

SLOs Student Learning Outcomes

(Study Material)

Definition of Student Learning Outcomes: Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

Why the Learning Outcome Approach to Education? The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many students approach education as "alienated intellectual labor," rather than something that is good for them, learning that enhances their lives. Making education more meaningful for these students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

Some of the benefits of using student learning outcomes are as follows:

1. Increased student awareness of and involvement in their own learning
2. A common language and framework for discussions about learning within departments
3. A context for course design and revision
4. An approach to curriculum assessment and change
5. An important first step toward clear communication of expectations to students
6. A requirement of accrediting agencies.

Many faculty feel they already are taking a learning outcomes approach to education and all they need to do is change some terminology on their course outlines, that is, ensure that their course objectives are measurable. Others fear the imposition of a corporate model on education with outcomes being centrally imposed, courses being modularized, and faculty being de-skilled and replaced with assessors and facilitators, and perhaps even computers. Lastly, many academic faculty see the emphasis on outcomes as pressure for making education more directly serve the short term needs of the economy and demands of the business community, rather than the development of the student's critical thinking and intellectual independence. To ensure that these fears do not become realities, faculty must embrace and take ownership of the student learning outcomes approach.

Types of Student Learning Outcomes:

1. Institutional
 - (a) Result of obtaining a degree or certificate from the institution
2. Program-level
 - (a) Result of finishing a program
 - (b) Result of completing a student services program activity
3. Course-level
 - (a) Result of completing a course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast a course should meet every one of its stated student learning outcomes.

Examples of Institutional Student Learning Outcomes:

1. **Critical Thinking:** Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
2. **Communication:** Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
3. **Self-awareness and Interpersonal Skills:** Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
4. **Personal Actions and Civic Responsibility:** Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
5. **Global Awareness:** Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
6. **Technological Awareness:** Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.

Examples of Program-Level Student Learning Outcomes:

1. **Oral and Written Communication:** Write an essay that responds persuasively and insightfully to a current societal issue."
2. **Oral and Written Communication:** "Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication."
3. **Tutor Education Program:** "Plan effective tutoring sessions using a variety of strategies."
4. **Tutor Education Program:** "Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee."

Process:

As a result of developing student learning outcomes, faculty in instruction and student support services should engage in discussions of ways to deliver instruction to maximize student learning. Those providing student support services should also develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution. And finally, student learning outcomes should be at the center of the institution's key processes and allocation of resources.

The process involves the following steps:

1. Develop student learning outcomes.
2. Identify a method to assess each of the student learning outcomes developed.
3. Engage in the teaching-learning process.
4. Assess whether or not the student learning outcomes are achieved.
5. Evaluate the assessment technique and the level at which the outcomes are achieved.
6. Make appropriate changes to the program, as needed, to achieve desired outcomes.
7. Evaluate student learning outcomes in the regular program review process.

Student Learning Outcomes – MCQs

Write the correct answer:

1. What is the definition of 'Student Learning Outcomes' (SLOs)?
 - (a) Student learning outcomes are defined in terms of the

knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

- (b) These are measurable instructional goals established for a specific group of students over a set period of time.
- (c) Student learning is the ultimate measure of the success of a teacher and an instructional leader.
- (d) All of the above
2. What is the nature of 'SLOs'?
- (a) SLOs are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards.
- (b) These relates to the sportsmanship
- (c) (a) & (b) (d) None of these
3. The primary and major purpose of SLOs is to:
- (a) Improved student learning at the classroom level
- (b) Provide evidence of each teacher's instructional impact on student learning
- (c) (a) & (b) (d) None of these
4. What is the importance of the term 'Data Driven Process' in SLOs?
- (a) It requires that teachers and educational authorities pay keen attention to the annual academic progress made by student in non-tested subjects
- (b) New targets are designed with the help of previous data
- (c) SLOs growth targets are achieved through data driven process
- (d) All of the above
5. What is the relationship between the provincial educational authorities to the teaching staff?
- (a) Provincial educational authorities cooperative with the teaching staff to enhanced the educational standards by giving them more facilities
- (b) SLOs comprehensively addresses all course standards or

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- addresses a prioritized set of standards by their mutual cooperation
- (c) ✓ (a) & (b) (d) None of these
6. Learning Outcome: to identify the meaning of a term. Reliability is the same as:
- (a) ✓ Consistency
(b) Relevancy
(c) Representativeness
(d) Usefulness.
7. Learning Outcome: to interpret the meaning of an idea. The statement that "test reliability is a necessary but not sufficient condition of test validity" means that:
- (a) A reliable test will have a certain degree of validity.
(b) ✓ A valid test will have a certain degree of reliability.
(c) A reliable test may be completely invalid and a valid test completely unreliable.
8. Learning Outcome: to apply previously acquired knowledge to a given situation. Which one of the following memory systems does a piano-tuner mainly use in his occupation?
- (a) ✓ Echoic memory
(b) Short-term memory
(c) Long-term memory
(d) Mono-auditory memory
9. The major objective and purpose of SLOs in our educational system is to enhance the educational standards in which level:
- (a) College (b) University
(c) ✓ Classroom (d) School
(e) None of these
10. In the process of SLOs for a variety of understandable reasons many students approach education as:
- (a) ✓ Alienated intellectual labour
(b) Educational policies
(c) Advanced curriculum
(d) None of these
11. Identify the major benefits of using student learning outcomes are:

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- (a) Increased student awareness of and involvement in their own learning
- (b) A common language and framework for discussions about learning within departments
- (c) A context for course design and revision
- (d) An approach to curriculum assessment and change
- (e) An important first step toward clear communication of expectations to students
- (f) A requirement of accrediting agencies.
- (g) ✓ All of the above
12. Mention the different types of SLOs:
- (a) Institutional
(b) Program-level
(c) Course-level
(d) ✓ All of the above
13. Institutional Student Learning Outcomes means:
- (a) ✓ Result of obtaining a degree or certificate from the institution
(b) Result of finishing a program
(c) Result of completing a course
(d) None of these
14. Program-level Student Learning Outcomes means:
- (a) Result of finishing a program
(b) Result of completing a student services program activity
- (c) ✓ (a) & (b) (d) None of these
15. Course-level Student Learning Outcomes means:
- (a) ✓ Result of completing a course
(b) Result of finishing a program
(c) Result of completing a student services program activity
(d) None of these
16. What is the importance of 'Critical Thinking' in SLOs?
- (a) ✓ Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive
- and deductive logical reasoning and methodological processes.
- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
17. What is the role of 'Communication' in SLOs?
- (a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
- (b) ✓ Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
18. Identify the role 'Self-awareness and Interpersonal Skills' in SLOs?
- (a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This

- outcome includes both inductive and deductive logical reasoning and methodological processes.
- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) ✓ Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
19. What is the importance of 'Personal Actions and Civic Responsibility' in SLOs?
- (a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
- (d) ✓ Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
0. 'Global Awareness' is the major element of improving the standards of SLOs.

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- (a) ✓ Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
- (b) Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.
- (c) (a) & (b) (d) None of these
21. What is the value of 'Technological Awareness' in SLOs?
- (a) Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
- (b) ✓ Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.
- (c) (a) & (b) (d) None of these
22. What are the components of Program-Level Student Learning Outcomes?
- (a) Oral and Written Communication
- (b) Oral and Written Communication
- (c) Tutor Education Program
- (d) Tutor Education Program
- (e) ✓ All of the above
23. 'Oral and Written Communication' is important factor of SLOs:
- (a) ✓ Write an essay that responds persuasively and insightfully to a current societal issue.
- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

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- (c) Plan effective tutoring sessions using a variety of strategies.
- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
- (e) None of these
24. What is importance of 'Oral and Written Communication' in SLOs?
- (a) Write an essay that responds persuasively and insightfully to a current societal issue.
- (b) ✓ Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.
- (c) Plan effective tutoring sessions using a variety of strategies.
- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
- (e) None of these
25. What is the value of 'Tutor Education Program' in SLOs?
- (a) Write an essay that responds persuasively and insightfully to a current societal issue.
- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.
- (c) ✓ Plan effective tutoring sessions using a variety of strategies.
- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
- (e) None of these
- (f) Make appropriate changes to the program, as needed, to achieve desired outcomes.
- (g) Evaluate student learning outcomes in the regular program review process.
- (h) ✓ All of the above
26. In which way 'Tutor Education Program' is effective in SLOs:
- (a) Write an essay that responds persuasively and insightfully to a current societal issue.
- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

- evaluate it using the principles of good oral communication.
- (c) Plan effective tutoring sessions using a variety of strategies.
- (d) ✓ Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
- (e) None of these
27. The process of SLOs involves the steps:
- (a) Develop student learning outcomes.
- (b) Identify a method to assess each of the student learning outcomes developed.
- (c) Engage in the teaching-learning process.
- (d) Assess whether or not the student learning outcomes are achieved.
- (e) Evaluate the assessment technique and the level at which the outcomes are achieved.
- (f) Make appropriate changes to the program, as needed, to achieve desired outcomes.
- (g) Evaluate student learning outcomes in the regular program review process.
- (h) ✓ All of the above
28. Student learning outcomes (SLOs) are the specific observable:
- (a) Measurable results
- (b) Learning experience
- (c) ✓ (a) & (b) (d) None of these
29. SLOs may involve:
- (a) Knowledge (cognitive)
- (b) Skills (behavioral)
- (c) Attitudes (affective)
- (d) ✓ All of the above
30. What types of items SLOs describe:
- (a) A student's ability
- (b) Skill of the students
- (c) Learning level
- (d) ✓ All of the above
31. Which item identifying Student Learning Outcomes (SLOs):

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- (a) The national curriculum has identified the student learning outcomes to be achieved for each topic
- (b) Identifying the student learning outcomes helps you to clarify the knowledge, skills and attitudes/values to be developed
- (c) ✓ (a) & (b) (d) None of these
32. Student learning outcomes should:
- (a) Represent a fundamental result of the course of study or program-does it assess what is most important?
- (b) Clearly describe what students are asked to do using action verbs (write an essay, complete a laboratory exercise, compose an original piece of music or art)
- (c) Ask students to apply what they have learned by producing something
- (d) Include a time frame for students to accomplish this goal (end of second year, end of program)
- (e) Be specific and measurable
- (f) ✓ All of the above
32. Knowledge outcomes means:
- (a) ✓ Address content and methods of the discipline
- (b) Describe the techniques and approaches required for work in the discipline
- (c) May address commitment, appreciation, or openness.
- (d) None of these
33. Skills outcomes means:
- (a) Address content and methods of the discipline
- (b) ✓ Describe the techniques and approaches required for work in the discipline
- (c) May address commitment, appreciation, or openness.
- (d) None of these
34. Attitude outcomes means:

- (a) Address content and methods of the discipline
- (b) Describe the techniques and approaches required for work in the discipline
- (c) ✓ May address commitment, appreciation, or openness.
- (d) None of these

35. Which thing is identify by the student learning outcome
- (a) Learning outcomes identify what the learner will know and be able to do by the end of a course or program
- (b) Identify one skill that you think would be essential to know or do by the end of this learning period
- (c) ✓ (a) & (b) (d) None of these

36. Spady, (1994), an _____ who spearheaded the development of outcomes based education, suggests that the ability demonstrate learning is the key point:
- (a) ✓ Educational researcher
- (b) Sociological researcher
- (c) Law researcher
- (d) None of these

37. An outcome statement that incorporates the knowledge within a performance demonstration might include:
- (a) The learner will have demonstrated the ability to make engine repairs on a variety of automobiles.
- (b) In the above statement, the ability to make engine repairs implies that the person has the requisite knowledge to do so.
- (c) ✓ (a) & (b) (d) None of these

38. Learning outcomes refer to observable and measurable:
- (a) Knowledge (b) Skills
- (c) Attitudes
- (d) ✓ All of the above

39. The successful student has reliably demonstrated the ability to:

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- (a) Administer medications according to legal guidelines
- (b) Make pricing decisions using relevant cost and profitability factor

- (c) ✓ (a) & (b) (d) None of these
Characteristics of Learning Outcomes should:

- (a) Reflect broad conceptual knowledge and adaptive vocational and generic skills
- (b) Reflect essential knowledge, skills or attitudes
- (c) Focus on results of the learning experiences
- (d) Reflect the desired end of the learning experience, not the means or the process
- (e) Represent the minimum performances that must be achieved to successfully complete a course or program
- (f) Answer the question, "Why should a student take this course anyway?"

