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( Pre-CBCS )

( 5th Semester )

**EDUCATION**

SEVENTH PAPER

**( Educational Evaluation )**

*Full Marks : 75*

*Time : 3 hours*

**( PART : A—OBJECTIVE )**

*( Marks : 25 )*

*The figures in the margin indicate full marks for the questions*

SECTION—A

*( Marks : 10 )*

Tick (✓) the correct answer in the brackets provided :

1×10=10

1. The purpose of measurement in education is to

(a) determine if objectives are being met ( )

(b) make decisions about students ( )

(c) collect information for decision making ( )

(d) assess teacher skills ( )

- 2.** An evaluation which is concerned with pupil learning difficulties during instruction is
- (a) placement evaluation ( )
  - (b) diagnostic evaluation ( )
  - (c) comprehensive evaluation ( )
  - (d) continuous evaluation ( )
- 3.** When the scale has an absolute zero point, it is called
- (a) interval scale ( )
  - (b) ratio scale ( )
  - (c) nominal scale ( )
  - (d) ordinal scale ( )
- 4.** In a good test, which of the following characteristics are essential?
- (a) Validity, item analysis, reliability ( )
  - (b) Validity, reliability, evaluation ( )
  - (c) Validity, norms, standardization ( )
  - (d) Validity, reliability, objectivity ( )
- 5.** If a test measure exactly what it is supposed to measure, the test is exhibiting the property of
- (a) reliability ( )
  - (b) discrimination ( )
  - (c) validity ( )
  - (d) objectivity ( )
- 6.** The four steps of constructing essay-type test are
- (a) planning, preparing, trying out, evaluation ( )
  - (b) setting, preparing, planning, evaluation ( )
  - (c) planning, analyzing, trying out, evaluation ( )
  - (d) setting, analyzing, planning, evaluation ( )
- 7.** Objective-based examination tries to measure the aspect of
- (a) conative, psychomotor and affective domain ( )
  - (b) clarity, conative and effective domain ( )
  - (c) cognitive, conative and affective domain ( )
  - (d) cognitive, clarity and affective domain ( )

8. To identify the defective or ambiguous item is the purpose of
- (a) trying out of the test ( )
  - (b) preparing the test ( )
  - (c) planning the test ( )
  - (d) evaluating the test ( )
9. The purpose of grading system is to
- (a) provide information about a student's progress ( )
  - (b) inform parents about how smart their child is ( )
  - (c) allow teachers to judge students' ability ( )
  - (d) encourage students to work harder ( )
10. An organized collection of test items that can be assessed for test development is known as
- (a) grading system ( )
  - (b) question bank ( )
  - (c) CCA ( )
  - (d) standardized test ( )

SECTION—B

( Marks : 15 )

Write briefly on the following :

3×5=15

1. Three differences between measurement and evaluation
2. Objectivity of a test
3. Types of items in a test
4. Process involved in trying out a test
5. Concept of grading

( PART : B—DESCRIPTIVE )

( Marks : 50 )

*The figures in the margin indicate full marks for the questions*

1. What do you mean by measurement and evaluation? Discuss the relationship between measurement and evaluation in education. 3+3+4=10

**OR**

- Discuss the various functions of evaluation in education. 10
2. Explain in detail the various types of scales in educational measurement. 10

**OR**

- Discuss the characteristics of a good measuring instrument. 10
3. What do you mean by achievement test? Distinguish between teacher-made test and standardized test. 4+6=10

**OR**

- Distinguish between essay-type test and objective-type test. 10
4. Explain the various steps involved in standardizing a test. 10

**OR**

- What do you mean by standardization of a test? Explain the process involved in planning the test in standardization of a test. 5+5=10
5. Define question bank. Discuss the procedures of developing a question bank. 3+7=10

**OR**

- What do you mean by continuous and comprehensive evaluation? Discuss its objectives and importance of continuous and comprehensive evaluation. 4+6=10

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