

**DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES**

**B.Sc.Ed./ B.A.Ed./ B.Ed. DEGREE EXAMINATION**  
**2009/2010 SESSSION HARMATTAN SEMESTER EXAMIATION JULY,2010**

**SEC403: CLASSROOM TESTING**

Instruction: **Answer all Questions**

**The Allowed: 2 Hours**

**PART 1 OBJECTIVES (20 marks)**

Instruction: **Write down only the letter that corresponds to the correct option.**

1. The type of test based on the nature of interpretation expected to be given to the test result is known as  
(a) aptitude test (b) intelligence test (c) achievement test (d) non-referenced test
2. Which of the following is not a selection type of test?  
(a) Matching (b) Completion (c) Alternative response (d) Multiple choice
3. A test designed to ascertain the proportion of knowledge a student has attained from what he/she is supposed to have mastered, is known as  
(a) power test (b) speed test (c) norm-referenced test (d) criterion-referenced test
4. Which of the following is not a direct function of test and testing?  
(a) To help evaluate students  
(b) To help evaluate teachers  
(c) To help in curriculum evaluation  
(d) To help identify an individual's special attitude
5. Which of the following is the broadest, most inclusive term?  
(a) instructional objectives (b) behavioural objectives (c) subject goals (d) educational goals
6. Which is the highest level of Bloom's taxonomy of educational objectives?  
(a) Knowledge (b) Evaluation (c) Synthesis (d) Comprehension
7. In Bloom's taxonomy, the level that requires mastering a concept well enough to recognize when and how to use it correctly is (a) application (b) synthesis (c) analysis (d) comprehension
8. The following general considerations should be given adequate attention in the preparation of test items except  
(a) a table of specification or test blue print. (b) formulating clear and well defined questions (c) preparing marking scheme or scoring rubrics (d) scoring of the test and item analysis
9. Tests that are designed specifically for determining the affective and non-intellectual aspects of behaviour are referred to as (a) diagnostic tests (b) aptitude tests (c) personality tests (d) placement tests
10. Which of the following statements represents measurement?

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(a) Dale did well on the test (b) Mary's score was at the 9<sup>th</sup> percentile of national norms (c) Sadiat answered 100% of the questions correctly (d) Tunde's score on the test was 68

11. What test information should be supplied to students when they take a test?  
(a) How much time they have for the test (b) How much each question is worth (points) (c) What happens to students who fail the test (d) Both A & B above

When is it appropriate to construct a table of specification?

- (a) Only when you have to create the test  
(b) At the beginning of the course  
(c) Before you write the test questions  
(d) After you write the test questions

What is the primary consideration when selecting types of questions to use for a test?

- (a) How many questions can the student complete in a given amount of time?  
(b) Are the students average, above or below average?  
(c) How can the accomplishment of objectives best be measured?  
(d) How old are the students?

14. The extent to which a test measures a representative sample of the subject matter is known as (a) face validity (b) construct validity (c) concurrent validity (d) content validity
15. Which of the following is not one of the factors that influence test reliability? (a) length of test (b) nature of testees (c) group homogeneity (d) objectivity in scoring
16. Which of the following is not a test norm? (a) grade (b) percentile (c) student (d) age
17. The problem part in a multiple choice item is called (a) alternatives (b) options (c) root (d) stem
18. Which of the following is not an attribute of continuous assessment? (a) noncomplicative (b) systematic (c) comprehensive (d) cumulative
19. Which of the following can be used to represent the incorrect alternatives in a multiple choice test items? (a) distracters (b) key (c) alternatives (d) options
20. Which of the following is not among the decisions usually made by the classroom teacher in the test development process? (a) Why he/she is giving the test (b) What to test (c) How much emphasis to give to various objectives (d) How to administer the test

## PART 2 (40 marks)

1. (a) Define the following (i) Testing (ii) Measurement (iii) Assessment (iv) Evaluation (8 marks)  
(b) Mention four purposes of classroom achievement test (8 marks)  
(c) Differentiate between construct validity and content validity (4 marks)
2. (a)(i) Why is it necessary for classroom teachers to plan their tests before administering it to students? (4 marks)  
(iii) What are the things that teachers should consider and do when planning a test? (4 marks)  
(b)(i) What is test reliability? (ii) Discuss three factors that can influence test reliability (8 marks)  
(c) Mention two differences between teacher-made test and standardized test (4 marks)