

APPENDIX 'A'

CRITERION TESTS

Roll No. _____ Name : _____

Unit I

Course No. 505

Criterion Test

I. Given below are several incomplete statements. Under each incomplete statement you will find four alternatives with which you can complete that statement. In some cases you would observe that more than one alternative can complete the statement. In such cases you have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choice by encircling the serial number of the alternative selected to make the statement complete.

1. Specifications of desirable changes to be brought about in the students' knowledge, understandings, skills, etc., are called

- (i) learning outcomes.
- (ii) learning experiences.
- (iii) educational objectives.
- (iv) students' learning.

2. In determining the learning outcomes, the particular technique of evaluation is selected in consideration to

- (i) learning experiences.
- (ii) educational objectives.
- (iii) topic of teaching.
- (iv) method of teaching.

3. In school education, evaluation comes

- (i) at the end, i.e., after specifying the objectives and providing suitable learning experiences.
- (ii) in the beginning, while specifying the objectives.
- (iii) while providing learning experiences.
- (iv) in all the above stages.

4. Evaluation is a _____ process.

- (i) progressive
- (ii) continuous
- (iii) regular
- (iv) discontinuous

5. In the school, administrators take decisions regarding admissions and promotions on the basis of

- (i) results of evaluation.
- (ii) learning experiences.
- (iii) personal relations.
- (iv) intelligence level.

6. In order to make the results of evaluation more specific and accurate learning outcomes are _____ before they are compared with educational objectives.

- (i) numbered
- (ii) measured
- (iii) tested
- (iv) evaluated

7. A good evaluation programme takes into consideration

- (i) only one aspect of the child's development.
- (ii) some aspects of the child's development.
- (iii) many aspects of the child's development.
- (iv) all aspects of the child's development.

8. Evaluation is useful to the students as it _____ them towards further learning.

- (i) brings
- (ii) forces
- (iii) motivates
- (iv) helps

9. Results of continuous evaluation lead the students towards

- (i) the goal.
- (ii) self-evaluation.
- (iii) learning.
- (iv) knowledge.

II. Complete the following statements with suitable word or words.

1. Techniques such as oral questioning, testing, observation, etc., which are used to determine the learning outcomes are called _____

2. The extent to which educational objectives have been achieved is determined by _____ the learning outcomes with the educational objectives.

3. The final aim of the process of evaluation is to _____ whether the educational objectives have been achieved satisfactorily or not.
4. Evaluation programme should be _____ enough to include all the aspects of development of the child.
5. Educational objectives to be achieved represent _____ outcomes.

III. 1. What is 'Educational Evaluation'?
(Answer briefly in 3 or 4 lines only)

2. Specify the five steps involved in the process of educational evaluation in proper order.
(Write only a line or two for each step)

3. State four uses of evaluation for the teachers.
 - (i)
 - (ii)
 - (iii)
 - (iv)

K E Y

- I. 1. (iii); 2. (ii); 3. (iv); 4. (ii); 5. (i);
6. (ii); 7. (iv); 8. (iii); 9. (ii).
- II. 1. evaluation techniques
2. Comparing
3. judge (or check or determine)
4. comprehensive (or broad)
5. expected learning
- III. 1. Educational evaluation is the process of
determining the extent to which educational
objectives have been achieved.
2. (i) Select the evaluation technique suitable
for the educational objectives in
consideration.
- (ii) Use the technique to determine the learning
outcomes.
- (iii) Measure the learning outcomes.
- (iv) Compare the learning outcomes with the
educational objectives to determine the
extent of achievement of the objectives.
- (v) Judge whether the extent of achievement
of objectives is satisfactory or not.
3. (i) in understanding their students.
- (ii) in taking decisions (or deciding or decision
making) about teaching as to what they should
do next.
- (iii) in evaluating their own teaching.
- (iv) in diagnosing the learning difficulties
of the students.

