

V/EDN (vii)

2013

(5th Semester)

EDUCATION

SEVENTH PAPER

(Educational Evaluation)

Full Marks : 25

Time : 1 hour

(PART : B—DESCRIPTIVE)

(Marks : 50)

The figures in the margin indicate full marks
for the questions

1. Discuss the relationship between measurement and evaluation. 10

Or

Describe the need and importance of evaluation in education.

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(Turn Over)

2. Explain the various types of scales in measurement with suitable examples. 10

Or

What is meant by reliability? Discuss the different methods of determining reliability. 3+7=10

3. Distinguish between teacher-made tests and standardized tests. 10

Or

Discuss the general principles of constructing objective-type items in a test.

4. Explain the process involved in planning and preparing the test in standardization of a test. 5+5=10

Or

What are the important procedures involved in trying out the test in standardization of a test? Explain. 10

5. What do you understand by continuous and comprehensive evaluation? What are its advantages and limitations? 4+3+3=10

Or

What is grading? Describe its advantages and limitations. 2+6+2=10

2013

(5th Semester)

EDUCATION

SEVENTH PAPER

(**Educational Evaluation**)

(PART : A—OBJECTIVE)

(Marks : 25)

The figures in the margin indicate full marks for the questions

SECTION—A

(Marks : 10)

Choose the most appropriate answer to the following by putting a tick (✓) mark against it in the brackets provided :

1×10=10

1. Formative evaluation

- (a) is the assessment made during the instructional phase ()
- (b) summarizes the final progress of the students ()
- (c) is the terminal assessment of performance at the end of the instruction ()
- (d) describes judgement about merits of an already developed programme or procedure ()

2. "A qualitative, wider, more comprehensive and continuous process of assessing students' progress" best describes

(a) measurement ()

(b) validity ()

(c) evaluation ()

(d) reliability ()

3. Validity of a test means

(a) consistency of test results ()

(b) norms are followed ()

(c) testing students ability ()

(d) the degree to which the test actually measures what it intends to measure ()

4. Rational equivalence method of reliability was developed by

(a) Spearman ()

(b) Kuder Richardson ()

(c) Lee J. Cronbach ()

(d) Skinner ()

5. Which of the following names is highly associated with teacher-made objective-type tests?

(a) Garnet ()

(b) Taylor ()

(c) Cronbach ()

(d) Freeman ()

6. Stanley and Ross procedure is most popular and widely used in

(a) test construction ()

(b) intelligence and aptitude tests ()

(c) age norms ()

(d) achievement motivation ()

7. When test items are discarded and revised, and the items which are more effective than the others are selected, the procedure is called

(a) administering the test ()

(b) criterion analysis ()

(c) concurrent validity ()

(d) item analysis ()

8. The final task of test construction is
- (a) to prepare the key for the test ()
 - (b) to decide the publisher ()
 - (c) to prepare the manual of the test ()
 - (d) to find out the norms ()
9. Which of the following does not describe the nature of CCE?
- (a) Stimulating the motivation of both teachers and the learners ()
 - (b) Gives much work to the learner ()
 - (c) Testing becomes comprehensive ()
 - (d) Stereotyped questions used ()
10. The process of preparing a large number of questions in advance from which the question-paper can be produced by a random selection of the questions is
- (a) comprehensive evaluation ()
 - (b) objective-type test ()
 - (c) question bank ()
 - (d) grading system ()

(5)

SECTION—B

(Marks : 15)

Write briefly on the following :

3×5=15

1. Concept of measurement

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2. Meaning of objectivity in a test

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3. General principles of constructing essay-type items

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4. Concept of norms

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5. Need for question bank

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