

## PAST QUESTIONS JULY 2006 SECTION A

1. Which of the following statements about measurement and assessment is true?
  - a. Measurement is continuous but assessment is than at the end of instruction
  - b. Measurement involves the people but assessment is than by the teacher only
  - c. Measurement involves figures only and assessment involves words only
  - d. Measurement provides data for assessment
2. Which of the following definitions is not most suitable for a test?
  - a. A list of written questions
  - b. A device used by teachers and others to ascertain a person's achievement
  - c. A set of questions used to find out the level of learning that has been achieved by a person
  - d. A systematic method of gathering data for the purpose of making intra- or inter individual comparisons.
3. Which of the following statements is most appropriate for evaluation?
  - a. The act of finding out the quality of a curriculum or programme
  - b. It is the general process of making judgments and decisions
  - c. A means of determining the consistency of a learner's performance
  - d. A situation where performance is constantly measured and assessed
4. Which of the following statements best defines formative evaluation?
  - a. It involves a series of tests that are conducted at the end of a topic
  - b. The type of evaluation that is used to form an opinion about the attitude of pupils.
  - c. It is used to gather information about a pupil along the way
  - d. It involves monitoring the quality of tests administered to pupils so as to improve them
5. Which of the following statements best defines summative evaluation?
  - a. It involves putting together all the evaluations made on a pupil
  - b. It is used for terminal judgment of worth or appropriateness.
  - c. It is evaluation that is designed to find out the quality of teaching
  - d. It is an evaluation of the process rather than the product of teaching
6. Modern assessment is based on two approaches. These are..... approaches.
  - a. criterion- referenced and norm- referenced
  - b. process and product
  - c. direct and indirect assessment
  - d. internal and external
7. Which of the following concepts can be defined as a statement of desired change in pupils behavior, knowledge or affect?
  - a. Earning
  - b. Achievement
  - c. Educational objective
  - d. All of the above
8. Bloom (1956) proposed a taxonomy of objectives. List the hierarchy of cognitive objectives he proposed from the lowest (a) to the highest (f).
  - a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
  - f. ....
9. State three characteristics that a good instructional objective must possess.
  - a. ....
  - b. ....
  - c. ....
10. When a test specifically measures what was learned by the pupil, it is said to be
  - a. consistency
  - b. reliable
  - c. valid
  - d. a precision instrument
11. When a test produces consistent results whenever it is used, it is said to be.....

- a. consistence            b. reliable            c. valid            d. a precision instrument
12. One way to get a balanced assessment of topics you teach is to design a table showing the number of test items needed for each topic. What is the name of this table?
- a. Table of assessment            b. Operational matrix  
c. Item analysis table            d. Table of specifications
13. In a multiple choice test item, the statement that poses the question is known as .....
- a. the stem            b. the base            c. the premix            d. the case
14. In a multiple choice objective item, the optional answers provided after the question are known as...
- a. choices            b. deciders            c. answers            d. alternatives
15. In a multiple choice test item, there is always one best answer and some incorrect answers. The incorrect answers are referred to as.....
- a. spillovers            b. distracters            c. deviators            d. wrong options
16. The form of objective questions where pupils are expected to provide their own answers instead of selecting from a list are called items.
- a. answering            b. supply            c. filling-in            d. written

#### APRIL 29, 2008 SECTION A

1. The process of monitoring pupils progress to find out how they can be helped to learn better is termed.....
- a. diagnosis            b. evaluation            c. guidance            d. prediction
2. One difference between criterion- referenced tests and norm- referenced tests is that norm-referenced test use.....
- a. absolute standards            b. classroom test standards  
c. raw standards            d. relative standards
3. The part of the education of an individual which is concerned with emotions and attitudes is referred to as the.....domain.
- a. aesthetic            b. affective            c. cognitive            d. psychomotor
4. At which point in curriculum implementation should test items be designed?
- a. After content delivery            b. After statement of objectives  
c. At the evaluation stage            d. Halfway through the content.
5. When a teacher writes a lesson objectives requiring pupils to summarize what has been taught in their own words, what category of learning will you put this under?
- a. Analysis            b. Application            c. Comprehension            d. Knowledge
6. Which domain of educational objectives do the following classifications refer to?  
Receiving, Responding, Valuing, Organization.
- a. Affective domain            b. Cognitive domain  
c. Psychomotor domain            d. None of the above
7. Testing in which attainment is measured in terms of specific levels of mastery is known as.....
- a. criterion- referencing            b. norm- referencing  
c. post- testing            d. pre- testing
8. Which of the following factors should we consider most when we are writing lesson objectives?
- a. Content of what we are going to teach            b. Form or structure of the statement we write  
c. Length of the statement of objectives            d. Relevance of what we intend to teach
9. Which of the following question statements will be the best as an objective test item?
- a. Kwame Nkrumah was.....  
b. The first president of Ghana was.....  
c. The name of the first president of Ghana was.....  
d. Who was the first president of Ghana?

10. In writing good True- False items for a test, it is not advisable to use.....
- specific determination
  - positive
  - your own words
  - familiar language
11. To judge the content validity of test, we look at the relationship between the objectives and the.....
- domain
  - grade
  - format
  - valid
12. When a test yields the same results when taken again by the same pupils under the same conditions. It is said to be.....
- adequate
  - consistence
  - reliable
  - valid
13. An objective test in which pupils select the most appropriate answer from a set of alternate responses is called
- matching
  - multiple choice
  - short answer
  - supply
14. In an objective test item where there is one best answer and several incorrect answers, the incorrect answers are referred to as.....
- deviators
  - distracters
  - foils
  - stems
15. Which of the following might occur if an essay question was poorly structured?
- It will prevent reliable grading
  - It will lower the validity of test.
  - It may yield a variety of answers
  - The responses may be short
16. The score which occur most often in a set of marks is called.....
- mean
  - median
  - mode
  - frequency
17. The difference between the highest and the lowest scores of a set of marks is called.....
- mean
  - median
  - range
  - scale
18. Which of the following is an advantage of using essay item?
- They enable the pupil to integrate information
  - They measure more of the pupils information
  - They take less time
  - Using them increases content validity.
19. In test development, the table of specifications is used mainly to improve the..... in/of the questions set.
- balance
  - objectives
  - relevance
  - specificity.
20. In a perfectly symmetrical distribution, which one of the following statement is true? The mean.....
- and the median will be equal
  - and the mode will be equal
  - will be greater than the median
  - will be less than the median
21. Which of the following statements about research is true?
- All problems are researchable
  - All research problems must fit the requirements of the scientific method
  - Any problem built entirely around activity is a research problem
  - Whenever a statistical formula is used to organize, arrange and present data, it is a research.
22. For a problem to be researchable, it must demand.....
- a gathering and arrangement of data into a certain form
  - an assignment of values to identified variables in an organized form
  - an interpretation of data leading to a discovery of fact.
  - statistical statements comparing two or more group of data.
23. The sources of literature review for research are classified into two. These are.....sources.
- book and journals
  - primary and secondary
  - print and electronic
  - theoretical and empirical
24. If you have socio- economic background as a variable in your research, how will you categorize the different backgrounds?



**JULY 17, 2008**

**SECTION A**

1. Assessment in education is a process for
  - a. conducting continuous assessment in order to council students.
  - b. evaluating how well teaching and learning are progressing.
  - c. imparting to student, curricular and teaching.
  - d. obtaining information for school decision making
2. Continuous assessment is explained as daily process of gathering information about
  - a. how student perform in the classroom
  - b. students' ability in the various subject
  - c. students' progress in achieving instructional objectives
  - d. teaching and learning towards stated objectives.
3. A process in which Mr. Mensah rented the essays of his students and assigned scores could be termed:
  - a. continuous assessment
  - b. evaluation
  - c. measurement
  - d. testing
4. The scale of measurement Mr. Ansah used in testing his students in mathematics was
  - a. interval scale
  - b. nominal scale
  - c. ordinal scale
  - d. ratio scale
5. Gathering and processing quantitative and qualitative data for judgment and decisions on effectiveness of what is taught is termed
  - a. assessment
  - b. evaluation
  - c. measurement
  - d. testing
6. Assessment that focuses on skills learners acquire, as they go through the education process, refers to
  - a. education goals
  - b. education outcomes.
  - c. instructional objectives,
  - d. taxonomies
7. In her assessment of students Mrs. Memuna focused on motor skills and perceptual processes. Her objective of assessment is
  - a. affective
  - b. cognitive
  - c. education of the heart
  - d. psychomotor
8. The easy writing exercise over a period of time revealed many times that Kofi had difficulty spelling and writing words correctly. This illustrate one characteristics of continuous assessment as being
  - a. comprehensive
  - b. cognitive
  - c. diagnostic
  - d. systematic
9. Continuous assessment has the advantage of
  - a. encouraging students to work hard
  - b. helping teachers to keep comprehensive records
  - c. presenting lessons in an interesting manner of student
  - d. sorting students into groups of lazy and hard working
10. Which of the following satisfies the requirement of suitable instructional objectives?
  - a. After the lesson, the student must understand.....
  - b. By the end of the lesson, the student must be able to state.....
  - c. By the end of the lesson, the student will know how to.....
  - d. By the end of the lesson the student should appreciate.....
11. The classroom teacher should understand some statistics to be able to
  - a. analyze test scores with student
  - b. fill in continuous assessment records
  - b. present and interpret test scores meaningfully
  - d. work test scores with parents
12. The score in the distribution that occurs most frequently is
  - a. the mean
  - b. the median
  - c. the mode
  - d. the standard deviation
13. In writing multiple choice item the item should contain
  - a. the tentative answer
  - b. the essence of the problem
  - c. the keyed alternative
  - d. the response and the option

14. The following is a list of scores: 94 90 90 90 81 70 65 56 30. Find the median.  
 a. 90            b. 81            c. 70            d. 65
15. Which of the following is NOT a source of Research Problem?  
 a. Ambiguous moral position                      b. Experience  
 c. Relevant Literature                                d. Theory based
16. Which of the following is a good researchable topic?  
 a. Financial problem of J H S 2 students.  
 b. Good moral behavior of students.  
 c. Home environment of students  
 d. Relationship between study habits and school achievement.
17. One reason for reviewing related literature is to  
 a. disprove what has been studied earlier,  
 b. help the researcher to interpret the significance of their studies  
 c. include a series of quotations and abstracts.  
 d. only confirm what others have studied
18. What is the range of the following set of scores?  
 76 30 15 89 50 12 60 13 23 81 41?  
 a. 77                      b. 60                      c. 41                      d. 12
19. One advantage of open-ended item is that  
 a. It is difficult to interpret                      b. it is not reliable  
 c. it is valid    d. it provides indirect responses

**AUGUST 12, 2008**

**SECTION A**

1. Mr. Ofori observed his student during a science laboratory session to determine how effective students can carry out experiments. Mr. Ofori  
 a. assessed his student' performance                      b. measured his students' performance  
 c. tested his students' performance                      d. inspected his students' performance
2. Which of the following statements best illustrates the concept of evaluation?  
 a. Aku's score on an end of year examination is 70%  
 b. Aku's performance in the end of year examination was very good  
 c. Aku's teacher recorded her grade which is A.  
 d. Aku's teacher failed to score her grade
3. For feedback to students to be very effective, the teacher should ensure that  
 a. parents and guardians receive reports on their children  
 b. students review their performance to correct their mistakes  
 c. students are provided with their scores promptly  
 d. the school assembles for the result.
4. The criterion that is most important in selecting an assessment procedure to be used is  
 a. accuracy of the procedure  
 b. the reliance of the procedure on the characteristics being measured  
 c. objectivity of the procedure to be used  
 d. convenience of the procedure
5. One principle of assessment that underlies the introduction of continuous assessment in basic schools in Ghana is  
 a. ensuring relevance of assessment procedures  
 b. ensuring that a more comprehensive information is obtained on the student  
 c. making the assessment appropriate.