- (g) ✓ All of the above

41. Learning outcomes reflect a movement toward outcomes based learning (OBL) in:

- (a) Elementary
- (b) Secondary and post secondary educational systems
- (c) ✓ (a) & (b) (d) None of these

42. Outcomes-based education is thought to provide greater:

- (a) Consistency - in course offerings across the educational system
- (b) Accountability - expectations for learning are clearly stated, and frequent assessment processes help both teacher and student identify progress toward meeting the outcomes

- (c) Accessibility - clearly defined outcomes enable learners to demonstrate achievement of those outcomes through prior learning assessment processes

- (d) ✓ All of the above

- Ability to work in teams:
- (a) Effective communication
- (b) Ability to solve problems

- (c) ✓ (a) & (b) (d) None of these

- In the college system, learning outcomes are written at the:

- (a) Program level

- (b) Course level

- (c) ✓ (a) & (b) (d) None of these

- 'Learning Outcomes' in the college system may express:

- (a) Vocational Skills

- (b) Generic Skills

- (c) General Education

- (d) ✓ All of the above

46. Guidelines for Writing Course

- Learning Outcomes:

- (a) State clear expectations - learners know what they have to do to demonstrate that they have achieved the learning outcomes

- (b) Represent culminating performances of learning and achievement; (meaning the highest stage of development, or exit, end performance)

- (c) Describe performances that are significant, essential, and verifiable; (meaning that performances can be verified or observed in some way and that they represent more than one small aspect of behavior; this also means that the performance is considered to be essential for success in the course)

- (d) Preferably state only ONE performance per outcome

- (e) ✓ All of the above

47. What are the major features for writing course learning outcome?

- (a) Refer to learning that is transferable; (meaning that the learning can readily be transferred from a class to a work place environment, or from one workplace environment to another, etc.)

- (b) Not dictate curriculum content; (meaning that there could be a number of different ways to achieve the outcome.)
- (c) Reflect the overriding principles of equity and fairness and accommodate the needs of diverse learners.
- (d) Represent the minimal acceptable level of performance that a student needs to demonstrate in order to be considered successful.
- (e) All of the above
48. Learning Outcome statements may be broken down into how many main components:
- An action word that identifies the performance to be demonstrated
 - A learning statement that specifies what learning will be demonstrated in the performance
 - A broad statement of the criterion or standard for acceptable performance
 - All of the above
49. What are the performance elements which may include?
- Identifies assumptions underlying various points of view
 - Presents a cogent argument with supporting evidence.
 - All of the above
50. Which major points contains in checklist for integration of learning outcomes:
- I know what the learning outcomes are for my course and program.
 - I have designed learning activities and resources which reflect the learning outcomes.
 - I have designed assessment/evaluation strategies with feedback opportunities for students.

- (d) The evaluation strategies reflect the learning outcomes.
- (e) All of the above
51. Course Learning Outcomes contain:
- Reflect what the faculty and the community collectively identify as the essential knowledge, skills and attitudes required by practitioners in the subject area
 - Describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria which determine the acceptable level of performance
 - All of the above
 - None of these
52. If you work in a postsecondary educational system, you may participate in this process by:
- Identifying a learner who would benefit from a PLA process
 - Assess a learner who has requested a PLA process
 - All of the above
 - None of these
53. Mention the general dimensions of learning outcomes are commonly identified:
- Knowledge outcomes pertain to grasp of fundamental cognitive content, core concepts or questions, basic principles of inquiry, a broad history, and/or varied disciplinary techniques.
 - Skills outcomes focus on capacity for applying basic knowledge, analyzing and synthesizing information, assessing the value of information, communicating effectively, and collaborating.
 - Attitudes and values outcomes encompass affective states, personal/professional/social values, and ethical principles.
 - Behavioral outcomes reflect a manifestation of knowledge, skills, and attitudes as evidenced

- by performance, contributions, etc.
- All of the above
54. Major types of student learning outcome based on:
- Knowledge
 - Skills
 - Behaviour
 - All of the above
55. Program goals reflect broad, non-specific categories of learning:
- Critical thinking
 - Communication
 - Science literacy
 - Multicultural literacy
 - All of the above
56. Why are learning outcomes important?
- When students know what is expected of them, they tend to focus their studying time and energy better, thus improving learning.
 - Student learning outcomes support a "learner-centered" approach to instructional activity; emphasis is on the types of experiences students must have to be able to achieve expected outcomes rather than "coverage of topics" within the curriculum.
 - All of the above
 - None of these
57. How are student learning outcomes written?
- Demonstrate an understanding of culture and society.
 - Critically analyze a literary text.
 - Distinguish among a variety of genres or primary and historical texts and use them appropriately and effectively in academic work.
 - Apply physical principles to real-world problems.
 - All of the above

58. As you work on establishing your program's learning outcomes, the which recommendations may also be useful:
- Attend to the most important goals for undergraduates in your major, framing outcomes in terms of what students will be able to demonstrate rather than on what faculty teach.
 - Focus on what students should know, be able to do, and/or be like after they have successfully completed your program, not on what they do on the way to completing the program.
 - All of the above
 - None of these
59. An effective outcomes assessment plan is:
- Grounded in the alignment between core curricular offerings and expected student learning outcomes
 - Designed to generate meaningful evidence that can be readily evaluated
 - Developed so that it is both manageable in scale and scope and adaptable to support evolving program needs and interests
 - Accompanied by a timeline that helps program faculty prioritize various aspects of the assessment work and meet key target dates relative to the timing of departmental self-reviews and 8-year program reviews
 - Endorsed by the program faculty at large as a potentially valuable mechanism for sharing insights about teaching and learning and creating processes for linking these insights with

- continuous improvement. program
- (f)✓ All of the above
60. In SLOs question you may want to address include:
- What are the most valuable insights gained from the assessment results?
 - What are the most important conclusions about the results?
 - What strengths (and weaknesses) in student learning do the results indicate?
 - What implications are there for enhancing teaching and learning?
 - All of the above
61. Determine the effectiveness and limitations of the assessment process. Questions to consider could include:
- Did the process define, as well as answer, questions that are important to understanding and enhancing student learning? If not, why?
 - Were faculty and students motivated to participate in the assessment process? If not, why?
 - Were the assessment methods easily implemented? If not, what improvements could be made?
 - In what ways was the assessment process especially effective?
 - What should (or will) change about the process? Why?
 - All of the above
- Learning outcomes covers:
- SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.

- (b) Outcomes are usually expressed as knowledge, skills, attitudes or values.
- (c) Learning Outcomes are goals that describe how a student will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.
- (d)✓ All of the above

63. Essential steps connect your 'Learning to Student Outcomes':

- Identify student learning priorities with specificity
- Determine what educators need to know and be able to do to ensure students meet their learning goals
- Plan the professional learning agenda
- All of the above

64. SLOs is a:

- A vital component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement.
- Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

65. By which method annual academic progress made by student enhanced:

- By using SLOs
 - By using sportsmanship
 - By visiting library for general books
 - None of these
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Curriculum (Study Material)

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Curriculum is:

- That which is taught in schools
- A set of subjects.
- Content
- A program of studies.
- A set of materials
- A sequence of courses.
- A set of performance objectives
- A course of study
- Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
- Everything that is planned by school personnel.
- A series of experiences undergone by learners in a school.
- That which an individual learner experiences as a result of schooling.

Curriculum Definitions:

- A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. (Tyler)
- A curriculum usually contains a statement of aims and specific objectives. It indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching... finally it includes a programme of evaluation of the outcomes.
- A plan for providing sets of learning opportunities for persons to be educated. (Saylor)
- Curriculum is an organized set of formal education and/or training intentions. (Pratt).
- A plan for learning whereby objectives determine what learning is important. (Wiles & Bondi)
- Curriculum is the planned experiences offered to the learners under the guidance of the school. (Wheeler)
- The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self-realization through active participation within the school. (Shepherd & Ragan)
- A programme the school offers to its students ... a preplanned series of educational hurdles ... an entire range of experiences a child has within school. (Eisner)

9. The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence. (Tanner & Tanner).
10. Curriculum is a plan for achieving intended learning outcomes, with what is to be learned and the results of instruction.
11. The curriculum of a school is the totality of the experiences that a school plans for its pupils. It is not restricted to courses; extracurricular activities and auxiliary services such as guidance and health services are also part of the curriculum. On the other hand the curriculum does not include everything the students learn in school.
12. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in written curricula and in courses of study; the implicit intentions are found in the 'hidden curriculum' by which we mean the roles and norms that underlie interactions in the school. (Miller and Seller)
13. The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It also defines the limits within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing him to fit properly into his society. (Robinson).

Types of Curriculum:

1. Informal Curriculum: Activities that occur outside of regular school hours, during breaks of lunch time, after school and sometimes on weekends, are also sources of learning and constitute the informal curriculum. These are sometimes referred to as extra-curriculum or co-curricular activities and are therefore treated in a different way from the activities of the formal curriculum.

2. Hidden Curriculum According to Kelly: Educationists speak of the 'hidden curriculum' by which they mean those things which pupils learn at school because of the way in which the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for school arrangements.

3. Actual or Received Curriculum: These terms are often used interchangeably. This view of curriculum acknowledges that a definition of curriculum ought to embrace all the learning that results from the experience of schooling. This includes not only learning that is explicitly planned in the formal curriculum, but also unplanned learning that is a by-product of planning and practice and is learnt through the hidden curriculum.

Examples of this are social roles, sex roles and certain attitudes and values. For this reason, some writers prefer to make a distinction between the official curriculum and the actual curriculum or between planned and the received curriculum. The official or planned curriculum refers to what is openly acknowledged and often written down while the actual or received curriculum is the full range of pupils' experiences in school.

4. Total Curriculum: The curriculum offered by a school to students should not be simply a collection of separate bits of information and unrelated experiences. Schools need to be

concerned with a 'total curriculum'. There must be vertical and horizontal organization of the curriculum elements.

