

Testing and Evaluation + Curriculum Development PEDAGOGY NOTES for these Jobs Tests Preparation:

- PPSC ESE GENERAL JOBS
- FPSC/FGEI LECTURER 30 Marks
- FGEI EST BS-14 JOBS
- FPSC JUNIOR Teacher Females
- KPKPSC SST & ETEA Jobs
- FPSC/FGEI TGT & SST General
- Headmaster/Headmistress/
Vice Principal/ASDEO
- ALL PEDAGOGY EXAMS

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گورنمنٹ جابز کی تیاری کے لیے پیڈ کلاسز جوائن کرنے کے لیے دی کاسموس
اکیڈمی کے آفیشل واٹس ایپ نمبر پر رابطہ کریں۔ **03401457058**
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INDEX

| SER NO. | TOPICS | PAGE NO. |
|----------------|--|-----------------|
| 01 | Measurement | 03 |
| 02 | Classroom Assessment | 05 |
| 03 | Evaluation | 09 |
| 04 | Types of Assessment | 13 |
| 05 | Tools of Assessment | 20 |
| 06 | Introduction to Test Items | 24 |
| 07 | Types of Tests | 28 |
| 08 | Objective Type Test Items Difficulty Index | 31 |
| 09 | Reliability of Test | 39 |
| 10 | Types of Reliability | 40 |
| 11 | Validity of Test | 43 |
| 12 | Curriculum Development | 47 |
| 13 | Types of Curriculum | 50 |
| 14 | Models of Curriculum | 55 |
| 15 | Important Terms | 75 |
| 16 | — The End — | 84 |

LECTURE # 01

CURRICULUM DEVELOPMENT & ASSESSMENT:

CLASSROOM ASSESSMENT:

Test:

- ❖ Tools or methods designed to obtain information.
- ❖ It is usually comprised of **test items** or exercises **in the area it is designed to measure.**
- ❖ Examples;
Paper pencil tests, oral exams

Measurement:

- ❖ **Measurement** refers to the process of obtaining a **numerical description** of a student's progress towards a pre-determined goal.
- ❖ Checking or **scoring system.**

- ❖ To give a **quantitative shape** to the questions of the test or data.
- ❖ It is an evaluation expressed in **Quantitative terms**.

Ahmad → Test → Score

| <u>Total Question</u> | <u>Attempted</u> | <u>Accurate</u> | <u>%</u> |
|-----------------------|------------------|-----------------|-----------|
| <u>10</u> | <u>10</u> | <u>6</u> | <u>60</u> |

Measurement never deals with the qualitative aspect of learning.

Types of Measurements:

- ❖ **Objective Measurements:**
An objective measurement is one that **cannot be interpreted differently** because of numerical values.
- ❖ Objective scoring accepts one correct answer only i.e
Multiple choice, True False
- ❖ **Subjective Measurements:**
A subjective measurement is one

that can possibly be interpreted differently.

- ❖ Subjective scoring may accept multiple answers and might be affected by the rater's opinion or bias i.e **Essays, Drawing**

Assessment:

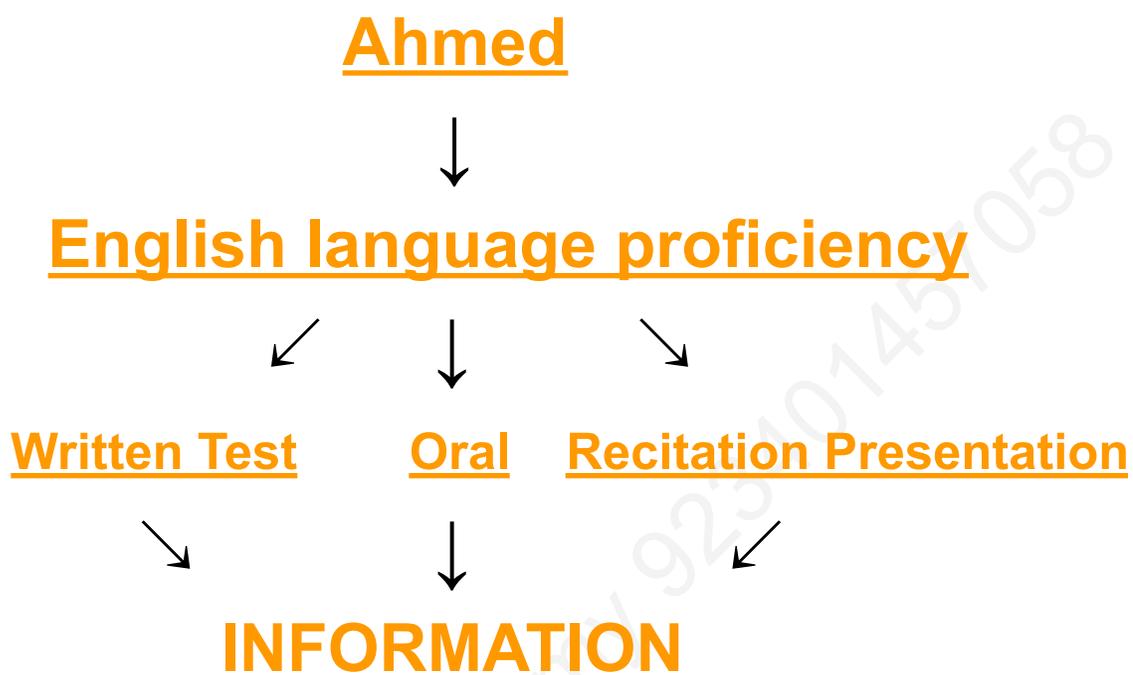
The word 'assess' comes from the Latin 'assidere' which means 'to sit with'.

