct validity in text. (Topic 40)

How well a test measures up to its claims? A test designed to measure depression must only measure that particular construct, not closely related ideals such as anxiety or stress.

**Procedure**

Develop a test framework;

- Defining construct
- Identifying sub-constructs
- Listing indicators of each sub-construct
- Writing test items for each indicator

## Q. Evidences of Validity: Criterion Validity (Topic 41)

**Meaning:** It demonstrates the degree of accuracy of a test by comparing it with another test, measure or procedure which has been demonstrated is needed to be valid.

**Concurrent validity:** This approach allows one to show the test is valid by comparing it with an already valid test

**Predictive:** It involves testing a group of subjects for a certain construct, and then comparing them with results obtained at some point in the future.

**Procedure**: It compares assessment results with another measure of performance obtained at a later date (for prediction) o with another measure of performance obtained concurrently (for estimating present status)

**Method:** The degree of relationship can be described more precisely by statistically correlating the two sets of scores. The resulting correlation coefficient provides numerical summary of relationship.

## Q. Method of Estimating Reliability (Topic 44)

**Stability**: Consistency over period of time

**Equivalence**: Over different forms of assessment

**Internal consistency**: Within the assessment itself

**Determining Reliability by Correlation Methods:** In determining reliability, it would be desirable to obtain two sets of measures under identical conditions and then to compare the results. The reliability coefficient resulting from each method must be interpreted according to type of consistency being investigated. **Method to Estimate Reliability**

- Test-Retest (stability)
- Equivalent Forms (equivalence)
- Test- retest with Equivalent Forms (stability and equivalence)
- Split Half (internal consistency)

- Kuder- Richardson(internal consistency)
- Cronbach Alpha (internal consistency)
- Inter-rater reliability (consistency of rating) **Q. Equivalent Forms method (Topic 46)**.

- The equivalent forms method is a measure of equivalence.
- It gives two forms of the test to the same group in close succession. **Q. Limits of anecdotal records (Topic 51)**.

- It takes long time to maintain.
- It is subjective in nature.
- Anxiety may lead to wrong observation.

## Q. Peer Appraisal (Topic 52)

In this procedure students rate their peers on the same rating device used by their teacher. It depends on greatly simplified procedures.

**Techniques of peer appraisal**

There are two widely used techniques in this area are:

1. Guess who
2. Sociometric

## Q. Key steps in using portfolios. (Topic 53)

- Specify purpose
- Provide guidelines for selecting portfolios
- Define student's role in selection and self-evaluation.
- Specify evaluation criteria.
- Use portfolios in instruction and communication.

## Q. Advantages of MCQs? (Lesson 18)

- Ensure objectivity, reliability and validity; preparations of questions with colleagues provide constructive criticism.
- Increase significantly the range and variety of facts that can be sampled in given time.
- Provide precise and unambiguous measurement of the higher intellectual processes.
- Provide detailed feedback for both students and teachers.
- MCQs are easy and rapid to score.

## Q. Three suggestions to create mcq ? (Topic 63)

- The general applicability and the superior qualities of multiple choice test items are realized most fully when care is taken in their construction. This involves formulating clearly stated problems, identifying plausible alternatives, and removing irrelevant clues to the answer.
- The item stem should include as much as of the item as possible and should be free of irrelevant material. Explanation: Clear stem increase the probability of the item as well as reduce the reading time required.

- Try to avoid the negative statements, unless the significant learning outcome requires it.
- An item should contain only one correct or clearly best answer. Explanation: Including more than one correct answer in a test item and asking students to select all the correct alternatives has 2 shortcomings.

a. Such items are usually no more than a collection of true and false item presented in MCQ form.

b. The number of alternatives selected as correct answers varies from one student to another.

Part 2

**1. Define the term measurement?**

Measurement is the process by which the attributes or dimensions of some object (both physical and abstract) are quantified. Measurement can be easily understood if we use this word to measure height and distance because these things are physical present in the existence so height can easily be measured by scale. But in the field of education, our variable are not physical and cannot be directly measured

e.g. attitude, behavior, and achievement etc. these all are abstract, so there measurement is relatively difficult than those who have physical existence. The tool used for measuring the abstract variables cannot measure exactly like scale (thermometer).

**2. Define concurrent validity?**

**Concurrent validity** This approach allows one to show the test is valid by comparing it with an already valid test.

**3. Standards of test?**

i. Achievement tests ii. Aptitude tests

**4. Formative and summative assessment?**

It determines learning progress, provides feedback to reinforce learning, and correct learning errors. When we assess student during classroom instruction with a purpose to have a feedback that how can we make our teacher learning process better, that is formative assessment. In this assessment, we are not assessing what students learnt or not, rather we assess the process behind the students learning .The process behind the student learning includes a teaching method, book, if we make all these things according to the needs of students then learning will improve.

**Summative Assessment**

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**5. Advantages of mcqs?**

- Ensure objectivity, reliability and validity; preparations of questions with colleagues provide constructive criticism.
- Increase significantly the range and variety of facts that can be sampled in given time.
- Provide precise and unambiguous measurement of the higher intellectual processes.
- Provide detailed feedback for both students and teachers.
- MCQs are easy and rapid to score.

**6. Why there is a poor item in this mcqs?**

**7. Define the term table of specification?**

One of the tools used by teachers to develop a blueprint for the test is called —table of specification; in the other word table of specification is a technical name for the blue print of the test. It is the first formal step to develop a test.

**8. Differences btw the maximum performance assessment and typical performance assessment?**

Maximum performance assessment determines what individuals can do when performing at their best e.g.

assess student in an environment when they exhibit their best performance. Procedure of this type is concerned with how well individual perform when they are motivated to obtain as high score as possible. This type of assessment includes aptitude tests and achievement tests.

