

OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE FACULTY OF EDUCATION

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

(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 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?

PART 1

(a) Matching (b) Completion (c) Alternative response (d) Multiple choice

OBJECTIVES

- 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?

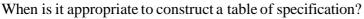




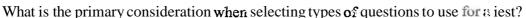
(a) Dale did well on the test (b) Mary's score was at the 9th percentile of national norms (c) Sadiat answered 100% of the questions correctly (d) Tunde's score on the test was 68

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



- (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



- (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
- 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) complicative (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)