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Unit II

Course No. : 505

Criterion Test

I. Complete the following statements with suitable word or words.

1. Learning outcomes are specifications of _____ in the students' _____ that can be directly observed.
2. Properly stated educational objectives specify _____ outcomes in definite and clear terms.
3. In order to avoid confusion regarding the expected learning outcomes, statements of objectives should specify the _____ of performance.
4. Answers written by students in a test represent the _____ of certain _____ performed by them.
5. In observational technique of evaluation learning outcomes are determined by observing the actual _____ of a task.
6. The technique of evaluation in which information about certain aspects of the student is obtained directly from the student himself is called _____.
7. To measure the learning outcomes is to assign specific _____ to them.

8. Numbers or marks assigned through measurement of learning outcomes specify the actual _____ of _____ that has taken place in the students.
9. In a test, the maximum marks or numbers like 100, 50, etc., represent the _____ of learning.
10. Measurement makes evaluation more accurate by providing a _____ description of the students' learning.
11. For measurable outcomes value judgement would be based on _____ description of learning while for non-measurable outcomes it would be based on _____ description of learning.

II. Given below are several incomplete statements. Under each incomplete statement you will find three or more alternatives with which you can complete that statement. In all the cases you would observe that each alternative can complete the statement. You have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choice by encircling the serial number of the alternative selected to make the statement complete.

1. For purposes of evaluation in specific instructional situations educational objectives should be stated in terms of
 - (i) expected changes in the students' knowledge, understanding, etc.
 - (ii) the teaching points to be covered.
 - (iii) the learning experiences to be provided.
 - (iv) expected changes in the students' behaviour.

2. For evaluation purposes educational objectives may not be stated in terms of changes in knowledge, understanding, etc. because these changes

- (i) are not related to learning.
- (ii) are directly observable.
- (iii) are not directly observable.
- (iv) do not correspond to teacher's work.

3. Testing is

- (i) measurement of learning outcomes.
- (ii) an evaluation technique.
- (iii) the process of evaluation.
- (iv) a technique of teaching.

4. Through measurement, we obtain a _____ description of the learning outcomes.

- (i) qualitative
- (ii) detailed
- (iii) short
- (iv) quantitative

5. Evaluation should take into consideration

- (i) only measurable learning outcomes.
- (ii) only quantitative learning outcomes.
- (iii) both measurable and non-measurable learning outcomes.
- (iv) only non-measurable learning outcomes.

6. Testing is useful for the evaluation of _____
of the aspects of development of the pupils.

- (i) all
- (ii) some
- (iii) none

III. 1. Which of the following objectives have been stated in terms of observable behaviour? (Indicate your answer by encircling the serial number of the objective you choose)

- (i) Student appreciates the music.
- (ii) Student draws the diagram of the electric circuit without any error.
- (iii) Student knows the meaning of the term 'velocity'.
- (iv) Student states in writing the definition of the term 'density'.

2. Does the following objective specify the expected level of performance? (Indicate your answer by writing 'Yes' or 'No')

'Student solves atleast 8 to 10 problems on addition of decimal numbers.'

3. What are the three major techniques of evaluation used in the schools?

- (i)
- (ii)
- (iii)

4. Suppose in the craft class you have been taught to make cardboard boxes. Your teacher wants to determine whether you have learnt it satisfactorily or not. For this purpose he asks you to prepare a box. Then, he checks that box and decides that you have learnt to make boxes well.

What technique of evaluation has the teacher used in this situation? (Write only the NAME of the technique used)

5. Your biology teacher has taught you the dis^Ssection of frog. Now, he wants to check whether you can carry out the dis^Ssection properly or not. For this purpose, he asks you to di^Ssect a frog. When you are di^Ssecting the frog he observes how you do the dis^Ssection and decides whether you have learnt it satisfactorily or not.