- d. specifying what is to be assessed.
6. The interval scale of measurement is used when  
 a. determining position in a 100- metres race.    b. ranking students  
 c. referring to a category a student belongs    d. testing student
7. Making decisions about a teacher's effectiveness in class could be through  
 a. assessment    b. evaluation    c. measurement    d. testing
8. What student acquire at the end of their learning could be termed  
 a. educational goals    b. educational outcomes  
 c. instructional objectives    d. taxonomies
9. Mr. Ofori's objectives of assessment in which he focused on the emotional behavior of student is  
 a. effectiveness    b. cognitive    c. education of the heart    d. psychomotor
10. Continuous assessment has the advantage of  
 a. encouraging students to work hard,  
 b. helping students to keep comprehensive records  
 c. presenting lessons in an interesting manner  
 d. sorting students into groups of lazy and hard working
11. One of the requirements of a good institutional objective is that it should be  
 a. achievable    b. unique    c. broad    d. continuous
12. The classroom teacher should understand some statistics to be able to  
 a. analyse test scores with student  
 b. fill in continuous assessment  
 c. present and interpret test scores meaningfully  
 d. work test scores with parents
13. Which of the following is the most specific?  
 a. Ultimate aims    b. Educational goals  
 c. Educational outcomes    d. Educational objectives
14. The need of the society are reflected in the  
 a. educational goals    b. educational outcomes  
 c. instructional objectives    d. learning objectives
15. The following is a list of scores:  
 93    89    89    89    80    69    64    54    29. Find the mode.  
 a. 93    b. 89    c. 80    d. 64
16. Which of the following will not negatively affect the reliability of assessment results?  
 a. Complex working of items    b. Differential motivational level of candidates.  
 c. High test difficulty level    d. Uniform testing of candidates.
17. Many students in the class performed on the reading test because the instructions on how to respond or record answers were unclear. This could affect  
 a. content    b. reliability    c. scores    d. validity
18. A study in which a researcher manipulate a factor to determine it effect on another factor can be described as  
 a. action research    b. case study  
 c. experimental research    d. non- experimental research
19. One reason for literature review is to  
 a. disprove what has been studied early  
 b. help the researcher to interpret the significance of their studies  
 c. include a series of quotations and abstracts  
 d. only confirm what others have studied
20. What is the range of the following set of scores?  
 71    25    10    88    45    7    55    8    18

- a. 81                      b. 78                      c. 55                      d. 7
21. One advantage of the open- ended is that it
- a. is reliable                      b. is valid  
c. provides direct responses                      d. provides greater depth of response
22. Researchers usually sample from
- a. accessible population                      b. available population  
c. random numbers                      d. target population
23. Which of the following is non- probability sampling?
- a. Purposive                      b. Simple random                      c. Stratified                      d. Systematic
24. Aba has not mastered the skill of subtraction in mathematics using the place value. This statement is
- a. criterion- referenced interpretation                      b. norm - referenced interpretation  
c. performance assessment                      d. summative evaluation.
25. An example of a categorical variable is
- a. achievement                      b. aptitude                      c. gender                      d. height
26. In norm- referenced interpretation, each student's performance is compared to
- a. only student in the lower group (the poor students)  
b. student in the middle group (the average student)  
c. the performance of the student in his or her class  
d. the same performance standard set by the teacher
27. A closed- ended questionnaire is
- a. different from an unstructured interview  
b. different from an interview guide  
c. not different from a structured interview  
d. none of the above
28. Data reduction, presentation, cross tabulation, and interpretation, may be termed
- a. audition                      b. coding                      c. designing                      d. editing
29. Which of the following effects can be minimized by scoring essays without knowing the name of the student whose essay is being graded?
- a. Bluffing                      b. Carry over                      c. Halo                      d. Rater drift

**JULY 16, 2009**

**SECTION A**

1. The process of gathering data about pupils and interpreting the information to make decision is termed
- a. assessment                      b. evaluation                      c. formative                      d. test
2. The assessment procedures that goes hand- in- hand from the beginning of the instructional period to the end of the instructional period is
- a. continuous assessment                      b. formative assessment  
c. summative assessment                      d. measurement assessment
3. An instrument for observing and describing characteristics of a student using numerical scale is termed as
- a. assessment                      b. evaluation                      c. measurement                      d. test
4. The step in measurement under which the determination of a set of operations by which the attribute being measured manifest is
- a. first                      b. forth                      c. third                      d. second
5. What should the teacher first pay attention to before selecting a particular technique to us in assessing students?



- a) Content level of the class  
b) Difficulty level of the class  
c) Use of the assessment result  
d) None of the above
6. Under what criteria is the question, “Is this the best way to test for the desired knowledge or skills?”, considered when evaluating a test.  
a) Fairness                      b) Effectiveness                      c) Clarity                      d) Practicality
7. One of the most crucial decisions the test constructor has to make is related to the question “Why am I testing?” This decision is taken when the test constructor is determining  
a) the purpose of the test                      b) the item format  
c) what is to be tested                      d) the directions of the test
8. A teacher gave a mid- term examination to her pupil and used it to improve her students’ learning. The mid- term examination served as  
a) formative evaluation of her method                      b) formative evaluation of the student  
c) summative evaluation of student                      d) summation evaluation of her methods
9. For feedback to pupils of assessment to be every effective, the teacher should make sure that  
a) feedback of assessment is provided to the pupil promptly  
b) parents and guardians receive report on their wards  
c) pupils receive the exercises to correct their mistakes  
d) parents review their wards performance to correct their mistakes
10. Which of the following is a graphical representation of assessment results?  
a) Cumulative frequency                      b) Frequency distribution table  
c) Grouped frequency table                      d) Histogram of assessment result
11. After an end of term test, a teacher compiled the result and found the average class performance in mathematics to be 46%. This action is best described as  
a) assessment                      b) evaluation                      c) measurement                      d) test
12. Why is continuous assessment comprehensive?  
a) It covers all subject thought in class  
b) It covers all the learner’s performance over a period of time  
c) It involves all the three objective domain  
d) It provides all information about the learner
13. A cognitive level objectives which enables learners to create new things from different knowledge acquired is  
a) analysis                      b) application                      c) evaluation                      d) synthesis
14. Which of the following instructional objectives is behavioural? By the end of the lesson pupils will be able to:  
a) compose a new song                      b) listen to a conversation  
c) recognize a fraction                      d) none of the above
15. All the following are formative evaluation except  
a) assignment                      b) class test                      c) class work                      d) end of term test
16. Identify the defect of the item that follows: “Multiple choice is an objective item format preferred by many teachers because it is easy to write. True or False”.  
a) There are only two options  
b) The language of the statement is not clear  
c) The statement contains more than one fact  
d) The options are not consistent with the stem
17. The general products of learning outcomes are known as  
a) educational goals                      b) educational outcomes  
c) instructional objectives                      d) learning objectives
18. Which of the following is a limitation of completion or short answers type?  
a) It help pupils to resort to role learning

- b) It is sometimes difficult to get clusters that are alike  
 c) It is useful in assessing students' knowledge of definitions  
 d) It minimizes the likelihood of pupil guessing
19. What is the major disadvantage of using extended response essay item in the classroom?  
 a) Difficulty in constructing item                      b) Elimination of guessing  
 c) Results are difficult to interpret                      d) Subjectivity in scoring
20. Which of the following effect can be minimized by scoring essays without knowing the identity of the pupil whose essay is being scored?  
 a) Bluffing                      b) Carryover                      c) Halo effect                      d) Rater drift
21. Which of the following best explains the meaning of educational research?  
 a) A systematic method of gathering and interpreting information in education  
 b) A way of generating solution to education problems  
 c) Different methods applied to educational issues  
 d) Empirical method of data generation in education
22. A process of obtaining knowledge in which ways of doing things or handling problems are passed on from one group to another is termed  
 a) authority                      b) logic                      c) personal experience                      d) tradition
23. A variable that affects the outcome of the independent variable but is not known to the researcher and therefore not controlled is termed  
 a) confounding                      b) categorical                      c) dependent                      d) extraneous
24. The sample used by researchers in their research work is usually selected from  
 a) assessable population                      b) available population  
 c) random numbers                      d) target population
25. Sampling procedures which is used to select a sample based on specific characteristics is known as  
 a) purposive sampling                      b) simple random sampling  
 c) Stratified sampling                      d) systematic sampling
26. Delimitation of a study refers to the  
 a) confines of the study                      b) current status of phenomena  
 c) geographical area of the study                      d) limitation of the study
27. Objectivity, verification, control of bias and precisions are characteristics of  
 a) generalization                      b) scientific enquiry  
 c) theoretical explanation                      d) theories
28. The sampling procedure whereby the researcher begins the research with a small number of individual who have characteristics that are required and are available to the researcher is  
 a) convenience sampling                      b) purposive sampling  
 c) quota sampling                      d) snow- ball sampling
29. Observers will vary in the degree to which they are  
 a) are trained for conducting the study                      b) are involved with participants in the study  
 c) are influenced by experimental bias                      d) interact with the participant
30. In the teaching learning process assessment is very necessary,  
 a) True                      b) False
31. Measurement is always necessary for evaluation,  
 a) True                      b) False
32. The difference between action research and applied research is that action research can be carried out on a large sample resulting in universally applicable findings  
 a) True                      b) False
33. Which is the standard deviation of a class of thirty where everybody has 15 out of 20 items correct?  
 a) 5                      b) 0                      c) 15                      d) 35
34. Among the measures of dispersion, which one is the most important

- a) interquartile range                      b) range                      c) standard deviation                      d) variance

35. List two importance of the mean

- i. ....  
 ii. ....

36. List the two basic categories of the objective test.

- i. ....  
 ii. ....

37. List one importance of the median

- a. ....

**JULY 15, 2010**  
**SECTION A**

1. The process of assessment in education involves
  - a) conducting continuous assessment in order to council students
  - b) evaluating how well teaching and learning are progressing
  - c) imparting to student curricular and teaching
  - d) obtaining information for school decision making
2. Which types of evaluation involves obtaining evidence to guide in improving the instructional process in an in- service training programme.
  - a) Criterion- referenced                      b) Formative
  - c) Norm- referenced                      d) Summative
3. Which of the characteristics of the continuous assessment provides a procedure for the total personality development of the pupil?
  - a) Comprehensive                      b) Cumulative                      c) Diagnostic                      d) Systematic
4. A constant and continual monitoring of a student's performance is done during continuous assessment in schools. This implies that continuous assessment is
  - a) comprehensive                      b) cumulative                      c) diagnostic                      d) systematic
5. The principal of Might Training College at Asempakrom interviewed 200 applicants for admission into the Training College. Eight of them made the grade and were admitted. What type of decision did the principal take?
  - a) Counseling and guidance                      b) Instructional management
  - c) Placement                      d) Selection
6. Which of the following variables represents an interval scale?
  - a) Age                      b) Leadership                      c) Qualification of worker                      d) Socio- economic status
7. What is wrong with the item below? Mount Kilimanjaro is
  - I. The highest mountain in Africa
  - II. The highest mountain in West Africa
  - III. The only mountain in East Africa
  - IV. A mountain located in East Africa
  - a) The content of the option is not homogenous
  - b) The score issue is not in the stem
  - c) The item is ambiguous
  - d) The key in the option is obvious
8. To what percentage are all continuous assessment scores currently converted at the end of each term in Ghanaian basic schools?
  - a) 3%                      b) 40%                      c) 60%                      d) 70%
9. What principle underlines the practice of continuous assessment in Ghanaian schools?