Assessment is the process of gathering, recording, interpreting, and communicating information about a child's progress and achievement during the development of knowledge, concepts, skills, and attitudes.

- ❖ **For example;**
Tests, Quizzes, Portfolios
- ❖ Assessment is a broader term that includes **Testing**.

❖ **Assessment helps students in their ability to learn.**

“All Tests are Assessments but all Assessments are not Tests.”



This information will help you assess the proficiency level of Ahmed.

“Assessment Improves the learning process”.

Types of Assessment:

1. Norm-Referenced Assessment:

Assessment that compares an individual’s performance to a larger group, often using standardized scores.

2. **Criterion-Referenced Assessment:**

Assessment that measures performance against specific criteria or standards rather than comparing to others.

3. **Placement Assessment:**

Assessment used to determine appropriate starting points for learners.

For example,

Language placement tests, and Math placement tests.

4. **Diagnostic Assessment:**

Assessments administered at the beginning of instruction to assess prior knowledge and identify learning needs.

5. **Anecdotal Records:**

Informal notes taken by teachers to

record observations of learners' behavior and interactions.

It is an observation that is written like a short story.

They are the descriptions of incidents or events that are important to the person observing.

6. **Portfolio Assessment:**

Collection of a learner's work overtime to showcase progress and achievements.

Types of Assessment:

1. **Closed-Ended Questions:**

Multiple Choice, True/False

2. **Open-Ended Questions:**

Short Questions, Essay/Extended Response

3. **Recall Questions:**

Factual Questions like dates, definitions or names etc.

4. **Comprehension Questions:**
Application Questions

5. **Problem-Solving Questions:**
Mathematical Problems

Evaluation in Education:

- ❖ It is the **very last step** which analyzes all factors of the lesson.
- ❖ It determines whether the student has met or not met the instructional objectives.
- ❖ It is described as an act of **passing judgment** on the basis of a set of standards.
- ❖ We give our final comments.
- ❖ Pass or fail.
- ❖ Evaluation is done to check how many objectives are achieved.

Hence,

“It is a decision-making process”.

Evaluation deals with two questions:

1. What was intended to achieve?
2. What was obtained?

“Evaluation is used to find out to what extent educational goals are achieved”.

Evaluation includes in it:

- Measurement
- Assessment

Classroom Assessment:

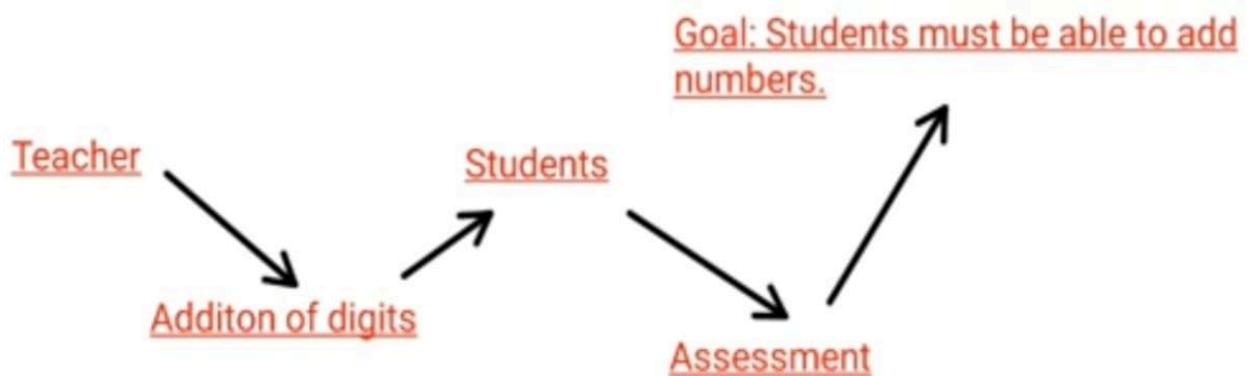
It is an integral part of the teaching-learning process.