What is the evaluation technique that has been used by the teacher in this situation? (Write only the NAME of the technique used)

KEY

- I. 1. changes; behaviour
 2. expected learning
 3. expected level
 4. product; tasks
 5. performance
 6. self-reporting technique
 7. numbers
 8. amount; change (or learning)
 9. expected amount
 10. quantitative
 11. quantitative; qualitative
- II. 1. (iv)
 2. (iii)
 3. (ii)
 4. (iv)
 5. (iii)
 6. (ii)
- III. 1. (ii) and (iv)
 2. Yes
 3. (i) Testing
 (ii) Observation
 (iii) Self reporting
 4. Testing
 5. Observation.

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Unit III

Course No. 505

Criterion Test

I. Complete the following statements with suitable word or words.

1. A test may be considered as reliable if the scores obtained by the students are _____ over two equivalent forms.
2. Objectivity of a test is also referred to as a type of reliability, namely, _____ reliability.
3. When reliability is checked by considering the consistency of scores obtained by administering the test twice, it is referred to as test-retest reliability.
4. The four characteristics we should essentially look for before using a particular instrument of evaluation in the school are
 - (i)
 - (ii)
 - (iii)
 - (iv)
5. If a test is reliable then the students' answers would represent _____ outcomes in them.
6. Practical aspects involved in using an evaluation instrument in the school situation are -
 - (i)
 - (ii)
 - (iii)
 - (iv)

7. The extent to which the results obtained through a test can be interpreted in terms of psychological concepts and principles known about the characteristic being measured is called its _____.

8. Split-half method is one of the methods for determining the _____ of a test.

9. Reliability of a test is determined in terms of the _____ in the scores obtained by the students.

II. Given below are several incomplete statements. Under each incomplete statement you will find four alternatives with which you can complete that statement. In some cases you would observe that more than one alternative can complete the statement. In such cases you have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choice by encircling the serial number of the alternative selected to make the statement complete.

1. Scoring of answers on a test is considered to be objective if

- (i) it is based on the student's answers only.
- (ii) it is based on the scorer's opinion.
- (iii) it is done by competent examiners.
- (iv) it is based on the student's answers and also on the scorer's opinion.

2. For practical reasons, questions in a comprehensive test will correspond to

- (i) all the specific objectives of the course.
 - (ii) a sample of objectives representing certain content areas only.
 - (iii) a sample of objectives representing all the content areas.
 - (iv) certain objectives which are not related to any content area of the course.
3. If the scores obtained through a test are consistent when administered at two different times, the test is said to possess
- (i) validity
 - (ii) reliability
 - (iii) objectivity
 - (iv) usability
4. A test is considered to be less reliable if the marks obtained by the students on it are
- (i) influenced by the opinion of the person scoring it.
 - (ii) not based on the actual answer given by the students.
 - (iii) affected by the errors in the measurement of learning outcomes.
 - (iv) based only on the actual answers given by the students.

III. Some statements are given below. Some of them are true others are false. Encircle T if the statement is true and encircle F if it is false.

T F 1. Different characteristics of an instrument of evaluation, viz., validity, reliability, objectivity, are independent qualities.

- T F 2. A reliable test will always be valid.
- T F 3. Both reliability and objectivity of a test refer to the consistency in marks obtained by the students.
- T F 4. In an achievement test we mainly look for content validity.
- T F 5. If proper care is taken one can always prepare a test which is perfectly reliable.
- T F 6. Validity of a test should always be discussed with reference to a particular purpose of evaluation.

- IV. 1. Does the validity of a test ensure its reliability and objectivity? (Write only 'Yes' or 'No')
2. When do you say that an achievement test has content validity? (Answer briefly in 3 - 4 lines)
3. You have to select students for a new branch of study which they have not studied earlier. For this you want to test the students to make sure that the selected students would succeed well in their future performance. What type of validity is essential in such a test? (Specify the type of validity)

4. Suppose you have prepared a test of intelligence. In order to find out the validity of your test, you compare the scores obtained on this test with those obtained on two other tests of intelligence which are in current use. What type of validity are you trying to find out? (Specify the type of validity)
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K E Y