- a) Ensuring relevance of the assessment procedures
  - b) Obtaining a more comprehensive information on pupil
  - c) Making assessment appropriate
  - d) Specifying what is to be assessed.
10. Which of the following questions, when answered by teacher, will first ensure a good instructional objective?
    - a) Did the objective indicate relevance?
    - b) Did the objective indicate time bond?
    - c) Did the objective indicate what the child can do?
    - d) Did the objective indicate what the child should do?
  11. Which of the following methods of estimating test reliability measures stability of the scores over a period of time?
    - a) Coefficient alpha
    - b) Equivalent forms
    - c) Split- half
    - d) Test- retest
  12. The best assessment techniques used by teachers to evaluate pupil's attitude is
    - a) assignment
    - b) interview
    - c) observation
    - d) questionnaire
  13. Clues to the best or correct answers to the objective test are known as
    - a) foils
    - b) key option
    - c) response
    - d) specific determiners
  14. The process of assigning numbers to the attributes or traits possessed by a person according to specific rule is
    - a) assessment
    - b) evaluation
    - c) measurement
    - d) test
  15. A table of specification in test construction matches the course content with the
    - a) choice of appropriate format
    - b) direction of the test
    - c) instructional objectives
    - d) scoring key
  16. Which term refers to the process of monitoring pupil's progress to find out how they can be helped to learn?
    - a) Diagnosis
    - b) Evaluation
    - c) Guidance
    - d) Measurement
  17. After testing her pupils in mathematics in basic schools, the teacher reported that the class mean was 65%. This can be described as
    - a) Assessment
    - b) Evaluation
    - c) Measurement
    - d) Testing
  18. A teacher in JHS 2 scores pupils' responses to the end of term examination, script by script. Which of the following effect is enhanced?
    - a) Bluffing
    - b) Carryover
    - c) Halo
    - d) Rater drift
  19. The method which involves observing specific instance and then making generalization is
    - a) authority
    - b) deduction
    - c) experiment
    - d) induction
  20. Which stage in a research process does the researcher gather relevant information for solution to a problem?
    - a) Data analysis
    - b) Data collection
    - c) Instrument development
    - d) Questionnaire
  21. As a teacher, how best can research help you to improve your practice? By
    - a) acquiring research skills
    - b) establishing knowledge
    - c) helping student know what they are thought
    - d) indicating what works
  22. Which of the following is the general purpose of research in education? To
    - a) assemble knowledge
    - b) enable people earn higher qualification
    - c) encourage authorship
    - d) generate new pedagogical knowledge
  23. One problem of the structured interview is that
    - a) all interviewees may not be asked the same question
    - b) all interviews are often too long
    - c) all questions are asked in the same order
    - d) answers are recorded in the interviewees own words
  24. The following are characteristics of scientific methods except,

- a) control of biases
  - b) precisions
  - c) unwilling to alter beliefs
  - d) verification
25. Which of these sampling procedures is likely to produce the most biased sample?  
a) Cluster                              b) Convenience                              c) Stratified                              d) Systematic
26. A teacher conducted a study to determine which grouping procedure result in the highest achievement for all students in the class. Which type of research did the teacher adopt?  
a) Action research                              b) Analytical research  
c) Applied research                              d) Evaluation research
27. Which section of the research proposal considers the aspect of the problem that the study is going to focus on and those that will not be covered?  
a) Delimitation                              b) Limitation  
c) preliminary definition of terms                              d) Significance of the study
28. Which of the following is not a roll of related literature in research project?  
a) Avoiding unintentional replication                              b) Clarifying contradictory results  
c) Defining the frontiers                              d) Placing the questions in perspective
29. What is the value of the mode of the following set of scores;  
8, 6, 2, 10, 8, 5, 8, 4.  
a) 2                              b) 4                              c) 5                              d) 8
30. The most importance of the measures of location is  
a) median                              b) mean                              c) mode                              d) none of the above
31. Announcement regarding the time remaining or used by students may distract students' attention. It must therefore be discouraged.  
a) False                              b) True
32. Where educational system is devoid of assessment it is likely to be more motivating to students in learning than the one in assessment.  
a) False                              b) True
33. The recommended sequence for reviewing related literature in research is locating secondary sources, searching for index, and identifying key terms.  
a) False                              b) True
34. The target group about which the researcher is interested in obtaining information and drawing conclusion is known as
35. The two basic categories of objective test are.....and.....
36. A carefully selected subset of the unit that comprise the study population is the .....
37. A test which assess what the teacher has taken pupils through in terms of topic and content is .....test.
38. If the variance of the set of scores is 25 then the standard deviation is .....

**JULY 14, 2011**  
**SECTION A**

1. The best or correct answer in an objective test are called.....  
a) foils                              b) key                              c) response                              d) specific determination
2. Mr. Mensah wanted to define assessment to his student. Which of the following will be appropriate for him to use?  
a) Analysis information to make decision to student.  
b) Disseminating information to make decisions about students.  
c) Interpreting information to make decision about students.  
d) Obtaining information to make decisions about students.

3. Which of the following concepts of assessment will Marne Afua use to describe characteristics of pupil?
  - a) Assessment
  - b) Evaluation
  - c) Measurement
  - d) Test
4. Which of the following is the most appropriate to use when measuring student learning?
  - a) Interval
  - b) Normal
  - c) Ordinal
  - d) Ratio
5. Mr. Otibu after assessing his student on topics treated in mid- term examination, used the results to promote his grade. Which of the following procedures describe the method used by him?
  - a) Achievement
  - b) Formative
  - c) Performance
  - d) Summative
6. Which of the following is not a major purpose of assessment?
  - a) Classification decisions.
  - b) Feedback to the teacher
  - c) Planning and organization of instruction.
  - d) Instructional
7. Mr. Bonney in writing pupils' reports described how his pupils value schooling or learning. He can do this best in reports.
  - a) attitude
  - b) conduct
  - c) cumulative
  - d) interest
8. Why did Mama Adzo deem it necessary to specify what she wants to assess? To ensure
  - a) easiness in the development procedures
  - b) the reliability of the procedure to be used
  - c) the validity of the procedure to be used
  - d) more comprehensive information on pupils.
9. One of the main conditions that an instructional objective should satisfy is
  - a) ) broad
  - b) criteria
  - c) continuous
  - d) unique
10. At which point of curriculum implementation should test items be designed?
  - a) After content delivery
  - b) After statement of objective
  - c) At the evaluation stage
  - d) Half way through the content
11. A teacher writes a lesson objective requiring pupils to summaries what has been thought in their own words what category of learning objective will be placed?
  - a) Analysis
  - b) Application
  - c) Comprehension
  - d) knowledge
12. A test in which attainment is measured in terms of specific levels of mastery is known as
  - a) criterion- referencing
  - b) norm- referencing
  - c) post- testing
  - d) pre- testing
13. Which type of evaluation involves obtaining evidence to guide the improvement of the instructional process in the classroom?
  - a) Criterion- referenced
  - b) Formative
  - c) norm- referenced
  - d) Summative
14. Decisions on students are based on all the scores obtained through the teaching learning activities. With regards to this, which of the following is the best summary for the ideas on continuous assessment?
  - a) Comprehensive
  - b) Cumulative
  - c) Diagnosis
  - d) Systematic
15. Which of the following assessment procedures would be least affected by blind guessing by students?
  - a) completion- type items
  - b) Matching- choice items
  - c) Multiple- choice items
  - d) True- false items
16. A teacher, during assessment and research examination, marked students' responses script by script. Which of the following effect is enhanced?
  - a) Bluffing
  - b) Carry over
  - c) Halo
  - d) Rater drift
17. Optional questions in easy tests are undesirable because
  - a) premium is placed on writing
  - b) scoring becomes tedious
  - c) students' right to choose is infringed upon
  - d) students' are assessed in non-comparable ways

18. Which of the following best governs the number of options a tester can use in multiple test- item?  
 a) Age of students.                                  b) Quality of distracters available  
 c) The skill to be tested                              d) The number of questions in the test.
19. What does objectivity in a test relate to?  
 a) Format of it items                                  b) Length of the test items  
 c) Scoring of students' responses                d) Time students use to complete test
20. The directions that are provided to student when assembling teacher made objective test items include the following except  
 a) the consequences of students' failure      b) the number of points for each test item  
 c) what should be done about guessing      d) where answers should be written

**JUNE 28, 2012**

**SECTION A**

- Which of the following is a process of collecting information to help the teacher decide the degree to which his/ her students have achieved in the objectives?  
 a) Assessment      b) Evaluation                      c) Measurement                  d) Test
- Which type of evaluation involves obtaining evidence to guide in improving the instructional process in an in-service training workshop?  
 a) Criterion- referenced      b) Formative                      c) Norm- referenced              d) Summative
- A headmaster of senior high school observed her staff during a working session to determine how effective staffs can carry out duties in a firm. The operation manager  
 a) assessed her staff performance                      b) evaluated her staff performance  
 c) measured her staff performance                      d) tested her staff performance
- Which of the following approaches to interpretation of test scores helps the teacher to diagnose specific learning problems to pupils?  
 a) Continuous assessment                                  b) Criterion-referenced  
 c) Formative evaluation                                      d) Norm- referenced
- In the classification of educational objectives of the cognitive domain, the ability to paraphrase, interpret and suggest consequences from information is referred to as  
 a) analysis                                  b) application                      c) comprehension                  d) knowledge
- Which of the following statements implies a norm- referenced interpretation of test result?  
 a) Assor has mastered eye movement skills in reading  
 b) Dan scored 100% in the second quiz of assessment  
 c) Eunice is above average in reading  
 d) Yao answered only 40 of the 100 test in English
- Which of the following concept can be defined as statement of desired change in behavior, knowledge or effect?  
 a) Achievement      b) Average weight of objects      c) educational objectives      d) Learning
- Under what criterion of test evaluation is the question: "Is the use of item the best way to test for the desired knowledge or skills?  
 a) Clarity                      b) Efficiency                      c) Fairness                      d) Practicality
- Which of a scale(s) of measurement is/ are useful to apply for representing data by histogram?  
 I. Interval  
 II. Nominal  
 III. Ordinal  
 IV. Ratio  
 a) I only      b) IV only                      c) I and IV                      d) I, III, IV
- When a frequency polygon of an end of term examination is positively skewed, it implies that performance is