5. Vertical Organization ensures sequence and continuity within a given subject area, not only for a particular grade but also between grades. One example of vertical organization is placing 'the family' in the grade 1 social studies curriculum and 'the community' in Grade 2. Another form of vertical organization is where subject curricula are organized so that the same topics are treated in different grades but increasingly more difficult levels. This corresponds to Bruner's idea of the spiral curriculum.

6. Horizontal organization is concerned with side by side relationships or integration, that is, how one area of the curriculum relates to another; for example, how topics in mathematics relate to topics in science.

Curriculum – MCQs – I

Write the correct answer:

1. _____ plays a vital role in attaining the aims and objectives of education.
 (a) Curriculum (b) Learning
 (c) Activities (d) Syllabus
2. _____ the curricular and co-curricular trends in our institutions i.e. the courses of study.
 (a) Curriculum (b) Learning
 (c) Activities (d) Syllabus
3. The objectives of _____, are the methodology of teaching, including teaching aids, and evaluation methods.
 (a) Chemistry (b) Physics
 (c) Sociology (d) Education
4. The word 'curriculum' is derived from the _____ word currere, which means "run".
 (a) Greek (b) English
 (c) Latin (d) Chinese
5. _____ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school.
 (a) Syllabus (b) Learning
 (c) Curriculum (d) None of these
6. Regarding the various definitions, images and conceptions _____ the parable of a blind men (of course here there are no blind men) and the elephant seems fitting. Each of several blind men touched a different part of the body of the elephant. One grasped the leg and described that an elephant was like a tree, another touched the trunk and described the elephant as a large snake, another examined the ear and thought of a huge fan, still another felt the tusk and likened the elephant to a sharp spear. What about this Para?
 (a) Syllabus (b) Curriculum
 (c) Learning
 (d) None of these
7. In the words of _____, the school curriculum becomes what it is in any school at any given moment because of social setting: the ideas and commitment of individuals; and the skill, understanding and strategy of those concerned with change.
 (a) Herbert Spencer
 (b) Kimball Wiles
 (c) Charles Beek
 (d) None of these
8. Curriculum has been viewed as under:
 (a) Curriculum as Content, or Subject Matter
 (b) Curriculum as a Programme of Planned Learning Activities
 (c) Curriculum as Intended Learning Outcomes
 (d) Curriculum as Cultural

- Curriculum
- (e) Curriculum as Cultural Preservation
 (f) Curriculum as Experience
 (g) Curriculum as Discrete Tasks and Concepts
 (h) All of the above
9. _____ define curriculum as the sum total of student activities which the school sponsors for the purpose of achieving its objectives:
 (a) Alberty A. and Alberty E.
 (b) H. Robert Beck
 (c) W. Waller Cook
 (d) None of these
10. In the words of _____, "Curriculum is the sum of the educational experiences that children have in school".
 (a) Alberty A
 (b) H. Robert Beck and W. Waller Cook
 (c) F. Bobbit
 (d) None of these
11. According to _____, "Curriculum is that series of things which children and youth must do as experience by way of developing abilities to do things well that make up the affairs of adult life; and to be in all respects what adults should do":
 (a) F. Bobbit (b) Alberty A
 (c) R. Doll
 (d) None of these
12. According to _____, "Curriculum can refer to the total structure of ideas and activities, developed by an educational institution to meet the needs of students and to achieve desired educational aims".
 (a) Derek Rowntree
 (b) Alberty A (c) F. Bobbit
 (d) None of these
13. The major characteristics of Curriculum are:
 (a) Totality of subject matter
- (b) Curriculum is not an end in itself
 (c) Total institutional environment
 (d) Totality of experiences
 (e) Mirror of educational trend and development of balance personality
 (f) Mirror of philosophy of life and dynamic achievement of goals
 (g) All of the above
14. The components of curriculum, according to _____, are the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programmes (for example field trips, library programmes, work experience education, guidance and extra classroom activities):
 (a) K.A. Leithwood
 (b) Agnes. S. Robinson
 (c) Alberty A
 (d) None of these
15. According to K.A. Leithwood curriculum encompasses educational philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, and assessment and learning outcomes:
 (a) Programme of studies or educational programme
 (b) Programme of Activities
 (c) Programme of Guidance
 (d) All of the above
16. _____ is defined as a list of the content of a course the work simply means collections. Syllabus usually specifies the content, learning outcomes and time allocations for various topics:
 (a) Curriculum (b) Syllabus
 (c) Learning

- Curriculum
- (d) None of these
17. _____ of study is defined as the series of planned units related to each other. In course of study organized subject is covered with specified mind, teaching goods & suggestion for instructional strategies:
 (a) Syllabus (b) Course
 (c) Learning
 (d) None of these
18. Curriculum development process consists of various phases or elements. The curriculum planners have to consider all these phases while working on such process. According to _____, the elements of curriculum development are philosophy, society, aims, educational administrators, school organization, are teaching material, teacher's role and teaching methods.
 (a) J.S. Farranta
 (b) Lawton D
 (c) Roberts Charles
 (d) None of these
19. In the words of _____, the elements of curriculum are the goals, objectives, content, processes, resources, and means of evaluation.
 (a) Lawton D
 (b) J.S. Farranta
 (c) Roberts Charles
 (d) None of these
20. Wheeler has given the following elements of curriculum as:
 (a) The selection of aims, goals and objectives
 (b) The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives
 (c) The selection of content (subject matter) through which, certain types of experience may be offered
 (d) The organization and integration
21. Taking into consideration the educational system in Pakistan curriculum must have the following important basic factors:
 (a) Situational analysis
 (b) Setting the objectives
 (c) Content
 (d) Learning experiences
 (e) Evaluation
 (f) All of the above
22. Guba and Stufflebeam (1970) identified following types of decisions, which are involved in curriculum evaluation
 (a) Planning (objectives to be selected)
 (b) Planning procedure (personnel, method and material to employ).
 (c) Implementing procedures (whether to continue, modify or abandon a procedural plant plan)
 (d) Outcomes (extent of achievements of targets or objectives)
 (e) All of the above
23. The following points demonstrate the importance of curriculum:
 (a) Achievement of educational aims and fixing limits
 (b) Development of democratic values and development of citizenship
 (c) Development of character
 (d) Satisfaction of needs and criteria of suitable teachers
 (e) Selection of suitable methods

- (f) and acquisition of knowledge
 (g) Development of personality and reflecting trends in education
 (g) All of the above
24. The curriculum foundations may be defined as those basic forces that influence and shape the minds of curriculum developers and enhance the content and structure of the subsequent _____.
 (a) Syllabus (b) Course
 (c) Learning (d) Curriculum
25. _____ is the pursuit of wisdom and knowledge. It is the study of realities and general principles. It concerns with the research of internal truths.
 (a) Sociology
 (b) Anthropology
 (c) Geography
 (d) Philosophy
26. _____ provides systematic procedure for clarifying issues and problems and making decisions on critical points of curriculum development.
 (a) Sociology
 (b) Anthropology
 (c) Geography
 (d) Philosophy
27. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understand:
 (a) Nature of educational objectives
 (b) The structure or inter-relationship of the objectives
 (c) Nature of curriculum activities
 (d) All of the above
28. According to _____ "Philosophy is the ability to feel at ease in any society."
 (a) M. Rashid (b) K.A. Gaba
 (c) Guba (d) Aristippus
29. According to _____, "Philosophy seeks to give knowledge of the whole".
 (a) M. Rashid (b) K.A. Gaba

30. (c) Guba
 (d) Kabir Humayun
 There are following philosophical categories that have particular relevance for curriculum development:
 (a) Ontology (The Nature of Reality)
 (b) Epistemology (The Nature of the Knowledge)
 (c) Axiology (The Nature of Value)
 (d) All of the above
31. Evaluating (investigating) the behaviour of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information.
 (a) Educational objectives
 (b) Student characteristics
 (c) Learning process
 (d) Teaching methods
 (e) Evaluation procedures
 (e) All of the above
32. In selecting learning experiences, the curriculum developers should take an account of:
 (a) Learning theories and personality
 (b) Individual differences amongst students
 (c) Motivational strategies and teaching style
 (d) Cognitive and affective development
 (e) Group dynamics and earning styles
 (f) Teaching methodology
 (g) All of the above
33. Educational psychologists, as well as other educators, have been concerned with such evaluation issues as:
 (a) Norm-referenced assessment or criterion referenced assessment
 (b) The role of formative evaluation
 (c) Appropriate instruments to

- Curriculum
 (d) measure student's performance
 Determination of teacher's effectiveness
 (e) All of the above
34. The curriculum for modernizing the society stressed the following:
 (a) Restructuring contents of the various subjects in the light of modern development in science and technology.
 (b) Adopting new methods of teaching
 (c) Encouraging activities for awakening curiosity and developmental interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself.
 (d) All of the above
35. Curricula according to designs, which may be categorized as:
 (a) Core Curriculum
 (b) Teacher Centered Curriculum
 (c) Learner Centered Curriculum
 (d) Activity Based Curriculum and Integrated Curriculum
 (e) All of the above
36. Activity based curriculum theory may be further sub-divided into:
 (a) Overt activity conception
 (b) Centre of interest conception
 (c) Purpose conception.
 (d) All of the above
37. Numerous curriculum projects were developed. Among the more well known are:
 (a) Biological Sciences Curriculum Study
 (b) Social Studies
 (c) Pakistan Studies
 (d) Pakistan Science Education
 (e) School Mathematics Study
 (f) Individualised Science Instruction System

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38. (g) All of the above
 Any curriculum is based on views such as:
 (a) What is meant by education and its aims.
 (b) The nature of knowledge
 (c) The nature of society
 (d) The role of school in the society
 (e) The nature of children and how they learn
 (f) What it means to teach
 (g) All of the above
39. Guba and Stufflebeam (1970) identify four types of decisions, which are involved in curriculum evaluation. Certain features of their work are useful as an organizing framework for examining curriculum evaluation. These types include the decisions about:
 (a) Planning intentions, e.g., which objectives to select.
 (b) Planning procedure, e.g., which personnel methods and materials to employ.
 (c) Implementing procedures, e.g., whether to continue, modify or abandon a procedural plan.
 (d) Outcomes e.g., which intentions are realized to what extent and by whom.
 (e) All of the above
40. The conceptual model proposed by Ralph Tyler for analyzing and developing a curriculum having the following fundamental points / questions:
 (a) What educational purposes should the school seek to attain?
 (b) What educational experiences can be provided that is likely to attain these purposes?
 (c) How can these educational experiences be effectively organized?
 (d) How can we determine whether

- these purposes are being attained?
- (e) All of the above
41. In his model, Wheeler recommended five steps:
- Selection of aims, goals and objectives.
 - Selection of learning experiences
 - Selection of content
 - Organization and integration of learning experiences and content
 - Evaluation
 - All of the above
42. Curriculum revision/development is ideally an ongoing assessment, planning and design, teacher training, materials, implementation monitoring feedback and evaluation, the curricula renewal is based on the following broad areas of concern.
- To incorporate changes at national and global level, to prepare our children for further job market within existing economic sustainable national development.
 - Incorporating issues of global significance include, environment change, degradation, population control, gender issues, and international understanding and cooperation.
 - Fostering respect for prevention of cultural tradition and indigenous values and ways of life.
 - Fostering of moral values through Islamic principles and ethics among pupils.
 - Promoting democratic values and respect for identity and appreciation of cultural diversity that characterizes Pakistani society and the broader global