- I. 1. same (equal or similar or consistent)
2. inter-scorer
3. test-retest
4. (i) Validity, (ii) Reliability, (iii) Objectivity,
(iv) Usability or Practicability.
5. actual learning
6. (i) Ease of Administration, (ii) Ease of scoring,
(iii) Time requirement, (iv) cost involved.
7. construct validity
8. reliability
9. consistency
- II. 1. (i); 2. (iii); 3. (ii); 4. (iii).
- III. 1. F; 2. F; 3. T; 4. T; 5. F; 6. T.
- IV. 1. Yes
2. An achievement test is said to possess content validity if it can provide evidence regarding all the objectives specified for the particular content area OR if it consists of questions corresponding to all the points included in the particular content area OR if it consists of questions corresponding to all the objectives set for the particular content area.
3. Predictive validity
4. Concurrent validity.
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Unit IV

Course 505

Criterion Test

I. In the following are given several incomplete statements each followed by four alternatives with which it can be completed. In some cases more than one alternative may complete the statement correctly. You have to choose the most suitable alternative which completes the statement in the best way. In each case, encircle the serial number of the alternative which completes statement in the best way according to you.

1. In performance tests students have to deal with
 - (a) words
 - (b) objects
 - (c) ideas
 - (d) figures
2. Tests used for the purpose of determining students' learning in different subjects are called
 - (a) achievement tests
 - (b) tests of learning
 - (c) diagnostic tests
 - (d) classroom tests
3. When a teacher wants to find out the specific points of difficulty of the students in learning a school subject, he should use
 - (a) an achievement test
 - (b) an oral test
 - (c) a standardised test
 - (d) a diagnostic test
4. Aptitude tests are used
 - (a) to measure learning in school subjects.
 - (b) to diagnose learning difficulties.
 - (c) to predict the area of success in future performance.
 - (d) to measure the intelligence.

5. Observational techniques of evaluation are, generally,
- (a) less objective (c) highly objective
 - (b) less specific (d) highly unspecific
6. Through observational techniques we, generally, obtain a _____ description of changes in the particular aspect of development being observed.
- (a) specific (c) detailed
 - (b) qualitative (d) quantitative
7. Rating scales are used under
- (a) testing technique and observational technique.
 - (b) observational technique only.
 - (c) testing technique and self-reporting technique.
 - (d) all the three techniques of evaluation.
8. Teacher has to select a particular tool of evaluation on the basis of
- (a) his interest in it.
 - (b) student's intelligence level.
 - (c) the particular aspect to be evaluated.
 - (d) student's level of achievement.
9. Results of teacher-made tests have to be considered in relation to the
- (a) intelligence of the students.
 - (b) student's ability to learn.
 - (c) instruction provided in the particular school.
 - (d) special abilities of the students.

10. Tests used to measure specific abilities such as musical ability etc. are called
- (a) ability tests (c) aptitude tests
 - (b) prediction tests (d) specific tests
11. Methods adopted to determine social relationships among different groups of students are called
- (a) social relationship techniques.
 - (b) social intelligence tests.
 - (c) social status tests.
 - (d) sociometric techniques.
12. Tests used to measure students' general ability to learn, to adjust and to think abstractly are called
- (a) general tests (c) general learning tests
 - (b) aptitude tests (d) intelligence tests
- II. 1. You find that a particular aspect of behaviour cannot be evaluated by observing the student at a particular time. And, it has to be evaluated through certain incidents as they take place during the course of several days. What tool of evaluation will you use in this situation?
(Write only the name of the tool)
2. In order to understand certain personal problems of a student, his teacher meets him personally and obtains answers from him to several questions related to those problems.
- What specific procedure of evaluation is the teacher adopting? (Write only the name of the tool)

3. Give three reasons as to why results obtained on different teacher-made tests for the same subject cannot be compared. (Specify each reason in 2-3 lines only)

4. A teacher's main job is to teach different subjects. He can evaluate student's learning in these subjects through achievement tests. Then, why should he use various other tools of evaluation? Take any two tools of evaluation and show how they can be used by the teacher to improve his teaching.
(Write not more than 3-4 lines about each tool)

K E Y

- I. 1. (b); 2. (a); 3. (d); 4. (c);
 5. (a); 6. (b); 7. (d); 8. (c);
 9. (c); 10. (c); 11. (d); 12. (d).

