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( 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. “A qualitative, wider, more comprehensive and continuous process of assessing students’ progress” best describes

(a) measurement ( )

(b) evaluation ( )

(c) validity ( )

(d) reliability ( )

- 2.** The process of assigning numerals to events, objects, etc. according to certain rules is
- (a) evaluation ( )                      (b) placement ( )  
(c) measurement ( )                      (d) standardization ( )
- 3.** Educational achievement is measured on
- (a) nominal scale ( )                      (b) ordinal scale ( )  
(c) interval scale ( )                      (d) ratio scale ( )
- 4.** When a test appears to measure an attribute, it is said to possess
- (a) logical validity ( )                      (b) face validity ( )  
(c) predictive validity ( )                      (d) concurrent validity ( )
- 5.** Which one of the following is prepared and administered for testing classroom achievement of students?
- (a) Teacher-made test ( )                      (b) Standardized test ( )  
(c) Personality test ( )                      (d) Interest inventory ( )
- 6.** When a test requires a rather long written response up to several paragraphs, it is called
- (a) essay-type test ( )                      (b) objective-type test ( )  
(c) short-answer test ( )                      (d) interpretative test ( )
- 7.** While preparing a standardized test, the test items should be arranged in
- (a) haphazard order ( )  
(b) flexible order ( )  
(c) descending order of difficulty ( )  
(d) ascending order of difficulty ( )

8. Try-out in standardization involves two important functions such as
- (a) determining validity and reliability of the test ( )
  - (b) preparing instruction and scoring key ( )
  - (c) writing direction for administration and scoring ( )
  - (d) determining the objectives of testing and selecting appropriate item types ( )
9. Grading is a system to
- (a) evaluate an integral part of teaching-learning process ( )
  - (b) replace the traditional marking system ( )
  - (c) collect different kinds of questions ( )
  - (d) cover broad areas of subject matter ( )
10. Question bank is
- (a) a planned library of questions ( )
  - (b) a set of questions ( )
  - (c) questions for oral examination ( )
  - (d) questions for written examination ( )

SECTION—B

( Marks : 15 )

Write briefly on the following :

3×5=15

1. Concept of measurement

**OR**

Summative evaluation

2. Concept of reliability

**OR**

Objectivity of a test

3. General principles of constructing essay-type items

**OR**

General principles of constructing objective-type items

4. Preparing the test in the process of standardization

**OR**

Evaluating the test in the process of standardization

5. Concept of CCE

**OR**

Importance of question bank

**( PART : B—DESCRIPTIVE )**

( Marks : 50 )

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

1. What do you understand by evaluation? Discuss the needs and importance of evaluation in education. 4+6=10

**OR**

Discuss the various functions of evaluation in education. 10

2. Explain the types of scale in measurement. 10

**OR**

Discuss the characteristics of a good measuring instrument. 10

3. What are teacher-made tests? How do they differ from standardized tests? 4+6=10

**OR**

Distinguish between essay-type and objective-type of tests. 10

4. Discuss in detail standardization of a test. 10

**OR**

Explain the various steps involved in standardization of a test. 10

5. What do you understand by CCE? Discuss its advantages and limitations. 4+3+3=10

**OR**

Define grading. Discuss the objectives and purpose of grading system. 4+3+3=10

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