It is widely accepted that the effectiveness of the teaching-learning process is directly influenced by assessment.

Why To Assess?

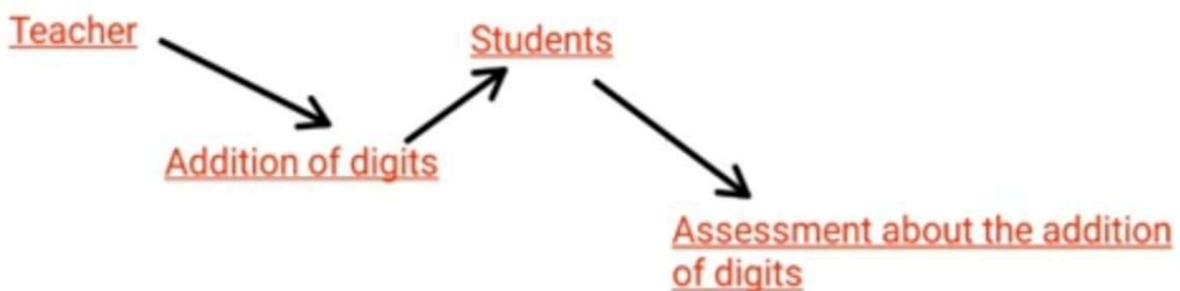
Teachers have clear goals for instruction and they assess to ensure

that these goals have been or are being met.



What to assess?

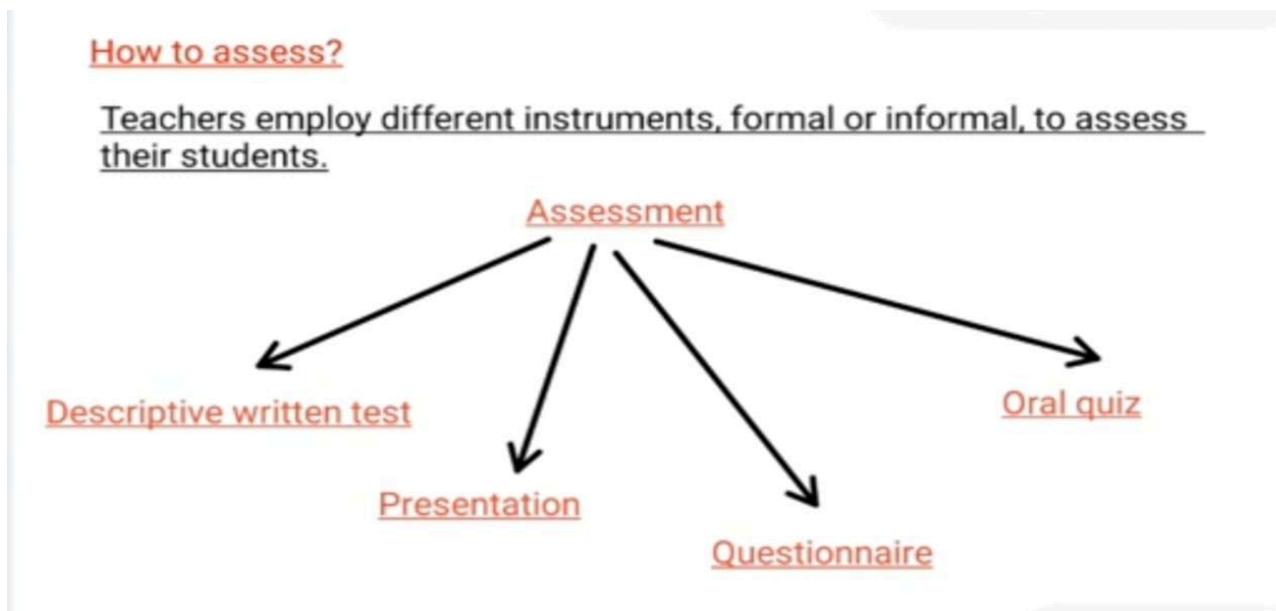
In classroom assessment, teachers are supposed to assess students' current abilities in a given skill or task.