- (f) society.
- To introduce competency based curricula by defining mini process involved in learning competencies at both primary and secondary level.
- (g) All of the above
43. Federal Government taking the following steps to formulate the curriculum:
- Design in collaboration with Provincial Curriculum Bureaus initial draft of curriculum in the light of need assessment/survey and send the drafts to NBCT for finalization:
 - NBCT finalized a unified draft curriculum in the light of the drafts received from the NCDC.
 - The unified draft is circulated throughout the country for comments. Comments are invited from educational institutions and users/stake holder's parents, communities etc.
 - The National Curriculum Development Select Committee a subset of NCDC reviews and updates the unified draft in the light of the feedback and recommends approving the draft as National Curriculum.
 - All of the above
44. Provincial Curriculum Committee composed of:
- Representatives of the Provincial Curriculum Centres
 - Supervisors
 - Teachers
 - Educational Administrators
 - Subject Specialists from the Schools, Colleges, Universities and other Research Organizations
 - Representatives of the Textbook

- (d) boards
Representatives of the Boards of Intermediate and Secondary Education
- (e) Teacher Trainers
All of the above
45. In addition to development of Textbooks, the Provincial Textbook Boards are conducting the following functions:
- Research and surveys of textbooks by the staff of Textbook Board.
 - Training of Authors, writers, designers, etc., of the textbooks. The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:
 - Development of Experimental edition of primary school textbooks.
 - Improvement in quality of printing and award of prizes.
 - Development of supplementary readers.
 - Promotion of concept for use of multiple textbooks.
 - Both (a) & (b)
46. Promotion of Teacher Training in the country through:
- Up-dating curricula and training methodology for both pre-service and in-service training.
 - Conceiving, developing, selling and implementation of development schemes for the promotion of Teacher Training in terms of both physical and software.
 - Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.
- (d) Crash training programmes for secondary school teachers in basic sciences and mathematics.
- (e) Training of Master Trainers of lower secondary school teachers in General Science, Mathematics and English.
- (f) Mobile Workshops for Elementary School Teachers in production of low cost teachers aids.
- (g) Training of Primary, Middle and Secondary level teachers in population education at selected district level.
- (h) All of the above
47. Evaluation through:
- To evolve a system of selection for professional education, viz NETS.
 - Development of objective type test from items pools in selected subjects at secondary level.
 - To help BISEs in training of examiners for conduct of valid and reliable examinations.
 - To collaborate with I.B.C. in maintaining uniformity and upholding standards.
 - All of the above
48. In collaboration with National Bureau undertakes problems, which include:
- Study of the curriculum concepts in selected subjects in relation to the mental level of children.
 - Development of graded vocabulary for primary school children.
 - Study of primary school curriculum with special focus on:
 - Integrated curriculum
 - Moral education
 - Work oriented education
 - Work load of the pupils

- (v) Students/teacher competencies
 (vi) Assessment of learning achievements of children
- (d) Study of alternative methods of imparting literacy programmes at primary level
 (e) All of the above
49. The Curriculum Wing has addressed the following issues of global significance:
 (a) Population Education
 (b) Drug Education
 (c) Environmental Education
 (d) Values Education
 (e) All of the above
50. There must be the following features in a good and standardized book:
 (a) A good textbook is that which is according to the objectives of the syllabus
 (b) A book must fulfill the requirements of the subject, and the level for which it is written.
 (c) In a standard book, all the topics are present in a specific content.
 (d) A book should be written according to mental level of the students of that stage.
 (e) All these information and the material included in the book should be correct, based on reality and should be doubtless.
 (f) The including information and material in a good book is always presented in simple and comprehensive language.
 (g) A book is the guaranteed of security and publication code of philosophy of living and religious values and traditions of a nation.
 (h) Pictures, maps, and graphs, are used to make the material interesting and explainable.
 (i) There are exercises to overcome

- (j) lessons, information, material provided by it.
 The material of the book should free from calligraphically, paragraphal and grammatical mistakes.
- (k) A standard paper is used in the publication of good textbooks but the price is fixed according to the approach of the common people.
- (l) Such books are lengthy in relevant material and according to the mental level of the students.
- (m) The material in such books is present in main and sub-headings.
- (n) All of the above
51. According to Seriven, there are forms of curriculum evaluation:
 (a) Formative
 (b) Summative
 (c) Both (a) & (b)
 (d) None of these
52. Syllabus is a list of topics of a subject that is prepared for:
 (a) Public examination
 (b) Fulfillment of national objectives
 (c) National education program
 (d) All of the above
53. In syllabus:
 (a) Details of objectives of education are not provided
 (b) Details of content are not provided
 (c) Details of methods of teaching are not provided
 (d) All of the above
54. The literal meaning of course is:
 (a) Path (b) Rose
 (c) Light
 (d) None of the above
55. The common aim of education is to:

- (a) Develop the abilities of the students
 (b) Develop personality
 (c) Develop the students socially
 (d) All of the above
56. Books are the:
 (a) Memory of human race
 (b) Capital of human race
 (c) Intellectual struggle of human race
 (d) All of the above
57. The most effective source of knowledge is:
 (a) Computer (b) Book
 (c) Educational excursion
 (d) Seminar
58. A textbook:
 (a) Covers the content of a particular educational level
 (b) Fulfils the very least educational needs of the students
 (c) Discusses details of topics of a particular education level
 (d) All of the above
59. In the provinces of Pakistan, Textbook Boards were established in:
 (a) 1960 (b) 1961
 (c) 1962 (d) 1963
60. A good textbook:
 (a) Is harmonized with the objectives of education
 (b) Is in accordance with the mental level of the students
 (c) Is comprehensive and simple to understand
 (d) All of the above
61. The literal meaning of curriculum is:
 (a) Path (b) Light
 (c) Height
 (d) None of the above
62. Curriculum always designed to the needs of:
 (a) Teachers (b) Students
 (c) Tutors
 (d) None of these

63. Curriculum is such a collection of activities and sciences that:
 (a) Is provided to the students
 (b) Is a source of accomplishment of aims of education
 (c) Develops the child personality
 (d) All of the above
64. In the educational literature of the Arabs, which of the following stands for curriculum?
 (a) Siraat (b) Minhaj
 (c) Takasur (d) Alam
- Learning requires:
 (a) Labor (b) Intention
 (c) Both (a) and (b)
 (d) None of the above
66. Curriculum is:
 (a) An educational course of action
 (b) A written educational plan
 (c) A collection of activities and sciences
 (d) All of the above
67. Curriculum:
 (a) Helps in the acquisition of aims of education
 (b) Trains the students
 (c) Leads to the destination of life
 (d) All of the above
68. Curriculum includes:
 (a) Cognitive development
 (b) Moral development
 (c) Practical training
 (d) All of the above
69. Which of the following point is not included in concept of curriculum?
 (a) Curriculum is a formal course of action
 (b) Curriculum includes activities and science
 (c) Curriculum is confined to textual content
 (d) Curriculum includes learning experiences
70. Which of the following enables a student to become socially adjusted?
 (a) Curriculum

- (b) Observation
(c) Personal experiences
(d) Intuition
- Curriculum is concerned with the:
(a) Ideology of life
(b) National culture
(c) National history
(d) All of the above
- The chief source for the accomplishment of the aims of education is:
(a) Teacher (b) Curriculum
(c) Method of teaching
(d) Evaluation
- Curriculum is:
(a) A continuous process
(b) A circular process
(c) A process of logical order
(d) All of the above
- There are:
(a) Four elements of curriculum
(b) Three elements of curriculum
(c) Two elements of curriculum
(d) Five elements of curriculum
- The important components of curriculum are:
(a) Objectives and curricular content
(b) Objective, curricular content and methodology
(c) Objectives, content, methodology and evaluation
(d) Both (a) and (b)
- Which of the following question is concerned with aims of curriculum?
(a) What do we wish to become a student
(b) What does a society expect from education
(c) Which type of persons a society needs
(d) All of the above
- The curricular objectives have:
(a) Psychological justification
(b) Social justification
(c) Economic justification

- (d) All of the above
- The objectives of education clearly defines:
(a) Why the students are being educated
(b) Where a nation is leading
(c) Which expectations are being fulfilled
(d) All of the above
- The students:
(a) Do not respond without a stimulus
(b) Fulfill the expectations of a nation
(c) Are the significant element of education
(d) All of the above
- In the process of curricular development, the first step is:
(a) The selection of method of teaching
(b) The determination of aim
(c) The selection of curricular content
(d) The selection of the modes of evaluation
- Because of the curricular objectives:
(a) Teachers and students become aware of their performance
(b) National demands are fulfilled
(c) Ideological foundations are stabilized
(d) All of the above
- Which of the following points must be considered while determining the objectives of curriculum?
(a) Desires of the individual
(b) Psychological demands of the individual
(c) Social needs of the individual
(d) All of the above
- Which of the question arises after determination of curricular aims?
(a) Which learning experiences will included in curriculum
(b) Which subject will be included

- in the curriculum
(c) Which co-curricular activities will be included in curriculum
(d) All of the above
- The important aim of education in Pakistan is:
(a) To produce good Muslims
(b) Complete make understanding of Islam to individuals
(c) To promote ideology of Pakistan
(d) All of the above
- The curricular content should:
(a) Cause cognitive development
(b) Have interests for the children
(c) Cause motivation in the student
(d) All of the above
- Which of the following should be considered while selecting the content?
(a) Psychological demands of the students
(b) Mental capabilities of the students
(c) Interests of the students
(d) All of the above
- The curricular content should be:
(a) Linked with life
(b) Utility-oriented
(c) Reliable
(d) All of the above
- Which of the following question arises out of the selection of curricular content?
(a) How it will be transmitted to the students
(b) How it will help in getting the aims of curriculum
(c) How it will be harmonized with the local traditions
(d) None of the above
- A teacher should select the teaching methods that are:
(a) Conformed to the cognitive ability of the students
(b) Conformed to the nature of the

- content
(c) Conformed to the national ideology
(d) All of the above
- A teacher should know:
(a) The psychological needs of the students
(b) The use of various methods of teaching
(c) The use of audio-visual aids
(d) All of the above
- In the process of curricular evaluation:
(a) There is no role of a teacher
(b) Commentary on examination system is useless
(c) Performance of all the elements of curriculum is assessed
(d) Aims of education are not given importance
- For conducting curricular evaluation:
(a) Formal methods are adopted
(b) Informal methods are adopted
(c) Formal and Informal methods are adopted
(d) None of the above
- Examinations are linked with:
(a) Formal evaluation
(b) Informal evaluation
(c) Non-formal evaluation
(d) Both (a) and (b)
- Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
(a) Ineffective method of teaching
(b) Boring and dull content
(c) Difficulty level of content higher than mental level
(d) All of the above
- Curricular evaluation gives us the:
(a) Knowledge of the abilities of the students
(b) Opportunity to modify the curriculum
(c) Opportunity to evaluate the performance of the teachers