- a) average                      b) high                      c) low                      d) normal
11. Martin's percentile rank in an end- of- year examination was 20. His actual examination score was 60. The information means that he performed worse than a certain percentage of pupils in the class. What is the percentage?  
 a) 20%                      b) 40%                      c) 60%                      d) 80%
12. Which of the following statement best describes a table of specification?  
 a) A table that shows a relationship between the test item to be constructed and domains of learning,  
 b) A table that identifies content to be examined and guides the test developer on how to set the item.  
 c) A two- way chart which relates the behavioural outcome element with the content element of objectives.  
 d) A two way chart which relates the domains of learning with the domains of content established in the objectives.
13. Which of the following variables can be classified as interval?  
 a) Religious affiliation                      b) Religion of a country  
 c) Parental occupation                      d) Assessment achievement
14. Which of the following least governs the number of distracters to be used in a multiple choice item?  
 a) Age of children                      b) Quality of distracters  
 c) Qualities of distracters available                      d) The nature of the material being tested
15. A major disadvantage of using the multiple- choice in the classroom is  
 a) its versatility                      b) teachers asking their student to score the test  
 c) the difficulties involved in administering                      d) the high rate of guessing
16. One strength of the essay- type test is that it is  
 a) appropriate of assessing narrow range of content area  
 b) appropriate for assessing students' ability to produce unique handwriting  
 c) best suited for higher- order mental processes  
 d) practical for testing small number of students
17. Long, medium or short term plans which spell out the type of traits and behavior to be assessed and the procedure for assessing them is specified in the practice of continuous assessment. This shows that continuous assessment is  
 a) comprehensive                      b) cumulative                      c) formative                      d) systematic
18. The results of formative evaluation are used primarily to  
 a) ensure effective students participation  
 b) make final judgments about the quality of instructional programme.  
 c) monitor learning and improve the instructional policies.  
 d) plan and evaluate test development.
19. Which of the following is not a principle for constructing True or False test?  
 a) Avoid words that tends to be clues to the current answer  
 b) Statements must be definitely true only  
 c) Statements must be original  
 d) Statements should be short simple and clear.
20. Which of the following statements below are test administration procedures?  
 I. Avoid given hints to student who ask about individual items.  
 II. Avoid distractions outside the testing environment.  
 III. Prepare students for test.  
 IV. Minimize test anxiety for students.  
 a) I and III                      b) I and IV                      c) II, III and IV                      d) I, III and IV



## July 2013

1. Mrs. Mensah observed her students during a music practical lesson to determine how effectively students could dance to Adowa music. This means that Mrs. Mensah
  - A. Assessed her student's performance
  - B. Measured her students' performance.
  - C. Tested her students' performance.
  - D. None of the above.
2. Which of the following variables would provide values in an interval scales
  - A. Achievement scores on an intelligence test.
  - B. Gender of students in assessment class.
  - C. Number of cars in Kotoku College of Education.
  - D. Type of mobile phones student.
3. Teacher Kofi after assessing his students in a mid-term examination on topics treated used the results to promote his pupils to the text grade. Which of the following types of assessment was conducted by teacher Kofi?
  - A. Achievement
  - B. Formative
  - C. Performance
  - D. Summative
4. The principal of Amasaman College of Education interviewed two hundred prospective students for admission in the College. One hundred and twenty of the interviewees who made the grade were admitted. What of decision did the principal make?
  - A. Counseling and guidance
  - B. Instructional Management
  - C. Placement
  - D. Selection
5. Which of these is not true of School Based Assessment (SBA)? It is
  - A. Based on core objective of the curriculum.
  - B. Formative assessment.
  - C. Summative assessment.
  - D. Teacher and student assessment.
6. After making a pupil's exercise, the teacher who wrote "well done". This expression can be best be describe as
  - A. Assessment.
  - B. Evaluation.
  - C. Measurement.
  - D. Testing.
7. In order to determine the reliability of her test, a teacter grouped the items into two using odd and even question numbers. Which of the reliability methods did the teachers adopt?
  - A. Inter-rater
  - B. Parallel forms
  - C. Measurement
  - D. Test retest
8. The response to the question, "How well do the assessment tasks represent the domain of important materials learnt during the instructional period" provides evidence for
  - A. Concurrent validity.
  - B. Construct-related validity.
  - C. Content-related validity.
  - D. Predictive validity.

9. Which of the following is a general principles of assessment?
- A. Assessment must provide information upon which decisions are based.
  - B. Assessment procedures must be relevant to the expected results.
  - C. Use of assessment techniques requires knowledge about user's expertise
  - D. Use of a variety of assessment instruments to obtain information about instruction.
10. A table of specification in test construction matches the course content with the
- A. Choice of appropriate format.
  - B. Direction of test.
  - C. Instructional objective.
  - D. Scoring key
11. An expert in assessment examined a college's end of term question. The expert complained about the use of words, clarity of questions and instructions and the suitability of the language to the level of the pupils. For all these, the expert was trying to ensure of the test.
- A. Consistency
  - B. Professionalism
  - C. Reliability
  - D. validity
12. Which of the following best shows the relationship between placement and selection?
- A. Placement does not involve rejection but selection does.
  - B. Placement involves rejection but selection does not.
  - C. Placement is the same as selection.
  - D. None of the above
13. Which of the following is the most specific?
- A. Educational goals
  - B. Educational outcomes
  - C. Instructional objective
  - D. Ultimate aims
14. In writing individual test items, one important general guide is that
- A. Excessive verbiage and complex sentences should be avoided.
  - B. Items should be well-formulated and vague.
  - C. Items should be written on the day of the examination.
  - D. The same number of items as will be administered should be prepared.
15. Statistics is important for classroom teachers because it
- A. Enable them to write appropriate objective
  - B. Help them to construct good test items.
  - C. Help them to evaluate students' grades.
  - D. Is useful for promotion and certificate.
16. A quartile deviation is a measure of the..... of statistical distribution.
- A. Central tendency
  - B. Relative position
  - C. Shape
  - D. Variability
17. The distribution of scores of a College of Education entrance examination was found to be with a means of 55 and standard deviation of 8. What is the median score for the group?
- A. 8
  - B. 50
  - C. 55
  - D. More information is required

18. Which of the following criteria in evaluating essay test items involves checking whether the items relate to the instructional objective
- Clarity
  - Fairness
  - Practicality
  - Validity
19. What is the major disadvantage of using the multiple-choice test item in the classroom?
- Guessing is eliminated
  - Items are difficult to construct.
  - Results are difficult to interpret
  - Scoring is subjective.
20. The process of examining students' responses to each test item to judge the quality of the items is called item
- Analysis
  - Difficulty
  - Discrimination
  - Evaluation
21. The process of educational research is to
- Collect data on educational phenomena.
  - Determine educational phenomena.
  - State educational phenomena.
  - Understand and explain educational phenomena.
22. The method of knowing involves observing specific instances and then generalizing from the instances is known as
- Deduction.
  - Induction.
  - Logic.
  - Verification.
23. How will you make use of research to determine the effectiveness of certain methods of doing things in the classroom?
- Asking people about methods.
  - Effective teaching.
  - Review of research methods.
  - All the above.
24. The section of a research report that presents inferences derived from the finding is known as
- Conclusions.
  - Recommendations.
  - Results.
  - Summary.
25. The first step in selecting sample is to
- Decide how to stratify the population.
  - Define the population.
  - Determine how to randomize.
  - Compile a list of the population.
26. A random sampling procedure that is typical of all probability sampling procedure is
- Cluster sampling.
  - Convenience sampling.
  - Simple random sampling
  - Stratified sampling

27. The review of literature is useful for
  - A. Determining the direction of the study.
  - B. Introducing the methodology to be used in the study.
  - C. Resolving contradictory findings.
  - D. Replicating a study.
28. Which of the following sources applies to research problems that are obtained as a result of reading journals, especially those that report the results of studies in their area of interest?
  - A. Development agencies
  - B. Literature
  - C. Replication
  - D. Text books
29. Which data collection technique would be most appropriate when one is dealing with young children in a study?
  - A. Interview
  - B. Questionnaire
  - C. Observation
  - D. All the above
30. Examining research data with the view to correcting mistakes in it is termed
  - A. Coding
  - B. Editing
  - C. Scoring
  - D. None of the above
31. Which of these is not part of the main body of a project report?
  - A. Results/finding
  - B. Summary, conclusion and recommendation
  - C. The table of content
  - D. The introduction
32. What is the range in the following set of scores?  
71    25    10    88    45    7    55    8    18    76    36
  - A. 81      B. 78              C. 55              D. 7

*Questions 33 to 35 are statements followed by True and False. Read each statement carefully and indicate whether it is **True** or **False** by circling the letter of the correct option.*

33. Without preparing a search plan, researcher is not likely to proceed systematically in conducting a study.      A. True                      B. False
34. Recommendations made at the end of a study should necessarily be limited to the findings of the study.      A. True                      B. False
35. An instructional objective should be long term oriented.                      A. True                      B. false

*For items 36 to 40, supply the appropriate answer in the specs provided*

36. A research problem is an issue that can be.....
37. A research problem can be stated in a statement and.....form
38. Testability is one of the.....of a research problem.
39. Doing a study following the procedures adopted in an earlier study knows as.....
40. In a class of 40 student scored 60% in statistics. What is the standard deviation?  
.....

## SECTION B

1. (a) State and explain any four reasons why the test blue print or specification table is important.  
(b) Discuss five ways in which essay tests are different from the objective tests.
2. (a) What is validity of a test?  
(b) Outline five factors in the assessment instrument itself that can affect validity and show how you will overcome them in your test.

## JULY 2014

1. What name given to systematic quantification or assignment of number to a behavior or performance of pupils?
  - A. Assessment.
  - B. Evaluation.
  - C. Measurement.
  - D. Test.
2. The following are the characteristics of formal assessment except
  - A. It has the same procedure for scoring.
  - B. It has the same procedure for interpreting scores.
  - C. It has items that can appropriately produce required information.
  - D. There are different ways for administering.
3. The frequency polygon is used in presentation of scores or distribution when one wants to know the.....
  - A. Accurate picture of the characteristics of the data.
  - B. Clear picture of two or more contracted frequency distributions.
  - C. Most typical score obtained.
  - D. Progress of the students' performance.
4. Which of the characteristics of continuous assessment consider the aggregate of pupils score over a period of study?
  - A. Comprehensive.
  - B. Cumulative
  - C. Guidance oriented
  - D. Systematic
5. Which of the following is not a guide for selecting item format?
  - A. Ages of testees.
  - B. Demand of the objectives
  - C. Number of items
  - D. Time available
6. One of the objectives of the "Assessment in Education" course is students will be able to use the principle of test construction to construct a good test" Under which of the Blooms classification of Cognitive level does this objective fall?
  - A. Analysis
  - B. Application
  - C. Knowledge
  - D. Synthesis
7. The assessment principle that evidence is provided for the interpretations and appropriate use of candidates' assessment result' places emphasis on
  - A. Fairness.
  - B. Reliability.
  - C. Uniformity.

D. Validity.

8. An assessment expert complains about the item below “the first college of education was established in.” What did the expert find wrong with the items?
  - A. The items is not complete.
  - B. The language used is not clear.
  - C. The response the question requires is not clear.
  - D. There is a determiner which gives a clue to the answer
9. Which one of the following is odd?
  - A. Fill in the blank.
  - B. Matching.
  - C. Multiple choices.
  - D. True or false
10. Which one of the following is the most appropriate reason for stating the purpose of a test before writing the items?
  - A. Determining the number of people required to take the test.
  - B. Helping to determine the pass mark.
  - C. Helping to know the number of items to be observed.
  - D. Serving as a guide to determine the nature of items to be developed
11. Which of the following is condition for a standardized test but not necessary for a teacher made test?
  - A. Finding the reliability of the test.
  - B. Listing the content and objective.
  - C. Revising the test items.
  - D. Stating the purpose of the test.
12. The 75th percentile of a distribution was 49. This means that a testee who score 49
  - A. Held the 75th position.
  - B. Performed better than 75% of testees.
  - C. Performed lower than 75% of testees.
  - D. Performed better than 75 of the tesstees
13. In developing an achievement test, the tester checked the item against the features of the extent to which the various levels of cognitive, affective and psychomotor domains have been covered. What validity evidence did the tester wish to provide?
  - A. Concurrent.
  - B. Construct.
  - C. Content.
  - D. Predictive.
14. One of the weaknesses of the multiple choice item format is that it
  - A. Give more room for cheating.
  - B. Involves too many questions.
  - C. Is easy to score
  - D. Promote guessing
15. Which one of the variables below represents an interval scales?
  - A. Age.
  - B. Leadership.
  - C. Qualification of workers.
  - D. Socio-economic status

The table below shows the score of five pupils in a catering class test. Use it to answer question 16 to 17

Name	Alberta	Enock	Araba	Sintim	Peter
Marks	18	16	H	10	7
Ranks	1st	2nd	3rd	4th	5th

16. What interpretation does the “marks row represent?

- A. Criterion referenced
- B. Evaluation
- C. Measurement.
- D. Norm-reference.