Who to Assess?

A teacher will assess students.
Some students are more active and
some are less active.

Therefore, classroom assessment must be done by considering this.



When to Assess?

Teachers must continue to assess the student's learning throughout the process of teaching.

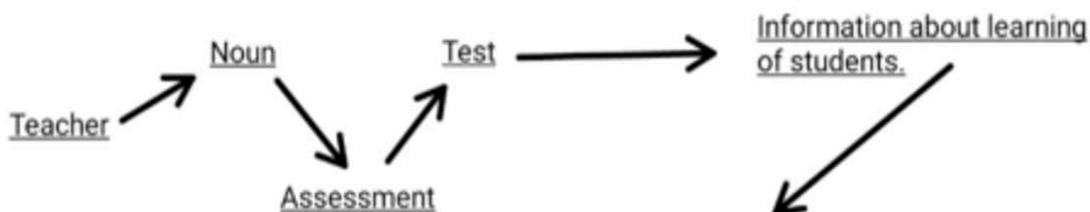
Tools of ASSESSMENT:

What is a Test:

A test is a device that is used to measure the learning of students.

What is a test?

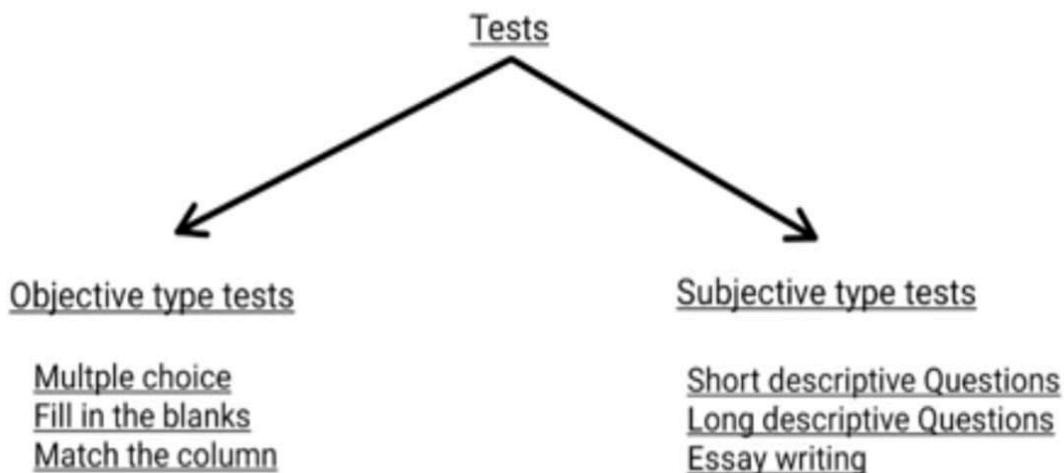
A test is a device which is used to measure behaviour of a person for a specific purpose. Moreover it is an instrument that typically uses sets of items designed to measure a domain of learning tasks.



This information obtained by mean of test will be helpful in assessment of students' learning and effectiveness of teaching.

Types of tests:

Even tests are of many types that can be placed into two main categories.



Types of Assessment:

(Formative & Summative)

- **Assessment for Learning** -
during the instruction or learning,
often more than once, rather than
at the end.
(**Formative Assessment**)
- **Assessment of Learning** -
after the instruction
(**Summative Assessment**)

| <u>Assessment FOR Learning:</u> | <u>Assessment OF Learning:</u> |
|---|--|
| Checks learning to decide what to do next. | Checks what has been learned. |
| Assessment for learning is ongoing, and diagnostic. | Assessment of learning occurs at the end of the year or at key stages. |
| During Instruction. | After Instruction. |
| It is not used for | It is used for grading |

| | |
|---|---|
| grading and report cards. | and report cards. |
| It is a Formative Assessment. | It is a Summative Assessment. |
| Information is shared by the teacher | Information is gathered by the teacher. |
| Teacher assessment, student self-assessment, and student-peer assessment. | Teacher assessment. |

- **Assessment as Learning -**
students become aware of their own learning
(**Self Assessment**)
- ❖ **What is the purpose of learning these concepts and skills?**
- ❖ **What do I know about this topic?**
- ❖ **What strategies do I know that will help me learn this?**
- ❖ **Am I understanding these concepts?**

- ❖ What are the criteria for improving my work?
- ❖ Have I accomplished the goals I set for myself?