- (d) All of the above
96. Which of the following plays an important role in the fulfillment of curriculum?
- Objectives
 - Objectives and content
 - Objectives, content and methodology
 - Objectives, content, methodology and evaluation
97. Due to the mutual integration of the elements of curriculum:
- Aims of education change
 - The process of curriculum becomes effective
 - The process of learning halts
 - Workload of the teacher decreases
98. The four elements of curriculum:
- Play equal role in the accomplishment of curriculum
 - Do not play equal role in accomplishment of curriculum
 - Influence each other
 - Both (a) and (b)
99. During the determination of the curricular objectives:
- Social needs are primarily considered
 - Social values are primarily considered
 - Now emerging social needs are primarily considered
 - All of the above
100. Which of the following factor should be kept in determination of aims of education?
- Activities of the students
 - Individual differences of the students
 - Developmental needs of the students
 - All of the above
101. Curricular content and its related activities are linked with:
- Social needs

- (b) Psychological needs
- (c) Ideological needs
- (d) All of the above
102. If the method of teaching is effective:
- The effects of teaching will be satisfactory
 - Accomplishment of instructional objectives will become possible
 - The effect of educative process will be permanent
 - All of the above
103. If the curricular objectives are being achieved, we will say that:
- The curriculum is effective
 - The method of teaching is effective
 - Education is effective
 - Evaluation is effective
104. The process of curriculum is:
- Dynamic
 - Traditional
 - Not flexible
 - Not dynamic
105. Good curriculum helps the students in facing the:
- Social problems
 - Moral problems
 - Cultural problems
 - All of the above
106. Good curriculums conforms to the:
- Calendar age of the students
 - Mental age of the students
 - Needs of the students
 - All of the above
107. A good curriculum is:
- Comprehensive
 - Student-oriented
 - Individual differences-oriented
 - All of the above
108. Curriculum should:
- Reflect the national aims
 - Be harmonized with national ideology
 - Develop the personality of the students
 - All of the above

109. Educational evaluation enables a student to know:
- What does he know and what does not
 - Which concepts does he know and which does not
 - At which level of excellence does he stand
 - All of the above
110. Educational evaluation:
- Is linked with aims of education
 - Analyses the performance of the educative process
 - Guides the process of curricular modification
 - All of the above
111. The process of educational evaluation is important because:
- It motivates the students for education
 - It motivates the students for learning
 - It creates a sense of competition among the students
 - All of the above
112. Through the process of educational evaluation the educationist:
- Rearrange the instructional content
 - Rearrange the methods of teaching
 - Rearrange instructional content and methods of teaching
 - None of the above
113. Findings of evaluation are used for which of the following type of research:
- Basic research
 - Applied research
 - Practical research
 - All of the above
114. Measurement is a dimension of:
- Educational evaluation
 - Learning
 - Method of teaching
 - Attitude

115. Educational evaluation helps in:
- Assessing the behavioral changes in the students
 - Identifying the instructional errors of the teacher
 - Assessing the performance of the students
 - All of the above
116. To assess the effectiveness of teaching, a teacher keeps an eye on:
- The classroom activities of the students
 - The attention of the students
 - The understanding level of the students
 - All of the above
117. Which of the following trait is not concerned with measurement?
- Comparison
 - Quantity
 - Standard
 - Number
118. The process of curriculum development is continuous and:
- Whirling
 - Conical
 - Informative
 - None of the above
119. Who said that curriculum consists of four elements:
- Lindwell
 - Mead
 - Keer
 - Taba
120. Evaluation is:
- A continuous process
 - Limited process
 - Not an applied process
 - Whirling process
121. Educational evaluation is a process by which:
- A teacher can assess his teaching
 - A student can assess his performance
 - A teacher and a student can assess their performance
 - A head teacher can assess his teaching
122. Measurement is a:
- Quantitative aspect of

- (b) Standardized aspect of evaluation
 (c) Quantitative and standardized aspect of evaluation
(d) None of the above
123. Which of the following is a conduct by which a teacher assesses the level of understanding, interest and attention of the children?
(a) Evaluation
(b) Measurement
 (c) Assessment
(d) Examination
124. A test:
(a) Is a combination of statements
(b) Can be a written or in oral form
(c) Evaluates the traits of the students
(d) All of the above
125. _____ of Education defines "Curriculum as all the experiences a pupil has under the guidance of the school"
 (a) Blond's Encyclopedia (1969)
(b) Albery A
(c) F. Bobbit
(d) None of these
126. It is desirable to insure that the interests, ideas, needs and planning of children are utilized in curriculum:
(a) Formation (b) Contribution
 (c) Development
(d) Training
127. The word 'curriculum' is derived from the word:
(a) Currere (b) Curreru
 (c) Currereae (d) Currate
128. Word currere means:
(a) Play (b) School
 (c) Run (d) None of them
129. What is the main object of Curriculum?
(a) Helps in the acquisition of aims of education
(b) Trains the students

- (c) Leads to the destination of life
(d) All of the above
130. Each board either commissions a panel of authors for writing the manuscript or invites the manuscripts through:
(a) Bids
(b) Open Competitions
(c) Different Schemes
(d) None of these
131. The first responsibility of the school staff is to formulate the purposes the school hopes to serve in the lives of:
(a) Teachers (b) Members
 (c) Children (d) All of these
132. It is desirable to ensure that the interests, ideas, needs and planning of children are utilized in curriculum:
(a) Formation (b) Contribution
 (c) Development
(d) Training
133. There were how many colleges in Pakistan at the time of partition in 1947:
(a) 52 (b) 40
(c) 36 (d) 28
134. There were how many Universities in Pakistan at the time of partition in 1947:
(a) 2 (b) 4
(c) 6 (d) 8
135. Warren Hastings was the first Governor-General of India, who had a working for Bengali and
(a) English (b) Urdu
(c) Persian (d) Arabic
136. Which curriculum is usually caught between the changing demands of progress and the inertia of tradition?
(a) Introductory curriculum
(b) School curriculum
(c) College curriculum
(d) University curriculum
137. It is essential that the objectives of a school curriculum be determined clearly as a logical prerequisite to

intelligent curriculum:

- (a) Planning (b) Development
(c) Progress (d) Training
138. The curriculum of the school programme is called:
(a) Base (b) Heart
 (c) Element (d) Part
139. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:
(a) Adopted (b) Introduced
 (c) Developed
(d) Presented
140. Which curriculum has been in a state of flux all over the world?
(a) Education Curriculum
(b) School Curriculum
(c) College Curriculum
(d) University Curriculum
141. Education is a threefold process of imparting knowledge, developing skills and:
(a) Inculcating interests
(b) Inculcating proper
 (c) Inculcating proper attitudes and values
(d) Inculcating attitudes and values
142. Which is the national language of Pakistan?
(a) Punjabi (b) Sindhi
(c) English (d) Urdu
143. The curriculum cannot be separated from teaching:
(a) Habits (b) Guidance
(c) Development
 (d) Methodology
144. When Charles Grant raised his voice to make English the supreme language of administration to develop better understanding between the rules and the ruled?
(a) 1892 (b) 1782
(c) 1772 (d) 1792
145. Who said, "A single shelf of a good

European library was worth the whole native literature of India and Arabia?"

- (a) Lord Macaulay
(b) Charles Grant
(c) Lord Curzon
(d) Warren Hastings
146. When the Indian Education Commission found the curriculum of schools "too academic, narrow, college preparatory, and examination ridden"?
(a) 1876 (b) 1880
 (c) 1882 (d) 1885
147. The manuscripts are edited by the 'Provincial Textbook Boards' and sent to the Federal Ministry of Education for seeking approval for their:
(a) Binding (b) Copying
 (c) Editing (d) Publication
148. At the secondary stage, diversifications takes place and the students opt for either Science Group or:
 (a) General Group
(b) Mathematical Group
(c) English Group
(d) Urdu Group
149. The writing and publishing of textbooks is the responsibility of the Provincial Textbook:
 (a) Boards (b) Bureaus
(c) Corporations
(d) Centres
150. The curriculum should utilize both long-run and:
(a) Flexible planning
 (b) Day-to-day planning
(c) Changing planning
(d) Strict planning
151. Full-fledged institutes of Education were established at the universities to lay down the basis for continuous:
 (a) Research (b) Education
(c) Training (d) Study
152. In border to provide an up-to-date

- information and data regarding various aspects of education, who established a Central Bureau of Education?
- Central Government
 - Provincial Government
 - Ministry of Education
 - National Commission
153. In the provinces, Education were attached to the:
- Education Departments
 - National Councils
 - Provincial Governments
 - Local Authorities
154. There are how many working weeks in a year at primary and secondary levels?
- 35
 - 34
 - 36
 - 27
155. When the pattern of curriculum which is being followed today in our universities was proposed by the Calcutta University Commission?
- 1935
 - 1928
 - 1925
 - 1919
156. Punjab University located in which city of Punjab:
- Lahore
 - Multan
 - Rawalpindi
 - Faisalabad
157. Which education was separated from the Universities and Boards of Intermediate and Secondary Education were established?
- Physical Education
 - Technical Education
 - Secondary Education
 - Intermediate Education
158. In case of Federal Universities, who is the Chancellor?
- Prime Minister
 - Chairman Senate
 - President
 - Speaker National Assembly
159. Which additional facilities were provided to the universities to

- strengthen their teaching programmes?
- Training
 - Physical
 - Research
 - Technical
160. Which teachers were given ample opportunities for studies abroad?
- University
 - College
 - Secondary School
 - Technical
161. The Vice Chancellor shall be appointed by the:
- President
 - Prime Minister
 - Governor
 - Chief Minister
162. By whom approval, the curricula is published and distributed amongst the universities and colleges for adoption?
- Vice Chancellor's Committee
 - National Curriculum Revision Committee
 - National Academy of Higher Education
 - Task Group Committee
163. When University Grants commission (a federal level body) was established in Islamabad (Now HEC)?
- 1968
 - 1972
 - 1974
 - 1973
164. The teacher training institutions were improved both in terms of equipment and:
- Building
 - Staff
 - Funds
 - Training
165. Allama Iqbal Open University main campus located in which city of Pakistan:
- Islamabad
 - Lahore
 - Multan
 - Karachi
166. When the federal funding of the universities was introduced and recurring budget is also allocated to the universities from the federal budget of education?
- 1976
 - 1972
 - 1980
 - 1973

167. The University Grants Commission is headed by a chairman, and assisted by the whole-time member, honorary member, ex-officio member, advisers and (now HEC – Higher Education Commission):
- Trainers
 - Managers
 - Directors
 - Lawyers
168. In the absence of the Chancellor, who shall preside at the Convocation of the University?
- Governor
 - Chief Minister
 - Vice Chancellor
 - Any Director
169. Audio-visual aids were provided in collaboration with:
- World Bank
 - UNESCO
 - Central Government
 - IMF
170. Medium of instruction at primary level in Pakistan is:
- Urdu/English
 - Urdu/Provincial Language
 - English/Provincial Language
 - Urdu
171. Medium of instruction at higher secondary and university level is:
- Urdu/Provincial Language
 - Urdu
 - Urdu/English
 - English
172. Lecturer in Education Department posted against which pay scale:
- 15
 - 16
 - 18
 - 17
173. At which level, diversification of curriculum was undertaken?
- Early school level
 - Primary school level
 - Secondary school level
 - Middle school level
174. There were how many distinguished features of the new secondary school curriculum?