17. Which of the following represent the “rank” row?

- A. Assessment.
- B. Criterion-referenced.
- C. Evaluation.
- D. Norm-reference.

**SECTION B**  
**JULY 6, 2006**

**SECTION B**

1. a) Distinguish between formative and summative assessment b) Discuss any FIVE uses of assessment in education
2. a) Describe any THREE types of multiple choice item  
b) Explain any FOUR characteristics of good items in any ONE of the types you have described.

**SECTION C**

3. a) What is research?  
b) Discuss any FOUR purposes of educational research
4. a) What is questionnaire  
b) Explain FOUR advantages of using a questionnaire to gather data for research.

**APRIL 29, 2008**

**SECTION B**

- 1 a) Describe any TWO characteristics that differentiate formative and summative assessment.  
b) Discuss any FIVE uses of assessment in education.
2. a) Explain any TWO types of multiple choice items  
b) Describe any FOUR characteristics of good items in multiple choice tests.

**SECTION C**

3. a) Describe any TWO characteristics of a good research problem, b) Discuss any FOUR purposes of educational research.
4. a) What is a questionnaire?  
b) Explain FIVE advantages of using questionnaire to gather data for research.

**JULY 12, 2007 SECTION**

**1 EITHER**

- A i) With examples, distinguish between formal and informal assessment.  
ii) Describe any FOUR ways in which assessment scores can be presented to make them more explicit.

OR

- B i) Describe any TWO characteristics of a reliable test.  
ii) Explain any FOUR steps you will take to construct a reliable test.
2. Describe the following types of objective tests, indicating any THREE characteristics of good test items under each of them.
- a) Completion items
  - b) Matching items
  - c) True / False items
3. EITHER
- A. i) Describe the steps in research process,  
ii) Argue which is the most difficult step.

OR

- B. i) With the use of examples, distinguish between open- ended and closed- ended questionnaire items.  
ii) Explain any FIVE characteristics of good questionnaire item.
4. a) Explain the difference between “a population” and “sample” in research.  
b) Describe the following sampling procedures.
- i) Simple random sampling
  - ii) Cluster sampling
  - iii) Snowball sampling
  - iv) Purposive sampling

**JULY 17 2008**

**SECTION B**

1. a) Describe any FIVE steps in the construction of a good test, b) state any FIVE advantages of multiple- choice tests.
2. a) Describe any FIVE factors that affect validity of a test, b) Explain any TWO importance of instructional objectives.

**SECTION C**

3. a) Describe any TWO types of hypothesis  
b) Discuss any FIVE characteristics of a good research hypothesis.
4. a) Describe any TWO types of interviews.  
b) Discuss any FIVE skills that an interviewer should possess.

**SECTION B**

1. a) Explain any FOUR guidelines the classroom teacher should consider when assembling tests or putting test items together  
b) Describe any FOUR advantages of the easy tests item.
2. a) State any FOUR importance of the test blue print or specification table.  
b) Describe any FIVE ways in which essay tests are different from objective tests.

**SECTION C**

3. a) Explain what “Action Research” is.  
b) Describe any FIVE steps or procedures in conducting Action Research.
4. a) State any FOUR reasons why literature review is important in a research study, b) Identify and describe any FIVE parts of a literature report/ review.

**JULY 15, 2010**

**SECTION B**

1. a) As a teacher, one of your responsibilities is to craft good items for your pupils. State and explain FIVE general guidelines that will help you to achieve this.  
b) Discuss FIVE instructional management decisions.
2. There are two major types of classroom achievement tests. Test are the essay- type test and the



objective type- test. Discuss six characteristics that distinguish objective type test from easy- type test.

3. a) Explain clearly the appropriate condition that permits each of the following techniques to be used for data collection.
  - i) Observation
  - ii) Questionnaire
  - iii) Interview
- b) State and explain THREE advantages and THREE disadvantages of the use of questionnaire in data collection.

**JULY 14, 2011 SECTION B**

1. a) Discuss FIVE reasons why continuous assessment should continue to be used in Ghanaian schools.
  - b) Identify and explain the TWO main methods in scoring essay test
2. a) Distinguish between norm and criterion referenced interpretation of test scores, b) Discuss FIVE guidelines that will help you construct a good multiple choice item
3. a) Explain the difference between “population” and “sample” in research, b) Discuss FIVE reasons for sampling.
4. a) Explain clearly when each of the following techniques of data collection is most appropriate for data collection.
  - i) Questionnaire                      II) Interview                      iii) Observation
  - b) State and explain TWO advantages and TWO disadvantages [f the use of questionnaire in data collection.

**JULY 28, 2012 SECTION B**

1. Imagine you were a member of a team who are to devise an achievement test to be administered in your school. Discuss five factors you would consider in choosing an appropriate format for this achievement test to guarantee a high degree of validity and reliability of the results.
2. a) Identify and explain the THREE main characteristics of a good instructional objective, b) Discuss THREE method of estimating reliability of test results

**SECTION C**

3. State and explain FIVE steps involved in the use of the scientific method of carrying out an enquiry. Indicate the relevance of each step for the process.
4. a) Explain interview as a tool for data collection.
  - b) Discuss FIVE skills or qualities an interviewer should possess to collect a credible data for a study.

**JULY 2006 SECTION B**

1. a) Describe any TWO characteristics that differentiate formative and summative assessment.
  - b) Discuss any FIVE uses of assessment and education.

CONTENT.

Formative	Summative
Conducted during instruction	Conducted after instruction
Occurs early in the instructional process	Terminate the instructional process
Provides information for correction	Provides information for reviewing
Promotes focus on objectives	Promotes revision of objectives
Useful for evaluating process	Useful for evaluating products

**b) Usefulness of Assessment in Education.**

1. Selecting, appraising and clarifying instructional objectives
2. Determining the standard of pupils achievement on education objectives
3. Reporting pupil achievement
4. Planning and deciding on instructional materials
5. Improving the design of lessons
6. Evaluating teacher accountability
7. Determining lesson/ course/ program effectiveness
8. Counseling
9. Selecting pupils for grouping and special programs

**2. a) Describe any TWO types of multiple choice items.**

**b) Describe any FOUR characteristics of good items in multiple choice tests. CONTENT**

**a) Types**

**1. BEST answer items.**

These consist of stem, which is a question or an incomplete statement, plus alternative which consist of a correct answer and several incorrect answers called distracters. Alternatives used are from three to five. They can be used to test all levels of Blooms taxonomy, including higher order learning and conceptual reasoning.

**2. True/ False items**

True/ False test questions are presented as statements that the learner judges as correct or incorrect. Only content material that lends itself to 'either/ or' answers should be written in this format.

**3. Matching items**

These require the learner to identify the relationship between a list of entries in one column with a list of responses in a second column. It is highly appropriate when each listing forms a category of related items eg. Regional capitals. It involves discrimination between definition of terms, events and dates, functions and parts etc.

**b) Characteristics**

**Best Answer items**

1. The stem should be direct question.
2. The stem should pose a clear, definite, explicit and singular problem
3. Include in the stem any words that might otherwise be reported in each response.
4. Items should be stated simply and understandably, excluding all non-functional words from the stem and alternatives.
5. Avoid interrelated items
6. Avoid negatively stated items
7. Avoid making correct alternatives systematically different from other options
8. If possible the alternatives should be presented in some logical numerical, or systematic other.
9. Response alternatives should be mutually exclusive.
10. Make all responses plausible and attractive to the less knowledgeable or skillful student.
11. The response alternative 'None of the above' should be used by caution, if at all.
12. Make options grammatically parallel to each other and consistent to the stem.
13. Avoid such irrelevant cues as 'common elements' and 'part verbal associations.'
14. In testing for understanding of a term or concept, it is generally preferable to present the term in the stem and alternative definitions in the options.

**True/ False items**

1. Avoid the use of 'specific determiners'.
2. Base true- false items upon statements that are absolutely true or false, without qualifications or exceptions.
3. Avoid negatively stated items when possible and eliminate all double negatives.

4. Use quantitative and precise rather than qualitative language where possible
5. Avoid stereotypical and textbook statements.
6. Avoid making the true items consistently longer than the false items
7. Avoid the use of unfamiliar or esoteric language.
8. Avoid complex sentences with many dependent clauses.
9. The crucial elements of an item should be placed at the end of the statement.

### **Matching items**

- 1 Matching exercises should be complete on a single page.
2. Use response categories that are related but mutually exclusive.
3. Keep the number of stimuli relatively small and let the number of possible responses exceed the number of stimuli by two or three
4. The directions should clearly specify how to match stimuli and responses.
5. Keep the statements in the response column short and list them in some logical order.

## **SECTION B**

**Q1 a) Explain any four guidelines the classroom teacher should consider when assembling test or putting test items together**

**b) Describe any four advantages of the essay test item**

A. Explanation of any four guidelines for assembling tests

- I. Review test items and assessment tasks as ff.
  1. Test format should be appropriate or suitable for the learning outcome being measured.
  2. Knowledge, understanding or thinking skill required by the item or task should match the specific learning outcome and subject matter being measured.
  3. The introductory material, items or task to be responded to, should be brief, yet meaningful.
  4. The point of the item or the essence of the problem or task and the desired response should be specific, clear and unambiguous
  5. A scoring rubric, scoring guide or marking scheme should be available
  6. Improve clarity by using good grammar and sentence structure. Avoid giving clues to correct answer, e.g. grammatical clues, length of correct response clues, answer position pattern for correct clues, etc.
  7. Item or task should be free from racial, ethnic and gender bias
- II. Test items should be typed or written neatly. Write the items on chalkboard or dictate them to students carefully to cater for the needs of students with mild visual impairment, listening comprehension or hearing problems.

## **SECTION B**

**1. a) Discuss five problems involved in the implementation of continuous assessment.**

### **Content**

1. Teacher lack the skills and techniques of administering continuous assessment.
2. Absence of suitable stationary for completion of continuous assessment records.
3. Lack of storage facilities for continuous assessment.
4. Large enrolment in some schools.
5. Delay in supply of continuous assessment record forms to school
6. Low motivation of teachers to implement due to lack of incentive
7. Lack of uniformity in the grading of assessments, tests, class work creates problem for standardization etc.

**b) Outline five ways of improving continuous assessment.**

**Content**

1. GES offices should provide in service training on techniques required by C. A.
2. GES should review current requirements such as number of exercise per term to make it manageable.
3. GES officials/ head teachers should supervise and provide professional support to teachers
4. GES should provide the necessary materials and storage facilities for continuous assessment early enough in the school term.
5. The government should improve remuneration to teaching to motivate teachers to do their best.