TYPES OF ASSESSMENT:

- Formative Assessment
- Summative Assessment
- Internal Assessment
- External Assessment
- Product Assessment
- Process Assessment
- Diagnostic Assessment
- Norm-referenced Assessment
- Criterion-referenced Assessment

Difference between Formative Assessment and Summative Assessment:

| | |
|-------------------------------------|-------------------------------------|
| <u>FORMATIVE ASSESSMENT:</u> | <u>SUMMATIVE ASSESSMENT:</u> |
|-------------------------------------|-------------------------------------|

| | |
|--|---|
| It is called Assessment for Learning . | It is called Assessment of Learning . |
| Done “ during ” the learning process. | Done “ at the end ” of the learning process. |
| Assessment is used to “ monitor ” student learning and provide feedback to improve learning outcomes. | Assessment is used to “ evaluate or judge ” student learning at the end of a unit or course and assign grades. |
| It determines what to do next. | It determines what has been done. |
| Designed to assist educators and students in improving learning. | Designed to provide information to those not directly involved in classroom learning and teaching i.e. School Administration, parents in addition to teachers and students. |
| “ Flexible ” as per the needs of students. | “ Not flexible ”- same standard for all. |
| Keeps happening around the year. | Done only once or a few times. |
| Its main focus is to “ monitor ” the learning & improve learning outcomes. | Its main focus is to “ evaluate ” student's performance & decide whether to promote to |

| | |
|--|--|
| | next class or not. |
| It is Diagnostic in nature. | It is based on Evaluation. |
| Examples: Oral Questions, Assignments, Projects, Quizzes, Group Work, Debate. | Examples: Objective and Subjective Type Papers. |

Tools of Assessment:

Tools of assessment

- **Tools of assessment**

Assessment tool is method that an observer or teacher use to observe its students that how much he/she has learnt

Different tools used are

Observation

Interview

Projects

Tests

Questionnaire

Diaries and portfolios

Observation

Its an Assessment tool by which a teacher observes one or more class sections, records practices and most important observes the students action

Active acquisition of information from primary source

Involve strong senses

observation

Overt Observation (When everyone knows they are being watched).
prefer due to ethical issues

Covert Observation (When nobody knows they are being observed) . People behave naturally

Participating Role (when observer participates and also observes)

Non-participating Role (when observer donot participate and only observes)

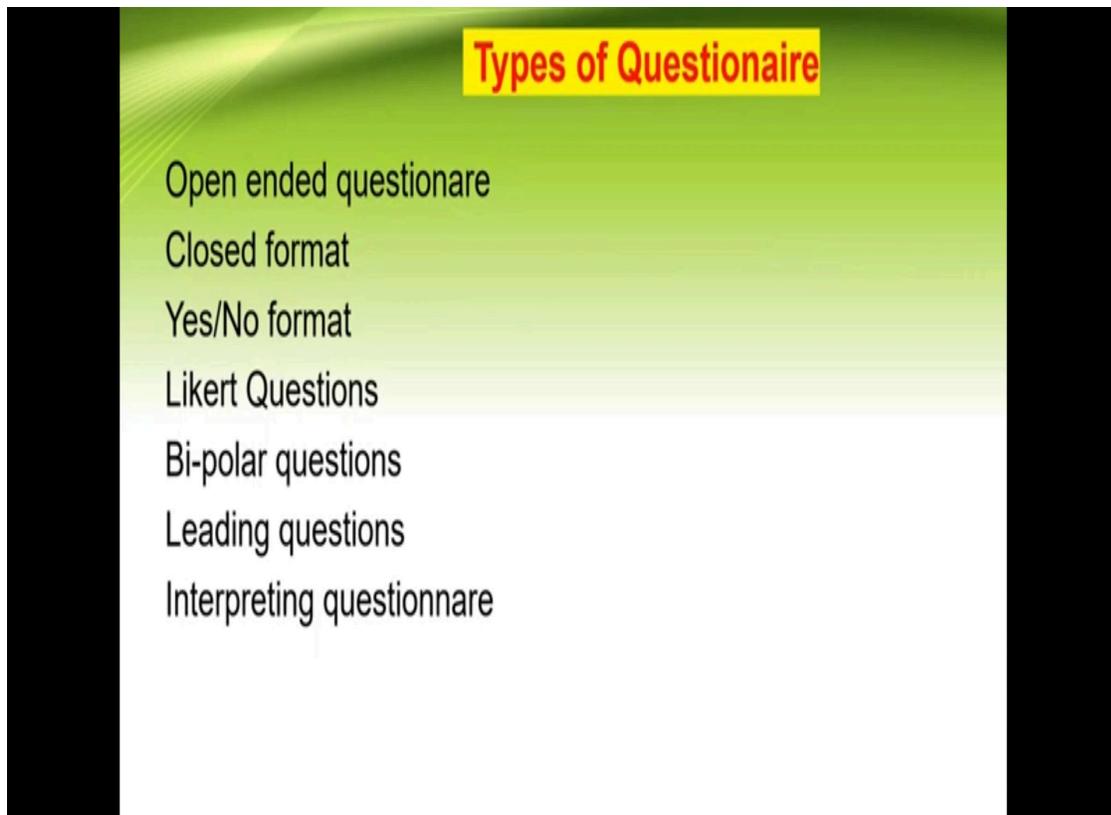
Questionnaire

What is a questionnaire?