- 2
- 3
- 4
- 5

175. The main feature of the new secondary school curriculum was a new orientation towards which subject?

- English
- Urdu
- Mathematics
- Science

176. At secondary school level, much emphasis was given to Islamic studies and:

- Religious Education
- Pakistan Studies
- Social Studies
- English

177. In which year Pakistan Government entrusted the responsibility of the revision of curricula of B.A., B.Sc. and M.A. M.Sc. level courses to the university grants commission and national academy of higher education?

- 1972
- 1976
- 1974
- 1978

178. The UGC/HEC has started in-service/pre-service training programme for:

- Teachers
- Advisers
- Member
- Students

179. How many aspects of vertical organization of the curriculum deserve attention?

- 4
- 2
- 3
- 5

180. How many aspects of vertical organization of the curriculum deserve attention Madrassas and Maktabs which constitute a specialized system of education in our:

- Religion
- Traditions
- Province
- Country

181. Who initiated a programme for improvement of the institutions and revision of the syllabi?

- (a) Provincial Auqaf Departments
 (b) Provincial Governments
 (c) Central Government
 (d) None of these
182. Commission on National Education in its broadest sense, includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:
 (a) Syllabus (b) Learning
 (c) Curriculum
 (d) None of these
183. Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
 (a) Ineffective method of teaching
 (b) Boring and dull content
 (c) Difficulty level of content higher than mental level
 (d) All of the above
184. Curricular evaluation gives us the:
 (a) Knowledge of the abilities of the students
 (b) Opportunity to modify the curriculum
 (c) Opportunity to evaluate the performance of the teachers
 (d) All of the above
185. Curricular content and its related activities are linked with:
 (a) Social needs
 (b) Psychological needs
 (c) Ideological needs
 (d) All of the above
186. The curriculum in the secondary schools in British India should have been formulated to meet the socio-needs of the local.
 (a) Development
 (b) Progressive
 (c) Independent
 (d) Economic
187. The student:
 (a) Do not respond without a

- stimulus
- (b) Fulfill the expectations of a nation
- (c) Are the significant element of education
- (d) All of the above
188. Whenever the curricula are received and redesigned for Secondary Schools and Higher Secondary Schools, the National Bureau of Curriculum & Textbooks constitutes National Committees for subjects:
 (a) Basic (b) Secondary
 (c) Collective (d) Individual
189. Importance was also given to the improvement of Madrassas and Maktabs which constitute specialized system of education in our:
 (a) Religion (b) Traditions
 (c) Province (d) Country
190. A resolution was adopted by the parliament, which became the 43 section in the charter:
 (a) 1833 (b) 1813
 (c) 1835 (d) 1819
191. In order to classifying school administrative purposes government, local and others; they were categorized according to the medium of instruction used and curriculum taught. These were:
 (a) 2 (b) 3
 (c) 4 (d) 5
192. What does IEP stand for?
 (a) Inadequate Educational Progress
 (b) Individualized Education Plan
 (c) Innovative Educational Practices
 (d) Improve Education Pronto
193. According to "Curriculum embodies all the experiences which are offered to learners under the auspices or direction of the school"
 (a) Alberly A (b) F. Bobbit
 (c) R. Doll

- Curriculum
- (d) None of these
194. Federal Curriculum Committee consists of:
 (a) Member of the Provincial Committee
 (b) Representative of the Curriculum Wing, Ministry of Education
 (c) Both (a) and (b)
 (d) None of these
195. The curriculum of educational Institutions in any reflects the need and aspirations of the people at large:
 (a) Town (b) Province
 (c) Country (d) Continent
196. Islamic Studies was made a compulsory subject for Classes I-VIII and _____ subjects in Class IX-X:
 (a) Basic (b) Elective
 (c) Optional
 (d) None of these
197. Religious instruction was made compulsory even in Christian schools for _____ children:
 (a) Christian (b) Muslim
 (c) Hindu (d) Non-Muslim
198. Which curriculum has been in a state of flux all over the world?
 (a) Education Curriculum
 (b) School Curriculum
 (c) College Curriculum
 (d) University Curriculum
199. The Despatch of _____ was not very specific about the subjects to be taught in secondary schools:
 (a) 1848 (b) 1858
 (c) 1852 (d) 1854
200. The UGC has started in service/pre-service training programme for _____ of Degree College and universities in the Academy of Higher Education:
 (a) Teachers (b) Advisers
 (c) Members (d) Students
201. The teacher training institutions were improved both in terms of equipment

- and:
- (a) Building (b) Staff
 (c) Funds (d) Training
202. A number of schools were started in each province to act as prototype to demonstrate new teaching methods and approaches under the revised curriculum:
 (a) Maktab (b) Presidential
 (c) Pilot (d) Training
203. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader:
 (a) Bold (b) Experienced
 (c) Creative
 (d) Administrative
204. The nature of the _____ should be determined both by the demands of contemporary society and by the needs of individuals:
 (a) Curriculum
 (b) Study
 (c) Examination
 (d) None of these
205. Liberal scholarships were awarded to talented and deserving _____ for giving them more and better chances for further education:
 (a) Students (b) Teachers
 (c) Staff (d) Professors
206. The curriculum should never be considered finished product or a plan:
 (a) Basic (b) First
 (c) Coming (d) Final
207. With the leadership of the principal and others, the staff should examine the programme:
 (a) Independently
 (b) Continuously
 (c) Monthly (d) Annually
208. Change for the sake of change is desirable:
 (a) Seldom (b) Utmost
 (c) Not (d) Also

209. The school curriculum especially provided for developing fundamental skills through different kinds of activity, including artwork, crafts, manual labour, and out of school expeditions, etc.

- (a) Early (b) Middle
- (c) Primary (d) Islamic

210. The universities were encouraged to organize seminar, tutorials and meetings in summer vacations in order to provide university teachers with opportunities to exchange views with their counterparts in other:

- (a) Countries (b) Academics
- (c) Universities
- (d) None of these

211. The new curriculum provided for a core of compulsory subjects and a wide range of electives to allow _____ a choice in accordance with their aptitudes and abilities:

- (a) Advisors (b) Students
- (c) Teachers (d) All of these

212. Evaluating (investigating) the behavior of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information:

- (a) Education objectives
- (b) Student characteristics
- (c) Learning process
- (d) All of the above

213. _____ provides systematic procedure for clarifying issues and problems and making decisions on critical points of curriculum development:

- (a) Sociology
- (b) Anthropology
- (c) Geography
- (d) Philosophy

214. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understand:

- Curriculum**
- (a) Nature of objectives
 - (b) The structure or inter-relationship of the objectives
 - (c) Nature of curriculum activities
 - (d) All of the above

215. The Vice Chancellor shall hold office for _____ years from the date of the notification of his appointment and on the expiry of his term of office shall be eligible for reappointment:

- (a) 2 (b) 4
- (c) 3 (d) 5

216. A programme for production of guidebooks for teachers in _____ subjects was initiated:

- (a) Various (b) English
- (c) Urdu (d) Religious

217. For the teaching of _____ a number of programmes for teacher training were organized by the Agriculture Universities and Colleges, and even the Rural Development Academy:

- (a) Geology (b) Agriculture
- (c) Forestry (d) Horticulture

218. The Education Extension Centres also organized a number of _____ courses:

- (a) Long-term (b) Mid-term
- (c) Short-term (d) All of these

219. The important achievement was initiation of short-term classes; in the polytechnics and other technical institutions:

- (a) Morning (b) Afternoon
- (c) Evening (d) Sunday

220. In order to transform universities from mere examining bodies to teaching and research organizations as suggested by the National Commission, specific measures were undertaken by the:

- (a) Research Councils
- (b) National Councils
- (c) Government
- (d) All of these

221. The curriculum should be organized in terms of what is known about the process:

- (a) Learning (b) Progressive
- (c) Training
- (d) Experimental

222. _____ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:

- (a) Syllabus (b) Learning
- (c) Curriculum
- (d) None of these

223. In the words of _____, the school curriculum becomes what it is in any school at any given moment because of social setting: the ideals and commitment of individuals; and the skill, understanding and strategy of those concerned with change:

- (a) Herbert
- (b) Kimball Wiles
- (c) Charles Beek
- (d) None of these

224. A number of scientific departments and laboratories were established the Central Govt. and _____ such as Geological Survey, Meteorological Department, Geophysics Institute and others:

- (a) Local Councils
- (b) Public Departments
- (c) Provincial Governments
- (d) Rural Councils

225. There were National Committees for advising the _____ on scientific development in various fields:

- (a) Institutions
- (b) Government
- (c) Organizations
- (d) Universities

226. _____, the curricular and co-curricular trends in our institutions i.e. the courses of study:

- (a) Curriculum (b) Learning
- (c) Activities (d) Syllabus

227. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader:

- (a) Bold
- (b) Experienced
- (c) Creative
- (d) Administrative

228. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:

- (a) Adopted (b) Introduced
- (c) Developed (d) Presented

229. The curriculum of the school is the determining factor in the _____ of the school:

- (a) Progress (b) Making
- (c) Staff
- (d) Organization

230. The curriculum should be formulated on _____ basis:

- (a) Strict
- (b) Cooperative
- (c) Changing (d) Simple

Answers

1.	(a)	2.	(a)	3.	(d)	4.	(c)	5.	(c)
6.	(b)	7.	(b)	8.	(h)	9.	(a)	10.	(b)
11.	(a)	12.	(a)	13.	(g)	14.	(b)	15.	(d)
16.	(b)	17.	(b)	18.	(a)	19.	(a)	20.	(f)
21.	(f)	22.	(e)	23.	(g)	24.	(d)	25.	(d)
26.	(d)	27.	(d)	28.	(d)	29.	(d)	30.	(d)