**2. a) Describe any two types of multiple choice item.**

**Content**

- i. Best answer items/ multiple choice  
These consist of a stem which is question or an incomplete statement, plus alternatives which consist of a correct answer and several incorrect answers called distracters. Alternatives used are from three to five. This can be used to test all levels of Bloom's taxonomy.
- ii. True- False  
True false test question are presented as statements that the learner judges as correct or incorrect. Only content material that leads itself to either or answers should be written in this format.
- iii. Matching item.  
These require the identify relationship between a list of entries in one column with a list of responses in a second column. It is highly appropriate when each listing forms a category of related items.
- iv. Rearrangement of items  
Here the items are given and the learners are expected to arrange, classify rank or provide a series according to a given specification.

**b) Explain any four characteristics of a good item in any one of the types you have described.**

**Content:**

- I. Best answer item/ multiple choice
  1. The item must be a direct question
  2. The item should pose a clear, definite, explicit and singular problem
  3. Included in the item any words that might otherwise be repeated in such responses
  4. Items should be stated simply and understandably, excluding all nonfunctional words from the stem and alternatives
  5. Avoid interrelated items
  6. Avoid negatively stated items
  7. Avoid making the correct alternatives systematically different from other options
  8. Response alternatives should mutually exclusive
  9. Items should be stated in grammatically correct form
  10. Alternatives should be arranged in a vertical form
  11. Make option grammatically parallel to each other and consistent with the item

**II. True- False**

1. Avoid the use of specific determiners/ patterns
2. Statement should be absolutely true or false

3. Avoid negatively stated items when possible and eliminate all double negatives
4. Avoid stereotypical and textbook statements
5. Avoid making the use of unfamiliar or esoteric language
6. The crucial element of an item should be placed at the end of a sentence
7. Avoid complex sentences with many clues.

### **III. Matching item**

1. Matching exercise should be complete on a single page
2. Use responses that are related but mutually exclusive
3. Keep the premise relatively small and let responses exceed premise
4. Direction must be clear
5. Response column should short and listed logically

### **IV. Rearrangement**

1. Item to be arranged should not be less than five
2. Harmonize the arrangement of items
3. The item should appear on the same page
4. They should appear or follow common principles/ ideas/ construct.

### **3. Discuss five factors that guide you in choosing an appropriate format for your test.**

#### **Content**

1. The time available to prepare and score the test
2. The purpose of the test
3. The number of students to be tested
4. The skills to be tested
5. The difficulty desired
6. The physical facilities available
7. Test constructor's skills
8. Age of the pupil

### **4. Discuss any five steps you would use in the construction of a good classroom test Content**

1. Define the purpose
2. Determine the item format
3. Determine what is to be tested
4. Write the individual item
5. Review the item
6. Prepare scoring key
7. Write direction
8. Evaluate the test

### **B. Description of any four advantages of the essay test item**

1. Essay to prepare. Less time spent in writing essay test as compared to objective tests
2. The only means of providing the respondent with freedom to organize his or her own ideas and respond within unrestricted limits.' thus given student the greater degree of freedom

	Essay Test	Objective Test
1	Requires students to plan their own answers and to express Them in their own words	Requires students to choose among several designated alternatives or write a short answer
2	Consist of relatively fewer questions but calls for lengthy And extended responses	Consist of many items requiring only brief answers ( one or two words or a short phrase)
3	The student spends most of his or her time thinking and Writing while taken the test	The student spend a lot on his or her time reading and thinking while taken the test
4	Quality of the test is dependent largely on the skills of the rater/ test scorer	Quality of the test is determined largely by the skill of the test
5	Relatively easy to prepare but more difficult and Tedious to grade accurately	Relatively tedious and difficult to prepare but rather easy to grade or score
6	Affords both the student and chance to the Individual	Afford freedom of expression only to the test constructor (item writer)
7	Are more susceptible to bluffing	Are more susceptible to guessing
8	Score distribution may vary from one scorer to another	Score distribution is determine largely by the test
9	Less amenable to item and statistical analysis	Amenable to item and statistical analysis
10	Scoring is subjective	Scoring is highly objective
11	Sampling is limited hence content validity is low	Sampling is usually extensive hence content validity Is high
12	Reliability of test score is low	Reliability of test scores could be high
13	Can measure both knowledge and complex achievement, However measurement of complex achievement is Recommended	Can measure both measurement of knowledge and comprehension is more common
14	Emphasis primarily on larger unit of material	Emphasis is often of factual details

3. Guessing is reduced to a greater extent. There is non- existence of options from which student can select
4. Measure some complex learning outcomes which objective tests fail to cover
  - Test higher \_ order behaviours and mental processes, e.g., analysis, synthesis and evaluation
  - Critical thinking, originality, etc.
5. Ability to organize material, ability to write to arrive at conclusions improved.
6. Encourages global learning
  - Encouraging good study habits as students learn materials in wholes

**Q2 a) State any four importance of the blue print or specification table**

**b) Describe any five ways in which essay tests are different from objectives tests**

**ANSWER**

**Q2** a) Any four importance of test blue print

1. Ensure adequate coverage of all topics under considerations as well as behaviours that were dealt with the cognitive activities level.
2. Help in the determination of the content validity evidence of the test. Content validity here means the items adequately sample the universe of content
3. Facilities meaningful weighting of the items in each cell of the table in accordance with the importance attached to them
4. Avoids overlapping in the construction of the test items
5. Helps students to determine the content and behavioural areas where the class has difficulty. Teachers can also determine areas where the class has difficulty.

**Q2** b) Any five ways in which essay tests are different from objective tests

**SECTION B**

**1(a) Describe five steps in the construction of a good test**

**Candidate are expected to describe the five step from the following eight steps**

1. Define the purpose of the test
2. Determine the item format to use
3. Determine what is to be tested
4. Write the individual items
5. Review the items
6. Prepare scoring/ marking key/ scheme
7. Write direction
8. Evaluate the test

**1. Define the purpose of the test**

The question to ask is: "Why are we testing?" With the class teacher, the purpose is to find out what pupils have learnt so far in the course of the lesson or at the end of the lesson.

The test item should be related to the classroom instructional objectives. Why the test is being given at that time of the course, who will take the test, whether the students have being informed and how the test result or scores will be used to determine achievement, motivate or encourage students to learn or identify the strength and weakness of the student pupils.

**2. Determine the item format to use**

The test items could be essay or objectives. The objective type tests could be multiple-choice, true-false, matching and short answer. The essay type and the other forms of objective type are called item format. The choice of format must be appropriate for testing particular topics and objectives. Sometimes it must be necessary to use more than one format in a single test, i.e. there should be a combination of the multiple choice and true false items in a particular testing situation. The choice of appropriate format depends on:

- a. the purpose of the test
- b. the time available to prepare and score the test
- c. the number of students to be tested
- d. the skills to be tested
- e. the difficulty desired

- f. the physical facilities that are available
- g. age of pupils
- h. teachers or test constructor's skills in writing the different type of items

### 3. Determine what is to be tested

Decide what chapters or units the test will cover and what knowledge, skills and attitudes to measure. Instructional objectives must be defined in terms of specific, observable, measurable and achievable student behavior, and linked to what has been stressed in class. A test plan or a table of specification or test blue print must be made. The specification table matches the course content with the instructional objectives. The specification table is a two- way table. One dimension is a breakdown of behavioural changes, or instructional objectives, and the other dimension is the subjective matter or course content. The behavioural changes can be classified into six categories of Bloom's taxonomy of educational objectives for the cognitive domain. The subject matter topics or course content are subdivision of the topic and subtopics covered during the instructional period. The major course objectives are also specified and the instructional objectives define. The total number of test items is decided on the distributed among the course content and instructional objectives or behaviours.

Examples:

	Content	K	C	A	A	S	E	Total
1. Prepare and keep table of specifications before you and continually refers to		1	1	1				3
Write the items.	II	1	2	2				5
	III		1	2				3
❖ K - Knowledge	IV	3	1					4
❖ C - Comprehension	V	3	2					5
❖ A - Analysis								
❖ S - Synthesis	Total	8	7	5				20
❖ E - Evaluation								

The importance of the test blue print or specification table are:

- a) Ensures that test items adequately cover;
  - i. all the topics under consideration
  - ii. the behaviour that was dealt with in the course
  - iii. the behaviours/ cognitive activity levels
- b) Helps to determine content validity evidence of the test; i.e. the items adequately sample the universe of content.
- c) Facilities meaningful weighting of the items in each cell of the table in accordance with the importance attached to them.
- d) Avoid overlapping in the construction of the test items.
- e) Helps students to determine the content and behavioural areas they have difficulty. Teachers can also determine areas where the class has difficulty.

### 4. Write the individual items

- a. Keep the table of specification before you and continually refer to it as you write the items so as to cover important content and behaviours
- b. Items must much the instructional objectives
- c. Formulate well defined items that are not vague and ambiguous and should be grammatically



correct and free from spelling and typing errors.

- d. Avoid needlessly complex sentences. Avoid excess use of words in constructing the items
- e. The test item should be based on information that the student should know
- f. Write the test items simply and clearly
- g. Prepare more item than you will actually need
- h. Task to be performed and type of answers required should be clearly defined
- i. Include questions of varying difficulty
- j. Write the item and the scoring guide/ keys as soon as possible after the material has been taught
- k. Avoid textbook or stereotype language
- l. Write items in advance of test date to permit review and editing

## **5. Review the items**

Faulty items, poorly written or ambiguous, and clues in items should be eliminated. These hamper or obscure genuine student performance.

Items should not be too difficult or too easy. Check the length of the test (i.e., the number of items) against the purpose, kinds of test items used and the ability level of students.

**6. Prepare the scoring key/ scheme:** and ensure accurate scoring. Compare the key to students' answers.

In the case of essay test, an elaborate marking scheme is required. Assign marks to the various expected qualities of responses. Assign values to each item and ensure representative sampling of content covered. The scoring key should be prepared while the items are fresh in your mind.

## **7. Write directions**

These must be clear and concise. The time limit, number of items to be answered, how the answers should be written, and where they should be written, amount of time available, credit for orderly presentation of material, and mode of identification of respondents should be indicated.

**8. Evaluate the test:** for it worth before administration.

- a) Evaluate using the following five criteria:-
- b) Clarity: refers to how the items are phrased, while at the same time considering the ability and the level of students.
- c) Validity: find out whether the items are a representative sample of the material presented in the unit or chapter.
- d) Practicality: Is concerned with the necessary material and the time allotted to the test \* Is concerned with whether there are sufficient materials such as answer booklets, sheets, tables, chairs, etc.
- e) Efficiency: Concerned with whether the way the test is presented is the best to test whatever is being tested, i.e. desired knowledge, skill or attitude.
- f) Fairness: Is concerned with given students advanced notice, adequate preparation of student for the test, whether students understand the testing procedures, and how the scores affect the students' lives.

## **1 (b) State any five advantages of multiple- choice tests**

### **CONTENT**

1. a) its veracity can be ascertained
- b) It is used widely in achievement tests of all types of assess a variety of learning outcomes.
- c) Use to measure factual recall
- d) Used to measure the ability to reason and to exercise judgment.
2. It affords content sampling which generally leads to more content- valid score interpretations
3. They can be scored quickly and accurately by machines, clerks, teaching assistants, and even students themselves. The element of subjectivity in scoring is totally absent in multiple- choice test.

4. Compared to true- false items, multiple- choice questions have a relatively small susceptibility to score variations due to guessing. True- false items are subject to guessing. The number of options introduced in multiple choice items reduces probability of guessing a correct answer.
5. Multiple- choice tests lend themselves to item analysis. Item analysis is a procedure weaknesses are detected within the test items. The distracter a student chooses may give the tester diagnostic insight into difficulties the student is experiencing.  
Items of relatively high quality will discriminate between better and poorer students.
6. They do not require writing out and elaborating answers.