Set of printed or written questions, that may vary in options, used for the purpose of study.

It has 4 basic purposes

- 1) Collect appropriate data
- 2) Make data comparable to analysis
- 3) Minimiza bias in asking qestion



Interview:

It is an Assessment tool in which there is a formal face-to-face meeting held only for the sole purpose of assessment.

Types of Interview:

- 1. Structured Interview**
- 2. Semi-Structured Interview**
- 3. Unstructured Interview**
- 4. Single Interview**
- 5. Group Interview**

Difference between Evaluation, Assessment, Measurement & Test:

| <u>Evaluation</u> | <u>Assessment</u> | <u>Measurement</u> | <u>Test</u> |
|---------------------------------|--|------------------------------------|-------------------|
| Overall Judgment of the process | Qualitative Judgment of a Process | Quantitative Judgment of a Process | Tool for judgment |
| | Only description | In numeric forms | |
| | Example: Good, Very Good, A Grade, etc | Example: 80%, 40% etc | |

Difference between Measurement & Evaluation:

| <u>Measurement</u> | <u>Evaluation</u> |
|---|--------------------------|
| It is Quantitative. | It is Qualitative. |
| It refers to “how much”. | It refers to “how good”. |
| Objective and impersonal so it doesn't change with the change of individuals. | Subjective and personal |
| Occasional process | Continuous process |
| Scope limited | Scope unlimited |
| | |
| | |

Introduction to Test Items:

Test item:

A test item is a specific task test takers are asked to perform.

For example

1. Encircle the correct option.

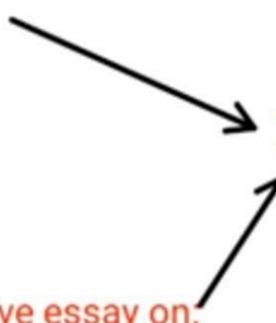
Capital of Pakistan is?

- 1. Karachi
- 2. Lahore
- 3. Islamabad
- 4. Faisalabad

2. Write down a comprehensive essay on.

- 1. My school.
- 2. Allama Iqbal

Test items



Types of test items:

1. Discrete point item:

A discrete-point item would test simply one point or objective such as testing for the meaning of a word in isolation. For example:

Choose the correct meaning of the word paralysis.

- (A) inability to move
- (B) state of unconscious
- (C) state of shock
- (D) being in pain

Another classification of test items

1. Objective items:

Such test items have only one right answer to choose.

- 1. Multiple choice questions
- 2. True/false
- 3. Match the column
- 4. Fill in the blanks

2. Subjective items:

Such items do not have one specific answer instead these items are answered by explaining the question.

For example:

Writing an essay.

Explore the causes of a diseases.

Question from past NTS paper

The incorrect options in multiple choice questions are named as:

- A. Response
- B. Premises
- C. Hurdles
- D. Distracters
- E. Wrong Answers

1. Multiple choice questions

Multiple-choice test items consist of a stem or a question and three or more alternative answers (options) with the correct answer sometimes called the keyed response and the incorrect answers called distracters.

Multiple choice questions consist of three obligatory parts:

1. The question ("body of the question")
2. The correct answer ("the key of the question")
3. Several incorrect alternatives (the so called "distracters")

- Which is the capital city of Pakistan? ----- (Stem)
A. Paris. ----- (Distracter)
B. Lisbon. ----- (Distracter)
C. Islamabad. ----- (Key)
D. Rome. ----- (Distracter)

2. True/False Questions

A True-False test item requires the student to determine whether a statement is true or false. The chief disadvantage of this type is the opportunity for successful guessing.

Students make a designation about the validity of the statement. Also known as a "binary-choice" item because there are only two options to select from.

3. Matching Items

The matching items consist of two parallel columns.

The column on the left contains the questions to be answered, termed premises;

The column on the right, the answers, termed responses.

The student is asked to associate each premise with a response to form a matching pair.