31.	(e)	32.	(g)	33.	(e)	34.	(d)	35.	(e)
36.	(d)	37.	(g)	38.	(g)	39.	(e)	40.	(e)
41.	(f)	42.	(g)	43.	(e)	44.	(i)	45.	(c)
46.	(h)	47.	(e)	48.	(e)	49.	(e)	50.	(n)
51.	(c)	52.	(d)	53.	(d)	54.	(a)	55.	(d)
56.	(d)	57.	(b)	58.	(d)	59.	(c)	60.	(d)
61.	(a)	62.	(b)	63.	(d)	64.	(b)	65.	(c)
66.	(d)	67.	(d)	68.	(d)	69.	(c)	70.	(a)
71.	(d)	72.	(b)	73.	(d)	74.	(a)	75.	(c)
76.	(d)	77.	(d)	78.	(d)	79.	(d)	80.	(b)
81.	(d)	82.	(d)	83.	(d)	84.	(d)	85.	(d)
86.	(d)	87.	(d)	88.	(a)	89.	(d)	90.	(d)
91.	(c)	92.	(c)	93.	(a)	94.	(d)	95.	(d)
96.	(d)	97.	(b)	98.	(d)	99.	(d)	100.	(d)
101.	(d)	102.	(d)	103.	(a)	104.	(a)	105.	(d)
106.	(d)	107.	(d)	108.	(d)	109.	(d)	110.	(d)
111.	(d)	112.	(c)	113.	(d)	114.	(a)	115.	(d)
116.	(d)	117.	(c)	118.	(a)	119.	(b)	120.	(d)
121.	(c)	122.	(c)	123.	(c)	124.	(d)	125.	(a)
126.	(c)	127.	(a)	128.	(c)	129.	(d)	130.	(b)
131.	(c)	132.	(c)	133.	(b)	134.	(a)	135.	(b)
136.	(b)	137.	(a)	138.	(b)	139.	(c)	140.	(a)
141.	(c)	142.	(d)	143.	(d)	144.	(d)	145.	(a)
146.	(c)	147.	(d)	148.	(a)	149.	(a)	150.	(b)
151.	(a)	152.	(c)	153.	(a)	154.	(a)	155.	(d)
156.	(a)	157.	(d)	158.	(c)	159.	(b)	160.	(a)
161.	(d)	162.	(a)	163.	(c)	164.	(b)	165.	(a)
166.	(b)	167.	(c)	168.	(c)	169.	(b)	170.	(b)
171.	(c)	172.	(d)	173.	(c)	174.	(a)	175.	(d)
176.	(a)	177.	(b)	178.	(a)	179.	(b)	180.	(d)
181.	(a)	182.	(c)	183.	(d)	184.	(d)	185.	(d)
186.	(d)	187.	(d)	188.	(d)	189.	(d)	190.	(b)
191.	(c)	192.	(b)	193.	(c)	194.	(c)	195.	(c)
196.	(c)	197.	(b)	198.	(a)	199.	(d)	200.	(a)
201.	(b)	202.	(c)	203.	(d)	204.	(a)	205.	(a)
206.	(d)	207.	(b)	208.	(a)	209.	(c)	210.	(c)
211.	(b)	212.	(d)	213.	(d)	214.	(d)	215.	(b)
216.	(a)	217.	(b)	218.	(c)	219.	(c)	220.	(c)
221.	(a)	222.	(c)	223.	(b)	224.	(c)	225.	(b)
226.	(a)	227.	(d)	228.	(c)	229.	(d)	230.	(b)

Curriculum – MCQs – II**Write the correct answer:**

- What is Curriculum?
 (a)✓ Overall activities of an Institution
 (b) Objectivity
 (c) Classroom (d) Affective
 - Important factor of curriculum is to help to achieve the:
 (a)✓ Objectivity (b) Classroom
 (c) Affective (d) Students
 - Responsible for the curriculum planning and development Pakistani is:
 (a) Objectivity
 (b)✓ Curriculum wing
 (c) Affective (d) Students
 - Which domain of objectives is not being evaluated through our present system of examination?
 (a) Objectivity (b) Classroom
 (c)✓ Affective (d) Students
 - Which of the following is the nature of curriculum?
 (a) Conservative
 (b) Critical
 (c) Creative (d)✓ All of these
 - Curriculum provides guidance for:
 (a)✓ Student (b) School
 (c) Parents (d) Teacher
 - Syllabus is a part of:
 (a) Student (b) School
 (c) Parents (d)✓ Curriculum
 - Benefits AV Aids are that they?
 (a) Create interest
 (b) Reduce verbalization
 (c) Stimulate self activity
 (d)✓ All of the above
 - Curriculum presents instructional material is stated by:
 (a)✓ Smith (b) Wheller
 (c) Jack Kerr
 (d) None of these
 - Relationship of subjects at different level is called:
 (a) Centralization
 (b) De centralization
- (c) Horizontal organization
 (d)✓ Vertical organization
 An outline of the topics of a subject to be covered in specific time is called:
 (a) Curriculum
 (b) Course
 (c)✓ Syllabus
 (d) None of these
- Curriculum organization used for different concepts at the same class is:
 (a) Vertical (b)✓ Horizontal
 (c) Logical (d) None of these
- The category of Audio Visual Aids is:
 (a) Radio (b) Television
 (c) Tape recorder
 (d)✓ All of these
- Major concern of curriculum is:
 (a) Personal satisfaction
 (b)✓ Change in individuals behavior
 (c) Preparation for service
 (d) None of these
- The importance of curriculum in the system of education is just like a:
 (a)✓ Constitution in a country
 (b) Provision of latest knowledge
 (c) Preparation of students for service
 (d) None
- Curriculum is supposed to:
 (a) Achieve the objectives
 (b) Be organized by the school
 (c)✓ (a) & (b)
 (d) None of these
- Curriculum reflects the culture of:
 (a)✓ Society (b) Home
 (c) School (d) Area
- The outline of the contents is:
 (a) Course (b)✓ Syllabus
 (c) Programme
 (d) All of the above
- Component of curriculum is:
 (a) Evaluation
 (b) Objectives
 (c) Teaching strategies
 (d)✓ All of the above

20. Models of curriculum presently being used at any stage in Pakistan is:
 (a) Activity (b) Subject
 (c) Integrated
 (d) All of the above
21. The selection of the particular design is influenced by:
 (a) Types (b) Elements
 (c) Foundation
 (d) Principle
22. Intelligence level of gifted student is:
 (a) ✓ 140 and above
 (b) 110
 (c) 90 (d) None of these
23. The scope of curriculum includes:
 (a) Programme of studies
 (b) Programme of Activities
 (c) Programme of Guidance
 (d) ✓ All of the above
24. The concise Oxford Dictionary defines curriculum as a:
 (a) Course of learning
 (b) ✓ Chariot race course
 (c) Course of study
 (d) None of these
25. The model of curriculum could not move above elementary stage is:
 (a) Core curriculum
 (b) ✓ Activity curriculum
 (c) Subject curriculum
 (d) None of these
26. Detailed contents of the subjects for a class are called:
 (a) ✓ Course (b) Behavior
 (c) Design
 (d) Logical sequence
27. A curriculum is the sum total of a school efforts to influence a child:
 (a) Course (b) ✓ Behavior
 (c) Design
 (d) Logical sequence
28. Percentage of knowledge gained through observation is:
 (a) ✓ 75% (b) 50%
 (c) 34% (d) None of these
29. The base on which the subject activities and experience are planned is called:
 (a) Course (b) Behavior

30. (c) ✓ Design
 (d) Logical sequence
31. Keeping in view the types of students in a class are generally grouped as:
 (a) Average
 (b) Below average
 (c) Above average
 (d) ✓ All of the above
32. Logical order of content organization is to arrange the content according to:
 (a) Course (b) Behavior
 (c) Design
 (d) ✓ Logical sequence
33. Summative evaluation takes place:
 (a) In the beginning
 (b) ✓ At the end
 (c) In the middle
 (d) None of these
34. Without suitable curriculum, aims of education:
 (a) Can be achieved
 (b) ✓ Cannot be achieved
 (c) Can be changed
 (d) None of these
35. How many basic components of curriculum have?
 (a) 2 (b) ✓ 4
 (c) 6 (d) 8
36. Curriculum development refers to the total process of curriculum:
 (a) Designing
 (b) Implementing
 (c) Evaluating
 (d) ✓ All of the above
37. Which one is not the component of the curriculum?
 (a) ✓ Design (b) Evaluation
 (c) Curriculum design
 (d) Abilities
38. Effectiveness of curriculum is determined by:
 (a) Design (b) ✓ Evaluation
 (c) Curriculum design
 (d) Abilities
39. The arrangement of the elements of curriculum can be defined as:
 (a) Design (b) Evaluation
 (c) ✓ Curriculum design
 (d) Abilities

39. The term "core curriculum" is sometimes simply called:
 (a) ✓ Core (b) Code
 (c) Cope (d) None of these
40. The method used to evaluate the curriculum is:
 (a) Formative Evaluation
 (b) Summative Evaluation
 (c) Diagnostic Evaluation
 (d) ✓ All of the above
41. On way of finding out, what is going on in a class room is:
 (a) ✓ Observation
 (b) Education psychology
 (c) Foundation of curriculum
 (d) It is the purpose of life
42. When, what, why and How, to teach is the main task of:
 (a) Observation
 (b) ✓ Education psychology
 (c) Foundation of curriculum
 (d) It is the purpose of life
43. The forces that effect the development of curriculum are called:
 (a) Observation
 (b) Education psychology
 (c) ✓ Foundation of curriculum
 (d) It is the purpose of life
44. Philosophy and curriculum are concerned with the question of what:
 (a) Observation
 (b) Education psychology
 (c) Foundation of curriculum
 (d) ✓ It is the purpose of life
45. Philosophical foundation of curriculum is concerned with:
 (a) ✓ Ideas
 (b) Psychological foundation
 (c) Society (d) Content
46. Student needs and interests are important in:
 (a) Ideas
 (b) ✓ Psychological foundation
 (c) Society (d) Content
47. Sociological foundations are concerned with:
 (a) Ideas
 (b) Psychological foundation
 (c) ✓ Society (d) Content

48. Subject centered designs revolve around:
 (a) Ideas
 (b) Psychological foundation
 (c) Society (d) ✓ Content
49. Nature of elements of curriculum and pattern of their organization is:
 (a) ✓ Curriculum design
 (b) Foundation of curriculum
 (c) Curriculum evaluation
 (d) Elements of curriculum
50. A frame work of action for preparing a curriculum is:
 (a) ✓ Curriculum design
 (b) Foundation of curriculum
 (c) Curriculum evaluation
 (d) Elements of curriculum
51. Knowledge is compartmentalized in:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
52. Prior planning is characteristic of:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
53. Explanatory methods are used in:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
54. Broad field curriculum is a modification of:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
55. Rote learning is a demerit of:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
56. Teacher training is less emphasized in:
 (a) ✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these

57. Curriculum based on thinking of John Dewey is:
 (a) Subject centered curriculum
 (b) Learner centered curriculum
 (c) ✓ Activity centered curriculum
 (d) None of these
58. Prior planning is not possible in:
 (a) ✓ Activity centered curriculum
 (b) Integrated curriculum
 (c) Decrease in number of books
 (d) Horizontal organization
59. Curriculum emphasized for primary classes is:
 (a) Activity centered curriculum
 (b) ✓ Integrated curriculum
 (c) Decrease in number of books
 (d) Horizontal organization
60. The purpose of integrated curriculum is:
 (a) Activity centered curriculum
 (b) Integrated curriculum
 (c) ✓ Decrease in number of books
 (d) Horizontal organization
61. The relationship of different concepts at one level is:
 (a) Activity centered curriculum
 (b) Integrated curriculum
 (c) Decrease in number of books
 (d) ✓ Horizontal organization
62. Which is not concerned with teacher training?
 (a) ✓ BISE
 (b) University of Education
 (c) IER (d) DSD
63. Secondary Classes Examinations are conducted by:
 (a) ✓ BISE
 (b) University of Education
 (c) IER (d) DSD
64. University of Education was established in:
 (a) ✓ 2002 (b) 2000
 (c) 1998 (d) 1992
65. Allama Iqbal Open University was established in:
 (a) 2002 (b) ✓ 1974
 (c) 1998 (d) 1992
66. The system of distance education is observed in:
 (a) University of Education
 (b) ✓ Allama Iqbal Open University
 (c) None of these
67. The major function of Punjab Text Book Board:
 (a) ✓ Printing books
 (b) Examination
 (c) Evaluation
 (d) None of these
68. Making value judgment about curriculum is:
 (a) ✓ Curriculum evaluation
 (b) Objectives
 (c) I.Q
 (d) Educational institution
69. The most important component of lesson plan is:
 (a) Curriculum evaluation
 (b) ✓ Objectives
 (c) I.Q
 (d) Educational institution
70. To select subject matter, one should consider student:
 (a) Curriculum evaluation
 (b) Objectives
 (c) ✓ I.Q
 (d) Educational institution
71. The implementer for curriculum is:
 (a) Curriculum evaluation
 (b) Objectives
 (c) I.Q
 (d) ✓ Educational institution
72. The source of achieving objectives is:
 (a) Curriculum evaluation
 (b) Objectives
 (c) I.Q (d) Action
- =====

Item Development (Study Material)

Definition: The term item is used as shorthand for questions on the test. Item development can proceed only when a clearly agreed upon set of objectives is available. To as large an extent as possible, an item should measure only a single objective. Each objective, however, should be measured by one or several items, depending on the test specifications.