II. 1. Anecdotal Records

 2. Interview

 3. Results obtained on different teacher-made tests
 cannot be compared because

 (i) they will not be based on a standard set of
 objectives.

 (ii) they will not adopt a standard procedure
 for testing.

 (iii) they will not have a standard procedure for
 interpretation of scores.

 4. The answer should refer to any two tools of
 evaluation and suitably bring out in the answer
 any one of the following uses in respect of each
 tool.

 (i) it helps the teacher in adjusting his teaching
 to the students' needs and abilities.

 (ii) it helps him diagnose the difficulties of
 the students in specific subject areas.

 (iii) it helps him take decisions about suitable
 methods of teaching.

 (iv) it helps him understand his students better
 which is essential for properly organising
 his teaching.

 (v) it helps him know about the special abilities
 and talents of the students.

 (vi) it helps him know the interests and aptitudes
 of the students and accordingly guide them.

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Unit V

Course No. 505

Criterion Test

I. Given below are several incomplete statements. Under each incomplete statement you will find four alternatives with which you can complete that statement. In some cases you would observe that more than one alternative can complete the statement. In such cases you have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choice by encircling the serial number of the alternative selected to make the statement complete.

1. To bring about consistency in scoring essay type answers

- (i) we should conduct strict examinations.
- (ii) we should formulate standard answers.
- (iii) we should formulate alternative questions.
- (iv) we should allow the scorers to work independently.

2. Essay type test should also be used in the examinations because

- (i) it is easy to administer.
- (ii) it cannot measure higher level objectives.
- (iii) it is suitable for measuring objectives of higher level.
- (iv) even objective tests are not completely objective.

3. Results of a teacher-made achievement test have to be considered in relation to
 - (i) the intelligence level of the students.
 - (ii) the instruction provided in the particular school.
 - (iii) the instruction provided in all schools in the particular subject.
 - (iv) the age of the students in the particular class or standard.
4. If there are incomplete statements in one of the columns in a matching test then the student
 - (i) has to write his own answers.
 - (ii) has to mark 'Yes' or 'No'.
 - (iii) has to select a suitable answer from the other column.
 - (iv) has to consider them as wrong questions.
5. In completion type test there is not much scope for guessing because students
 - (i) have to only select from a given set of alternatives.
 - (ii) have to write their own answers.
 - (iii) cannot write long answers.
 - (iv) have to give specific answers.
6. Multiple choice items are superior to True-False items because in them students
 - (i) have to write on their own.
 - (ii) have less scope for guessing.
 - (iii) cannot correct them without knowing the answer.
 - (iv) find it difficult to select correct answers.

7. In a good question paper, there should not be choices between different content areas because

- (i) it reduces the objectivity.
- (ii) it reduces the specificity.
- (iii) it reduces the validity.
- (iv) it reduces the usability.

II. Read each of the following statements. These statements specify characteristics of either objective type or essay type tests. You have to identify those which relate to essay type tests and encircle 'E'. And, encircle 'O' when you find that the characteristic relates to objective type tests.

- O E 1. Generally, there is consistency among scorers.
- O E 2. Only limited content area will be covered.
- O E 3. Should not be used for measuring knowledge outcomes.
- O E 4. Requires definite and restricted answer.
- O E 5. Guessing is possible.
- O E 6. More suitable for measuring higher level objectives.
- O E 7. There is possibility of bluffing.
- O E 8. No control is brought over, generally, on the nature and content of the answers.
- O E 9. Scoring will be influenced by the writing ability of the student.
- O E 10. Large number of questions can be given.