4. Completion Items

Student fills in one or more blanks in a statement. These are also known as "Gap-Fillers."

The statement to be completed is called stem.

For example:

The capital city of Pakistan is _____.

TYPES OF TESTS:

1. **Aptitude Tests:**

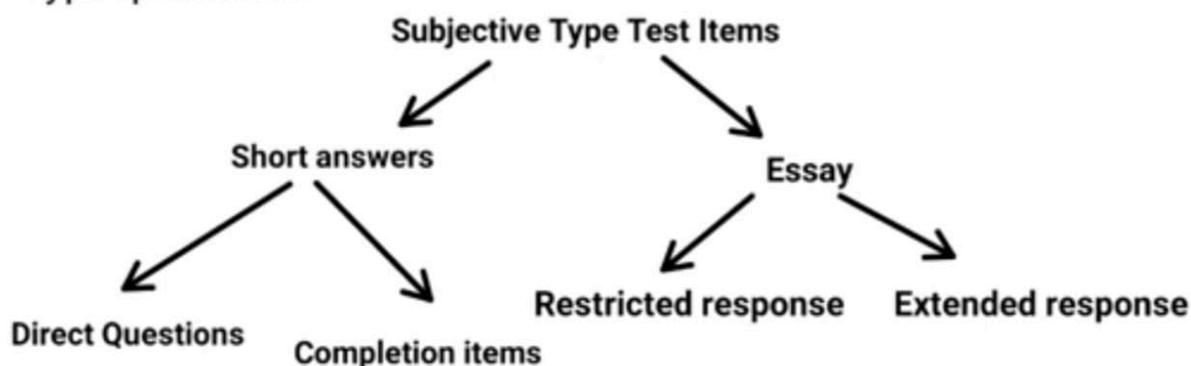
Assess potential to learn or perform certain tasks.

Examples: IQ Tests, GRE

2. **Subjective Type Test Items:**

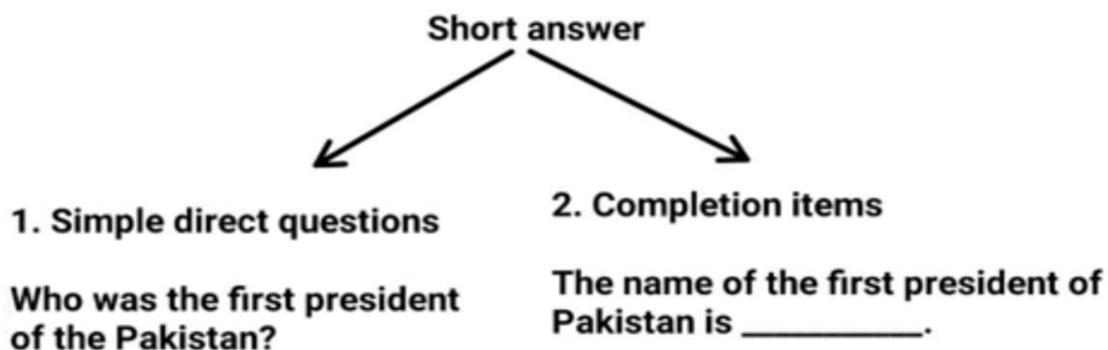
Subjective Type / Supply Type Items:

The instructor is able to determine the students' level of generalized knowledge of a subject through the use of supply-type questions.



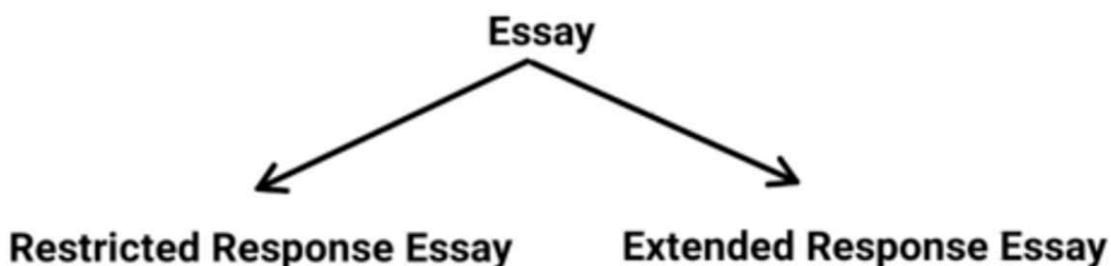
1. Short Answers:

Student supplies a response to a question that might consist of a single word or phrase.



2. Essay:

Essay questions are supply or constructed response type questions and can be the best way to measure the students' higher order thinking skills, such as applying, organizing, synthesizing, integrating, evaluating, or projecting while at the same time providing a measure of writing skills.