## **2(a) Discuss any five factors that affect validity of a test**

### **CONTENT**

1. Factors in the assessment instrument itself
  - a) Unclear directions: Directions that do not clearly indicate to the student how to respond to the tasks and how to record the responses will reduce the validity of the results. This is because student may be confused over how to respond and how to record their answers. This will in turn affect their performance.
  - b) Reading vocabulary and sentence structure: When the vocabulary and sentence structure are too difficult and complicated for the students taking the assessment, it will result in the assessment measuring student's reading comprehension ability rather than the student's achievement in subject matter content. In this case the used and interpretation of the test scores may have low validity.
  - c) Ambiguity of items: When the test items are ambiguous, they can be interpreted in many ways. This can result in misinterpretation of items in a test, the responses are not likely to indicate the "true" ability of the student. This then influences the interpretation and uses of the scores.
  - d) Inadequate time limits: Student should be given adequate time within which they will complete a test or assessment. This is significant in a power test, that is test which measures what a student knows or his or her ability to do something rather than measure the speed of the student in completing a task. Testing typing skills may measure speed and therefore may be exception, but not will most other classroom test
  - e) Difficult test items: The difficult test item is determined by the proportion of students in a group taking the test and getting the item correct in the selection type tests. When the proportion of student that get an item correct is low (e.g. 0.30) Then we say the item is difficult. When items in a test tend to be generally difficult then the test tends to be difficult.  
In a norm- referenced test, items that are too easy or too difficult will not provide reliable discrimination among student who know and those who do not know. This will tend to lower the validity of the results. In criterion- referenced tests, the failure to match the difficulty specified by the learning outcome will lower the validity of the assessment results.
  - f. Poor construction of items: A poor construction can take the form of the items providing clues to the answer. In the selection type of test items the clues are provided by certain words in the stem of the item (e.g. a/an) or grammatically inconsistent options. The net effect of poorly constructed item is that the test will not only measure the student's mastery of skills or knowledge the test is intended to measure. Thus, interpreting the result as intended will not have a high level of validity.
  - g. Inappropriate test items for leaning outcomes. To obtain a valid result, there is the need to use appropriate test forms to measure designated learning outcomes, e.g. you cannot use multiple-choice items to measure students' ability to write. Writing can appropriately be measured by asking student to write on a topic. In the same vein, attempting to measure understanding, thinking skills and other complex types of achievement with test forms that are appropriate only for measuring factual knowledge will lower the validity of the results.

- h. A test that is too short. When a test is too short (i.e. the test has few items), it tends not to provide a representative sample of the performance that the assessor/ teacher is interested in. This subsequently affects the validity of the interpretation and use of the results. Once the items in a test, for example, do not sample the domain of concern adequately, the interpretation of the results of the test to mean the ‘true’ picture of students’ performance in the domain will not be an accurate interpretation of the results. This is one of the reasons why teacher made tests do not tend to have high reliability.
- i. Improper arrangement of items. The arrangement of test items can affect the validity of the results. Test items are typically arranged in order of difficulty, with the easiest items first. This is to motivate students. When difficult are placed early in the test, they may cause students to spend too much time on them and prevent them from reaching items they could easily answer. The difficulty items at the beginning of the test may frustrate the students and may consequently affect the validity of their results.
- j. Identifiable pattern of answers.  
This applies to selection type tests. When the correct or best answers in a test are placed in some systematic pattern (e.g. T, T, F, F, or A, B, C, A, B, C) it will enable students to guess the answer to some items after completing part of the test, once a pattern emerges. Obtaining items correct based on guessing will not help portray the student’s actual ability on the subject matter content. Therefore, any interpretation and use of the scores may have low validity.
2. How the items function in relation to what has been taught  
The task or items in a test should function the way it is intended by the assessor (teacher). Teachers, for example, establish learning outcomes to be attained by the end of their lessons. The tasks in a test should necessarily be measuring those contest areas and their related learning outcomes (objectives). Thus, the ways which tasks function cannot be determined merely by examining the form and content of the test. A task may appear to be measuring, for example, arithmetical reasoning but if it is examined with reference to what the students have being taught, it may not be measuring that. Suppose the teacher thought the solution to this particular problem before assigning the task. The task therefore will be measuring recall of knowledge rather than arithmetic reasoning. In this case, interpreting the result to mean the student has acquired arithmetic reasoning skill will not be valid. Closely examine the tasks in a test with references to what have been taught to be able to establish the validity of the results. In other words, the way what is taught is assessed affects the validity of the results.
3. Factors in administration of the assessment instrument  
The administration of an assessment or test may introduce factors that may tend to lower the validity of the interpretation of the results. With regard to teacher- made tests, such factors as insufficient time, Unfair assistance to individual students who ask for help, cheating poor lighting and ventilation of the testing room, and descriptive noise during the testing tend to lower the validity of the results. This is because the factors tend to affect individual student performance differently and most often negatively.
4. Factors in student responses  
These are factors inherent in students and tend to affect their performance during a test. Such factors include emotional disturbance, over anxiety and level of motivation. Some student may be bothered by some of the above factors that may interfere with their performance. Thus, the factors tend to restrict and modifies students’ responses in the assessment situation which in turn distort the results. Once there is a distortion of the results its interpretation and use will have a low validity.

## 5. Factors in scoring

Factors in scoring of an assessment may also introduce factors that have a detrimental effect on the validity of results, particularly scoring of constructed responses (e.g., essays and performance assessments). You will be lowering the validity of your assessment results when you are inconsistent in scoring the responses of your students. Or if you tend to favour some student over other students by being generous to some and hard on others. Reliability which deals with consistency is an aspect of validity. When you fail to achieve, the validity of the scores will be lowered. To achieve consistency in scoring constructed responses of your students you must prepare adequate marking scheme and follow it in scoring the responses.

## 6. The nature of the group

Validity is always specific to a particular group and for a particular purpose. Thus characteristics of groups such as age, gender, ability level, educational background and cultural background are important in establishing the validity of assessment results. If the assessment results are interpreted and used without due consideration to those group characteristics the validity of test result should be checked in the specific local situation.

## **2(c) Explain any two importance of instructional objective**

### **CONTENT:**

#### 1. a) For the selected and designing of instructional materials:

First place, clearly stated objectives provide sound basis for the selection or designing of instructional materials, content or methods. Objectives when stated provide direction for instruction and, therefore, guide it. We hope you will agree with us that if you do not know where you are going, it is difficult to select a situation means for getting there. For teaching that has the objective of facilitating learning, the means of getting there are sound selection of materials including teaching- learning materials (TLMs), content and procedures. Appropriate objectives help to achieve that.

b) In the second place clearly stating objectives help in finding out whether the objectives have, in fact, been accomplished. Without stating objectives for our lessons we may not have a means by which we can judge whether we have achieved what we wanted to achieve by the end of instructional period or segment. We determine the accomplishment of the objective through assessment of students. It can take an informal form whereby evaluation is facilitated.

#### 2. To find out whether the objectives have been accomplished:

In the second place clearly stating objectives helps in finding out whether the objectives have, in fact, been accomplished. Without stating objectives for our lessons we may not have a means by which we can judge whether we have achieved what we may not have a means by which we can judge whether we have achieved what we wanted to achieve by the end of the instructional period or segment. We determine the accomplishment of the objective through assessment of students It can take an informal form whereby we pose a few questions at the end of the lesson. We can also formally assess students using tests. Indeed tests are mile- posts along the road of learning and are supposed to tell teachers and students alike whether they have been successful in achieving the objectives.

#### 3. For organizing and accomplishing the objectives

In the third place, objectives provide student with the means to organize their own efforts toward accomplishment of those objectives when made available to them at the beginning of the lesson. In short, objectives may serve as organizers to students in learning. From the three reasons provided concerning the importance of instructional objectives it should be clear to you that instructional objectives provide the basis for assessing students. We now move on to discuss how instructional objectives should be stated.

## SECTION B

### 1. a) Discuss five problems involved in the implementation of continuous assessment.

#### CONTENT

1. Teacher lack the skills and techniques of administering continuous assessment.
2. Absence of suitable stationary for completion of continuous assessment record
3. Lack of storage facilities for continuous assessment
4. Large enrolment in some schools
5. Delay in supply of continuous assessment record forms to school
6. Low motivation to teachers to implement due to lack of incentive
7. Lack of uniformity in the grading of assignments, tests, class work crates problem for standardization etc.

### b) Outline five ways of improving continuous assessment

#### CONTENT

1. GES offices should provide in service training on techniques required by C. A.
2. GES should review current requirements such as number of exercise per term to make it manageable.
3. GES officials/ head teachers should supervise and provide professional support to teachers.
4. GES should provide the necessary materials and storage facilities for continuous
5. The government should improve remuneration to teaching to motivate teachers to do their best.

### 2. a) Describe any two types of multiple choice item.

#### CONTENT

#### i. Best answer item/ multiple choice

These consist of a stem which is question or an incomplete statement, plus alternative which consist of a correct answer and several incorrect answers called distracters. Alternatives used from three to five. This can be used to test all levels of Bloom's taxonomy.

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#### iv. Rearrangement of items

Here the items are given and the learners are expected to arrange, classify, rank or provide a series according to a given specification.

### b) Explain any four characteristics of a good item in any one of the type you have described.

#### CONTENT

#### Best answer item- multiple choice

1. The item must be a direct question
2. The item should pose a clear, definite, explicit and singular problem
3. Include in the item any words that might otherwise be repeated in such responses
4. Item should be stated simple and understandably, excluding all non-functional words from the stem and alternatives
5. Avoid interrelated items
6. Avoid negatively stated items

7. Avoid making the correct alternatives systematically different from other opinions
8. Response alternatives should mutually exclusive
9. Item should be stated in grammatically correct form
10. Alternatives should be arranged in a vertical form
11. Make options grammatically correct form

### **True- false**

1. Avoid the use of specific determiners/ patterns
2. Statement should be absolutely true or false
3. Avoid negatively stated items when possible and eliminate all double negatives
4. Avoid stereotypical and textbook statements
5. Avoid making the use of unfamiliar or esoteric language
6. The crucial elements of an item should be placed at the end of the sentence
7. Avoid complex sentences with many clues.

### **Matching item**

1. Matching exercise should be complete on a single page
2. Use responses that are related but mutually exclusive
3. Keep the premises relatively small and let responses exceed premise
4. Direction must be clear
5. Response column should short and listed logically

### **Rearrangement**

1. Item to be arranged should not be less than five
2. Harmonize the arrangement of items
3. The item should appear on the same page
4. They should appear or follow common principles/ ideals/ construct.
- 5.

### **3. Discuss five factors that guide you in choosing an appropriate format for your test**

1. The item available to prepare and score the test
2. The purpose of the test
3. The number of student to be tested
4. The skills to be tested
5. The difficulty desired
6. The physical facilities available
7. The constructor's skills
8. Age of pupils

### **4. Discuss any five steps you would use in the construction of a good classroom test**

1. Define the purpose
2. Determine the item format
3. Determine what is to be tested
4. Write the individual item
5. Review the item
6. Prepare scoring key
7. Write direction
8. Evaluate the test

**SECTION B**

**1 a) Discuss five reasons why continuous assessment should continue be used in Ghanaian schools**

**b) Identify and explain the two main scoring essay test.**

**CONTENT:**

Candidates are to discuss the importance of continuous assessment.

