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FACULTY OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES

B.Sc.Ed./B.A.Ed./B.Ed. DEGREE EXAMINATION
2010/2011 HARMATTAN SEMESTER EXAMINATION, JULY, 2011

SEC403: CLASSROOM TESTING

INSTRUCTION: Answer all questions

TIME ALLOWED: 2 hours

Part I: Objective Test (20 marks)

1. When is it appropriate to construct a table of specification?
A. Before you write the test questions B. After you write the test questions
C. Only when you have to create the test D. At the beginning of the course
2. Are tests from book publishers better than those developed?
A. Yes, because they wrote the book
B. Yes, because they have professionals who write the questions
C. No, because they do not know what has been taught and what has been emphasized
D. No, because they do not know how to write the questions
3. What is the primary consideration when selecting types of questions to use?
A. How many questions can the students complete in a given amount of time?
B. Are the students average, above or below average?
C. How old are the students?
D. How can the accomplishment of objectives best be measured?
4. When should tests from the publisher be used?
A. When you do not have time to construct one B. Any time
C. None of the above D. When they correspond to your table of specification
5. 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 in selection and classification decisions
6. Which of the following is the broadest, most inclusive term?
A. Educational goals B. Subject goals
C. Behavioural Objectives D. Instructional Objectives
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. synthesis B. application C. comprehension D. analysis





20. Which of the following is not a test norm?

- A. Grade B. Student C. Percentile D. Age

Part II: Essay (40 marks)

1(a)(i) What is testing?

(ii) Differentiate between measurement and evaluation

(b)(i) Briefly describe types of evaluation

(ii) Mention **three** uses of classroom tests

2(a)(i) What is "test-blue-print" ?

(ii) Give **three** benefits of using comprehensive and detailed specifications when preparing an achievement test

(b)(i) Outline **three** important things that a classroom teacher should consider when planning a test.

(ii) Define the following

- test validity
- test reliability
- test usability

(c) Identify and explain **three** methods of establishing reliability of tests.