1. Restricted Response / Short Response Essay:

An essay item that poses a specific problem for which a student must recall proper information, organize it in a suitable manner, derive a defensible conclusion, and express it within the limits of posed problem, or within a page or time limit, is called a restricted response essay type item.

Example:

Compare advantages and disadvantages of lecture teaching method and demonstration teaching method.

2. Extended Response / Long Response Essay:

An essay type item that allows the student to determine the length and complexity of response is called an extended-response essay item. This type of essay is most useful at the synthesis or evaluation levels of cognitive domain.

Example

Identify as many different ways to generate electricity in Pakistan as you can? Give advantages and disadvantages of each. Your response will be graded on its accuracy, comprehension and practical ability. Your response should be 8-10 pages in length and it will be evaluated according to the RUBRIC (scoring criteria) already provided

3. Internal Test:

Internal tests are those given by the institution where the learner is taking the course.

They are often given at the end of a course in the form of a final exam.

4. External Tests:

External tests are those given by an outside body.

Examples: are PPSC, KPKPSC, SPSC, BPSC, AJKPSC, FPSC, IELTS, GRE, etc.

Objective Type Test Items

Difficulty Index:

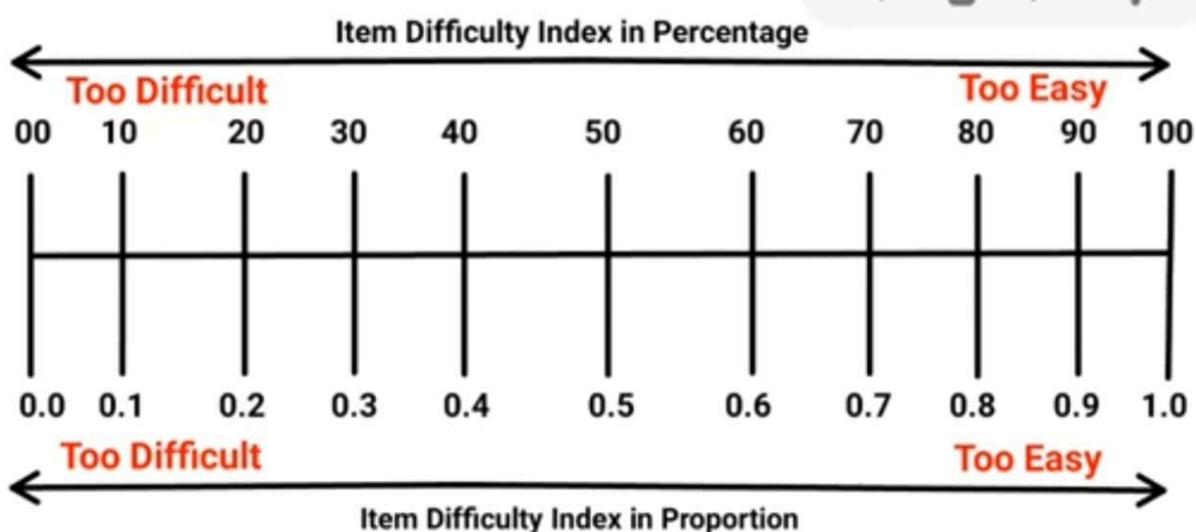
NTS Past papers Questions

1. The test item having an item difficulty level greater than 0.95 may be:

- A. Too difficult
- B. Too easy
- C. Easy
- D. Moderate
- E. Difficult

2. The item difficulty index = 60 indicates that:

- A. Item was very easy
- B. Item was easy
- C. Item was very difficult
- D. Item was moderately difficult



Item Difficulty Index:

Item difficulty Index is defined as the percentage or proportion of test takers who correctly answer the item.

The item difficulty level or index is abbreviated as p.

$$\text{Item Difficulty index} = \frac{\text{Number of students who answered correctly}}{\text{Total number of students taking test}}$$

Number of students who answered an item correctly = 50

Total number of students taking test = 50

Item Difficulty Index = ?

$$\text{Item Difficulty Index} = \frac{50}{50}$$

$$\text{Item Difficulty Index} = 1.0$$



A very high value indicates that item was too easy that is why all students answered correctly.

Number of students who answered an item correctly = 0

Total number of students taking test = 50

Item Difficulty Index = ?

$$\text{Item Difficulty Index} = \frac{0}{50}$$

$$\text{Item Difficulty Index} = 0.0$$



A very low value indicates that item was too much difficult that is why none of students answered it correctly.

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