The second category is a typical performance assessment determines what an individual will do under natural conditions. This type of assessment includes attitude, interest, personality inventories, observational techniques and peer appraisal. Here the emphasis is on what students will do rather than what they can do.

**9. Three suggestions to create mcq ?**

- The general applicability and the superior qualities of multiple choice test items are realized most fully when care is taken in their construction. This involves formulating clearly stated problems, identifying plausible alternatives, and removing irrelevant clues to the answer.
- The item stem should include as much as of the item as possible and should be free of irrelevant material. Explanation: Clear stem increase the probability of the item as well as reduce the reading time required.
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- Explanation: Including more than one correct answer in a test item and asking students to select all the correct alternatives has 2 shortcomings.
- a. Such items are usually no more than a collection of true and false item presented in MCQ form.
- b. The number of alternatives selected as correct answers varies from one student to another.

**10. Key steps in using portfolios.** Specify purpose

Provide guidelines for selecting portfolios

Define student‘s role in selection and self-evaluation. Specify evaluation criteria.

Use portfolios in instruction and communication.

### 11. Define the term evaluation

Evaluation is the process of making a value judgment against intended learning outcomes and behavior, to decide the quality and extent of learning. Evaluation is always related to your purpose, you aligned your purpose of teaching with what students achieved at the end, with their quality and quantity of learning.

### 12. Construct validity in text.

How well a test measures up to its claims? A test designed to measure *depression* must only measure that particular construct, not closely related ideals such as *anxiety* or *stress.*

**Procedure**

Develop a test framework;

- Defining construct
- Identifying sub-constructs
- Listing indicators of each sub-construct
- Writing test items for each indicator

### 13. Write three taxonomies.

- Bloom taxonomy
- Solo taxonomy
- Depth of knowledge dok taxonomy.

### 14. 3 tests for national and provincial testing programs.

Published tests commonly used by provincial or national testing programs are:

- Aptitude tests
- Readiness tests
- Placement tests

### 15. Content of table of specifications.

### 16. Difference btw formative and summative assessment.

Formative and summative roles of assessment.

1. It can be used for formative purposes to measure progress.
2. Basis for certifying accomplishment.
3. For system accountability mechanism.

### 17. Functions of summative assessment.

**Functions of Summative Assessment**

- Focus of measurement in summative assessment is on course or unit objectives.
- Broad sample of all objectives is used in summative assessment.
- This type of assessment uses wide range of difficulty while selecting items for the test.
- Summative assessment is done at the end of the unit or the course.
- Most important functions of summative assessment is to assign grade, certification of accomplishment and evaluation of teaching.

**18. Explain inter-related method.**

**Method of Interpreting Results**

i. Norm Referenced Assessment ii. Criterion Referenced Assessment

**19. Write four levels in which learning of students is classified.**

In national curriculums of Pakistan, learning of student is classified into four levels.

1. Competency
2. Standards
3. Benchmarks
4. Student learning outcome (SLOs)

**20. Elements of table of specification.**

**Elements of Table of Specification**

Carey (1988) listed six major elements that should be attended to in developing a table of specifications for a comprehensive end of unit exam:

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iii. The test format (objective and subjective)
iv. The total number of items
v. The number of test items for each goal and level of learning The enabling skills to be selected from each goal framework.

**21. Difference btw validity and reliability.**

Reliability of measurement is needed to obtain the valid results, but we can have reliability without validity. Reliability is necessity but not sufficient condition for validity.

**22. Limits of anecdotal records.**

**Limitations of Anecdotal Records**

Following are the limitations of anecdotal records.

It takes long time to maintain.

It is subjective in nature.

Anxiety may lead to wrong observation.

**23. Types of tests used by provincial or national testing programme.**

### Types of Written Tests

- Verbal
- Non-verbal
- Objective
- Subjective
- Teacher Made
- Standardized
- Power
- Speed

**24. Write down teaching for peer appraisal.**

**Peer Appraisal**

In this procedure students rate their peers on the same rating device used by their teacher. It depends on greatly simplified procedures.

### Techniques of peer appraisal

There are two widely used techniques in this area are:

1. Guess who
2. Sociometric

**25. Five methods of test reliability.**

**Method of Estimating Reliability** **1. Stability:**
Consistency over period of time **2. Equivalence:**

Over different forms of assessment **3. Internal consistency**:

Within the assessment itself

### Determining Reliability by Correlation Methods

In determining reliability, it would be *desirable* to obtain two sets of measures *under identical conditions* and then to compare the results. The reliability coefficient resulting from each method must be interpreted according to type of consistency being investigated.

### Method to Estimate Reliability

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- Inter-rater reliability (consistency of rating)

## 26. Equivalent Form Method

1. Equivalent Forms method
2. Test- Retest with Equivalent Forms

### Equivalent Forms method

- The equivalent forms method is a measure of equivalence.
- It gives two forms of the test to the same group in close succession.

## 27. Characteristics of testing?

The most essential characteristics of are:

- Validity
- Reliability
- Usability

### Validity

Validity is an evaluation of adequacy and appropriateness of the interpretation and uses of results. It determines if a test is measuring what it intended to measure.

**Reliability**

Reliability refers to the consistency of assessment results.

### Usability

In addition to validity and reliability, an assessment procedure must meet certain practical requirements which include feasibility, administration environment.

## 28. Objective types of assessment.

(1) Matching Test, (2) **Multiple Choice** Test, (3) True False Tests, (4) Correct/Incorrect Test, (5) Simple Recall Test, (6) Best Answer Test, (7) Completion Test, and (8) Classification Test.

## 29. national assessment of curriculum?

1. Informing policy
2. Monitoring standards
3. Identifying correlation of achievement
4. Directing teachers‘ efforts and raising students‘ achievement

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