III. 1. Why should a question paper contain both objective type and essay type questions? Give two reasons specifying each in 2 - 3 lines only.

2. How a table of specifications (blue print) is useful to the teacher in preparing a good question paper? Give two uses, each in 3 - 4 lines only.

K E Y

I. 1. (ii); 2. (iii); 3. (ii); 4. (iii);
 5. (ii); 6. (ii); 7. (iii).

II. 1. 0; 2. E; 3. E; 4. 0; 5. 0; 6. E;
 7. E; 8. E; 9. E; 10. 0.

III. 1. Both objective and essay type questions must be included because (i) with only essay type questions content coverage will be very poor, (ii) with only objective type questions certain higher level objectives such as application, interpretation, etc. cannot be measured.

Note : Any other reason, if found suitable, may be accepted.

2. (i) It helps the teacher by indicating the weightage to be given to each question under each content unit.
- (ii) It enables him to frame questions appropriate for evaluation of objectives under each content unit.
- (iii) It ensures that all the content areas are properly represented in the question paper.

Note : Any two of these uses or some other relevant answer may be accepted.

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Unit VI

Course No. 505

Criterion Test

I. Complete the following with suitable word(s) or number(s).

1. In a set of scores one may find certain scores appearing more frequently than the others. The particular score which is most frequent is called the _____ of the set of scores.

2. Class intervals can be written in the following two ways.

(a) 5 - 9	(b) 4.5 - 9.5
10 - 14	9.5 - 14.5
15 - 19	14.5 - 19.5
20 - 24	19.5 - 24.5

In both the cases (a) and (b) the length of the class interval = _____.

In the second case (b), class intervals have been specified in terms of _____.

3. Measures of central tendency of a set of scores represent the _____ score of the group.

4. Range is a measure of _____ of the scores.

5. The quartile deviation of a set of scores takes into consideration the middle _____ percent of the scores.

6. Following are the scores of twelve students.

28, 31, 48, 36, 29, 50, 40, 38, 42, 39, 38, 41

For this set of scores,

$$\text{Range} = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}.$$

7. Calculate (a) mean and (b) median for the following set of seven scores.

20, 21, 23, 25, 26, 28, 38.

$$\begin{aligned} \text{(a) Mean} &= \frac{\hspace{2cm}}{7} \\ &= \frac{\hspace{1cm}}{7} = \underline{\hspace{1cm}}. \end{aligned}$$

$$\text{(b) Median} = \underline{\hspace{1cm}}.$$

8. A frequency distribution can be represented graphically in two ways, namely, in the form of a frequency , or in the form of a .

- II. 1. Following are the raw scores of 42 students. Form class intervals of length '5' and find out the frequency of each class interval. The first class interval has already been given.

17	16	14	20	22	50
80	12	18	16	15	30
33	34	56	57	62	71
23	24	21	19	16	25
40	40	45	36	37	37
32	32	35	35	53	66
42	45	46	22	25	36

<u>Class Intervals</u>	<u>Frequency</u>
80 - 84	

2. What is the use of converting raw scores into standard scores (z scores)?
(Write 2-3 lines only).

K E Y

- I. 1. mode; 2. 5; 3. typical or average;
 4. variability; 5. 50; 6. Range = 50-28 = 22;
 7. (a) Mean = $\frac{20 + 21 + 23 + 25 + 26 + 28 + 38}{7}$
 $= \frac{181}{7} = 25.85$
 (b) Median = 25
 8. polygon; histogram.

II. 1.	<u>Class intervals</u>	<u>Frequency</u>
	80 - 84	1
	75 - 79	0
	70 - 74	1
	65 - 69	1
	60 - 64	1
	55 - 59	2
	50 - 54	2
	45 - 49	3
	40 - 44	3
	35 - 39	6
	30 - 34	5
	25 - 29	2
	20 - 24	6
	15 - 19	7
	10 - 14	2

2. With the help of standard scores teacher can compare the students' scores on tests of different subjects or characteristics.