1. Continuous assessment makes evaluation of examination, which is an indispensable element in education an integral part of teaching and learning process
2. It provides a more complete and reliable assessment of pupils than in a single examination
3. It gives the teacher the opportunity to involve himself meaningfully in the assessment of pupils/ students throughout the period of learning experience
4. It ensures objective appraisal of student performance
5. It helps to minimize examination fears, anxieties, malpractices and assist pupils/ student to develop
6. It facilitates appropriate guidance and counseling
7. It helps teachers to assess the effectiveness and otherwise of teaching
8. It helps teachers to handle the three main domain of human development
9. It helps parents to have a better and true picture of their wards performance
10. It makes pupils/ students alert in their educational carrier because they are aware that every stage of their learning process is being assessed.

**b) i. Analytic and Holistic scoring methods**

- a. **In analytic scoring** the ideal or model answer is broken down into specific points. This scoring method requires the tester to develop an outline or list of major elements that students are to include in the ideal answer (i.e. marking scheme). The tester decides on the number of points/ marks to award to student when they include each element,
- b. **Holistic scoring method:** In the holistic scoring the answer is not subdivided into specific points and components parts. But rather the model answers serve as standard. Each response is read for general impression of its adequacy as compared to the standard and hence award of marks.

**2 a) Distinguish between norm and criterion referenced interpretation**

**b) Discuss five guidelines that will help you construct a good multiple choice question.**

**CONTENT A.**

Norm reference is when we interpret test performance of individuals by comparing a single student's score with the scores end by a group to obtain meaning, the class become the norm group whilst criterion- reference is when a teacher compares the student's performance to a pre- established performance standard. This is the level of mastery or performance a student must attain to receive a particular grade. The focus is on the individual student and what he or she can do and not the relative position of the person with respect to others.

**3. a) Explain the difference between a population and a sample.**

**b) Discuss five reasons for sampling**

**CONTENT: a)**

**Population:** The target group about which the researcher is interested in gaining information and drawing conclusions, or the total collection of elements about which we wish to make some inference.

**Sample:** Consists of carefully selected subsets of the unit that comprises the population.

In most cases researcher opt for an incomplete coverage and study only a small proportion of the population. This small proportion of the population is the sample.

#### **b) Reasons for sampling**

1. In many cases a complete coverage of the population is not possible
2. Complete coverage may not offer substantial advantage over sample survey
3. Studies based on samples requires less time and produce quick answers
4. Sampling is less demanding in terms of labour
5. It is economical
6. It offers more detailed information and high degree of accuracy, with relatively small number of unit.

#### 4. **a) Explain clearly when each of the following techniques is most appropriate for data collection, i.) questionnaire, ii.) interview iii.) Observation**

##### **b) State and explain two advantages and two disadvantages of questionnaire in data collection**

**CONTENT:**

**Questionnaire:** Is a set of statement or questions or both which is presented to prospective participant in a study in a uniform fashion to elicit information from them. A questionnaire is appropriate when;

- a. A study is descriptive survey and it is the most reliable and valid approach to use
- b. The participants in a study can meaningfully read and write. Therefore not appropriate for children
- c. The sample is large and cannot be easily interview and are literates
- d. The study lend itself to specific issues that do not need further explanation by the respondent

**An interview:** Is appropriate when;

- a. The participants are relatively small in number
- b. The participants are not able to read and write
- c. There is the need to probe further into issues for their clearer understanding
- d. Interviewees can easily be reached for face to face or telephone interview

**Observation:** Is used when;

- a. The phenomena being studied dead itself to watch and record events or incidents
- b. When researcher want to understand the natural environment as lived by participants without altering or manipulating it

#### 4. **b) Advantages of the use of questionnaire include;**

- i. They are less expensive than other methods
- ii. They can be used when respondents are scattered over a large span of area
- iii. They provide uniform questions/ statements to participants
- iv. They can be completed at respondents convenience
- v. They ensure anonymity

#### **Disadvantages of the use of questionnaire include;**

- i. They are not appropriate for illiterate population
- ii. Because of lack of personal contact the respondent is less motivated
- iii. They do not allow for the collection of any additional information



## SECTION B

1. **Imagine you are a member of a team who are to devise an achievement test to be administered in your school. Discuss five factors you would consider in choosing appropriate format for this achievement test to guarantee a high degree of validity and reliability of the results.**

### CONTENTS:

Candidates are to identify factors for choosing an appropriate format and justify them.

According to Mehrens and Lehmann (1991) the choice of the appropriate depends on the following factors.

- a) The purpose of the test
- b) The time available to prepare and score the test
- c) The number of students to be tested
- d) The skill to be tested
- e) The difficulty desired
- f) The physical facilities that are available
- g) Age of the pupils
- h) Teacher test construction's skills in writing the different type of items

2. **a) Identify and explain the three main characteristics of a good instructional objectives**  
**b) Discuss three methods of estimating the reliability of the test results.**

### CONTENT:

A specific instructional objective is stated using an action verb that indicates definite, observable responses. Thus the three characteristics that help make an objective communicate intend deal with the questions:

- a) What should the student/ learner be able to do?
- b) Under what condition do you the teacher want the learner/ student to able to do it?
- c) How well must it be done?

Thus the characteristics are:

- a) Performance
- b) Condition
- c) Criterion

### 2. b) Method of estimating reliability of test results.

1. Test- retest

This is a method of estimating the stability of test scores from one occasion to another. In other words, it is a procedure of estimating consistency over time. In this method of estimating reliability, a test is administered to a name group of students two times with a given interval between the two administrations of the test under the same condition.

2. Alternate/ Equivalent Forms Reliability

This is a method used to provide a measure of the degree to which generalization about student performance from one assessment to another are justified. In using this method to estimate reliability of a test, you have to administer one form of a test to a group of students on one occasion and an alternate form to the same group of students to another occasion or at the same time.

3. Split- half Reliability

This type of reliability estimates the internal consistency of a test. The split- half is estimated from a single test administered on one occasion to a group of students. The test is split into two halves. Each halve is considered to be a separate sample tasks. Student receive a score for each half of the test.

#### 4. Kuder- Richardson Reliability

Kuder- Richardson methods of estimating reliability are concerned with internal consistency of the test. They focus on the consistency with which student perform one task to another. The focus on the consistency with which students perform one task to another. The methods are developed by Kuder and Richardson, etc.

#### 5. Inter- Rater Reliability

This type of reliability is to have two or more persons score or rate each student's paper. The set of scores of the students (one score for scorer) are then correlated. The resulting correlation coefficient is known as scorer reliability, or inter- rater reliability.

## SOLUTIONS TO THE OBJECTIVE TESTS

### JULY 2006

1	D	11	B	21	A	31	D
2	A	12	D	22	C	32	A
3	B	13	A	23	B	33	B
4	D	14	A	24	A	34	A
5	B	15	B	25	C	35	
6	A	16	B	26	C	36	
7	A	17	C	27	B	37	
8		18	C	28	A	38	
9		19	C	29	C	39	
10	C	20	D	30		40	

8. Knowledge, Comprehension, Application, Analysis, Synthesis , Evaluation

9. SPECIFIC. MEASURABLE. ACHIEVABLE. REALISTIC. TIME BOUND.

### APRIL 2008

1	B	11	D	21	B	31	A
2	D	12	C	22	B	32	D
3	B	13	B	23	B	33	
4	B	14	B or C	24	C	34	
5	C	15	B	25	C	35	
6	A	16	C	26	A	36	
7	A	17	C	27	D	37	
8	D	18	A	28	C	38	
9	C	19	A	29	D	39	
10	A	20	A	30	A	40	

33. SPECIFIC. MEASURABLE. ACHIEVABLE. REALISTIC. TIME BOUND.

34. Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

### JULY 2018

1	D	11	C	21	A
2	C	12	c	22	B
3	C	13	B	23	D
4	A	14	B	24	B
5	B	15	A	25	C
6	B	16	D	26	C
7	D	17	B	27	C
8	C	18	A	28	D
9	A	19	A	29	A
10	B	20	A	30	C

31. Population

32. Sampling

33. Sample

34. Mail and non-mail (personal delivery)

35. Analysis

36. Evaluation

37. Scoring

38. Selection type and supply type

**August 2008**

1	A	11	A	21	D
2	B	12	C	22	A
3	B	13	D	23	A
4	B	14	A	24	C
5	D	15	B	25	C
6	B	16	D	26	c
7	B	17	D	27	c
8	C	18	C	28	A
9	A	19	B	29	C
10	B	20	A	30	

**JULY 2009**

1	A	11	C	21	B	31	B
2	A	12	c	22	C	32	B
3	D	13	B	23	D	33	B
4	D	14	A	24	A	34	C
5	C	15	D	25	A	35	Refer to notes
6	B	16	C	26	A	36	Selection and supply
7	A	17	A	27	B	37	Refer to notes
8	B	18	A	28	A	38	A
9	A	19	D	29	B	39	
10	D	20	C	30	A	40	

**JULY 2010**

1	D	11	D	21	D	31	A
2	B	12	C	22	D	32	A
3	A	13	D	23	D	33	
4	B	14	C	24	C	34	population
5	D	15	C	25	B	35	Selection and
6	C	16	A	26	A	36	sample
7	B	17	C	27	A	37	achievement
8	A	18	B	28	B	38	5 (five)
9	B	19	D	29	D	39	Literature review
10	C	20	30	B	40		

### JULY 2011

1	B	11	C	21	D	31	A
2	D	12	A	22	A	32	B
3	D	13	B	23	C	33	C
4	A	14	A	24	B	34	B
5	D	15	A	25	B	35	C
6	B	16	B	26	A	36	B
7	^A	17	D	27	A	37	C
8	C	18	B	28	C	38	Literature review
9	B	19	C	29	D	39	Purpose of the study
10	B	20	A	30	C	40	Deductive method

### JULY 2011(Early Childhood Schools)

1	D	11	D	21	D	31	A
2	C	12	C	22	A	32	B
3	D	13	BONUS	23	B	33	C
4	A	14	B	24	A	34	B
5	B	15	C	25	B	35	C
6	A	16	B	26	B	36	B
7	D	17	D	27	A	37	C
8	C	18	A	28	C	38	
9	A	19	A	29	C	39	Statement of the
10		20	C	30	C	40	Deductive Knowing

### JULY 2012

1	A	11	B	21	D	31	B
2	B	12	C	22	B	32	A
3	A	13	D	23	D	33	A
4	B	14	A	24	A	34	A
5	B	15	D	25	D	35	A
6	B	16	C	26	B	36	
7	D	17	A	27	A	37	
8	A	18	B	28	B	38	
9	A	19	B	29	B	39	
10	B	20	A	30	B	40	

- 36. Answered at the convenience of the researcher
- 37. Sample
- 38. Sampling
- 39. Data analysis
- 40. Hypothesis

**JULY 2013**

1	A	11	C	21	D	31	C
2	A	12	A	22	A	32	A
3	D	13	C	23	D	33	A
4	D	14	A	24	B	34	B
5	D	15	C	25	B	35	A
6	B	16	C	26	C	36	
7	B	17	A	27	D	37	
8	C	18	D	28	B	38	
9	A	19	B	29	C	39	
10	C	20	D	30	B	40	

36. Investigated

37. Characteristics

38. Question

39. Desirable Replication

40. 60 x 40

100

**JULY 2014**

1	c	11	A	21	B	31	D
2	D	12	B	22	C	32	BONUS
3	D	13	C	23	C	33	A
4	B	14	D	24	C	34	A
5	C	15	BONUS	25	B	35	D
6	B	16	C	26	A	36	BONUS
7	D	17	D	27	B	37	D
8	A	18	B	28	D	38	B
9	A	19	A	29	C	39	C
10	D	20	A	30	BONUS	40	D