In order to create fair, valid and reliable assessments, it is important to use high-quality items. An assessment is only as good as each item on it.

ETS items are of high quality because they:

- (a) go through rigorous content and editorial reviews
- (b) are built for or aligned to state standards
- (c) are developed by ETS's experienced staff of assessment specialists
- (d) contain accurate content that reflects current teaching practice
- (e) adhere to the principles of good item writing as defined by industry standards
- (f) measure a range of cognitive levels
- (g) vary in difficulty
- (h) reflect the ETS commitment to quality in assessment and item creation

How Tests and Test Questions are developed?

ETS develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers. We understand that creating a fair, valid and reliable test is a complex process that involves multiple checks and balances.

That's why dozens of professionals — including test specialists, test reviewers, editors, teachers and specialists in the subject or skill being tested — are involved in developing every test question, or "test item." And it's why all questions (or "items") are put through multiple, rigorous reviews and meet the highest standards for quality and fairness in the testing industry. To help you further understand our process, here's an overview of the key steps ETS takes when developing a new test.

Step 1: Defining Objectives

Educators, licensing boards or professional associations identify a need to measure certain skills or knowledge. Once a decision is made to develop a test to accommodate this need, test developers ask some fundamental questions:

- (a) Who will take the test and for what purpose?
- (b) What skills and/or areas of knowledge should be tested?
- (c) How should test takers be able to use their knowledge?
- (d) What kinds of questions should be included? How many of each kind?
- (f) How long should the test be?
- (g) How difficult should the test be?

Step 2: Item Development Committees

The answers for the questions in Step 1 are usually completed with the help of item development committees, which typically consist of educators and/or other professionals appointed by ETS with the guidance of the sponsoring agency or association. Responsibilities of these item development committees may include:

- (a) defining test objectives and specifications
- (b) helping ensure test questions are unbiased
- (c) determining test format (e.g., multiple-choice, essay, constructed-response, etc.)

- (d) considering supplemental test materials
- (e) reviewing test questions, or test items, written by ETS staff
- (f) writing test questions

Step 3: Writing and Reviewing Questions

Each test question — written by ETS staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible, that it has only one correct answer among the options provided on the test and that it conforms to the style rules used throughout the test. Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews.

Step 4: The Pretest

After the questions have been written and reviewed, many are pretested with a sample group similar to the population to be tested. The results enable test developers to determine:

- (a) the difficulty of each question
- (b) if questions are ambiguous or misleading
- (c) if questions should be revised or eliminated
- (d) if incorrect alternative answers should be revised or replaced

Step 5: Detecting and Removing Unfair Questions

To meet the stringent ETS Standards for Quality and Fairness (PDF) guidelines, trained reviewers must carefully inspect each individual test question, the test as a whole and any descriptive or preparatory materials to ensure that language, symbols, words, phrases and content generally regarded as sexist, racist or otherwise inappropriate or offensive to any subgroup of the test-taking population are eliminated.

ETS statisticians also can identify questions on which two groups of test takers who have demonstrated similar knowledge or skills perform differently on the test through a process called Differential Item Functioning (DIF). If one group performs consistently better than another on a particular question, that question receives additional scrutiny and may be deemed biased or unsatisfactory. Note: If people in different groups actually differ in their average levels of relevant knowledge or skills, a fair test question will reflect those differences.

Step 6: Assembling the Test

After the test is assembled, it is reviewed by other specialists, committee members and sometimes other outside experts. Each reviewer answers all questions independently and submits a list of correct answers to the test developers. The lists are compared with the ETS answer keys to verify that the intended answer is, indeed, the correct answer. Any discrepancies are resolved before the test is published.

Step 7: Making Sure — Even After the Test is Administered — that the Test Questions are Functioning Properly

Even after the test has been administered, statisticians and test developers review to make sure that test questions are working as intended. Before final scoring takes place, each question undergoes preliminary statistical analysis and results are reviewed question by question. If a problem is detected, such as the identification of a misleading answer to a question, corrective action, such as not scoring the question, is taken before final scoring and score reporting takes place.

Tests are also reviewed for reliability. Performance on one version of the test should reasonably predict performance on any other version of the test. If reliability is high, results will be similar no matter which version a test taker completes.

Guidelines for Developing Test Items: The following are some guidelines that you should use for preparing test items.

1. Writing Multiple-Choice Test Items: The general rules used for writing multiple-choice items are described below. Recognize that these are general rules; not all rules will be applicable to all types of testing.

1. The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives.
2. Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.
3. Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)
4. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another.
5. If one or more alternatives are partially correct, ask for the "best" answer.
6. Try to test a different point in each question. If creating item clones (i.e., items designed to measure the exact same aspect of the objective), be certain to sufficiently change the context, vocabulary, and order of alternatives, so that students cannot recognize the two items as clones.
7. If an omission occurs in the stem, it should appear near the end of the stem and not at the beginning.
8. Use a logical sequence for alternatives (e.g., temporal sequence, length of the choice). If two alternatives are very similar (cognitively or visually), they should be placed next to one another to allow students to compare them more easily.
9. Make all incorrect alternatives (i.e., distractors) plausible and attractive. It is often useful to use popular misconceptions and frequent mistakes as distractors. In the foreign languages, item distractors should include only correct forms and vocabulary that actually exists in the language.
10. All alternatives should be homogeneous in content, form and grammatical structure.
11. Use only correct grammar in the stem and alternatives.
12. Make all alternatives grammatically consistent with the stem.
13. The length, explicitness and technical information in each alternatives should be parallel so as not to give away the correct answer.
14. Use 4 or 5 alternatives in each item.
15. Avoid repeating words between the stem and key. It can be done, however, to make distractors more attractive.
16. Avoid wording directly from a reading passage or use of stereotyped phrasing in the key.
17. Alternatives should not overlap in meaning or be synonymous with one another.
18. Avoid terms such as "always" or "never," as they generally signal incorrect choices.
19. To test understanding of a term or concept, present the term in the stem followed by definitions or descriptions in the alternatives.

- Item Development
20. Avoid items based on personal opinions unless the opinion is qualified by evidence or a reference to the source of the opinion (e.g., According to the author of this passage)
 21. Do not use "none of the above" as a last option when the correct answer is simply the best answer among the choices offered.
 22. Try to avoid "all of the above" as a last option. If an examinee can eliminate any of the other choices, this choice can be automatically laminated as well.

Item Development – MCQs

Write the correct answer:

1. What is the meant by the term 'Item Development' (ID) in education learning process?
 - (a) Assessments that are of the highest quality
 - (b) Accurately measure the necessary knowledge
 - (c) Measure of skills
 - (d) All of the above
2. What are the essential needs of 'Item Development' to professional with regard to the enhancing educational standards by setting ideal paper style?
 - (a) Professionals are involved in developing every test question
 - (b) Professionals are involved in test items
 - (c) (a) & (b) (d) None of these
3. In the process of 'items development' what is the nature of defining objectives in some fundamental questions for developers?
 - (a) Who will take the test and for what purpose?
 - (b) What skills and/or areas of knowledge should be tested?
 - (c) How should test takers be able to use their knowledge?
 - (d) What kinds of questions should be included? How many of each kind?
 - (f) How long should the test be?
 - (g) How difficult should the test be?
 - (h) All of the above

- Item Development
- (c) conforms to the style rules used throughout the test
 - (d) ✓ All of the above
 8. In test item the results enable test developers to determine:
 - (a) The difficulty of each question
 - (b) If questions are ambiguous or misleading
 - (c) If questions should be revised or eliminated
 - (d) If incorrect alternative answers should be revised or replaced
 - (e) ✓ All of the above
 9. Items Development can be scored objectively through:
 - (a) True / False
 - (b) Matching
 - (c) Multiple Choice Questions (MCQs)
 - (d) ✓ All of the above
 10. General recommendations that apply to all kinds of test exercises in 'Item Development':
 - (a) Keep the test plan in view as test exercises are written. Items should be addressed to the cells in the blueprint / the test plan.
 - (b) Draft the test items some time in advance, and then review them
 - (c) Have test items examined and critiqued in, the light of the rules for writing items, by one or more colleagues.
 - (d) ✓ All of the above
 11. What is the process for the authenticity of questions set by item development committee?
 - (a) Each test written by staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible
 - (b) That it has only one correct answer among the options provided on the test and that it
 12. In 'Item Development' what is meant by the term assembling a test?
 - (a) ✓ Items after having written and selected they are organized in the form of a test.
 - (b) To arranged different categories of questions
 - (c) (a) & (b) (d) None of these
 13. In 'Item Development' what is meant by the term arranging items in the test?
 - (a) Items after having written and selected they are organized in the form of a test.
 - (b) To arranged different categories of questions
 - (c) ✓ Items of the same format may be placed together. Each item type requires specific set of directions and a somewhat different mental set on the part of the examinee.
 - (d) None of these
 14. In 'Item Development' what is meant by the term test instructions?
 - (a) ✓ The directions should be simple but complete.
 - (b) Items after having written and selected they are organized in the form of a test.
 - (c) To arranged different categories of questions
 - (d) None of these
 15. What are the particulars in the test booklet for answer?
 - (a) Test instruction
 - (b) Answer sheets
 - (c) Test length
 - (d) ✓ All of the above
 16. Test Administration and Use containing the major points:
 - (a) All pupils must be given a fair chance to demonstrate their achievement.

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- (b) Physical and psychological environment be conducive to their best efforts
 (c) Control all factors that might interfere with valid measurement
 (d) Adequate workspace, quiet, proper light and ventilation are important.
 (e)✓ All of the above
17. If the pupils' answers are recorded on the test paper, the teacher may make a scoring key by marking the correct answers on a blank copy of the
- (a) Exam (b) Interview
 (c)✓ Test (d) None of these
18. A _____ of these errors could then be used to plan instructional activities:
 (a) Essay (b)✓ Summary
 (c) Note (d) None of these
19. Letter grades are typically assigned _____ in relation to other group members:
 (a)✓ On the basis of performance
 (b) On the basis of sports record
 (c) (a) & (b) (d) None of these
0. Grade, may be awarded on the basis of percentile or standard score system may be used:
 (a) In relative grading, grades provide meaning to the scores in terms of performance in reference to the group
 (b) When grades are assigned to the obtained scores, raw scores loose their significance.
 (c) In most systems where letter grades are used, grades are assigned numerical values. Such as A=4; B=3; C=2; D=1 and F = 0 or fail.
 (d) Grade point for a course is obtained by multiplying the grade value with its credit hours.

- (e) Finally Grade point average (GPA: average of the grade points for all the courses) is found.
 (f) The GPA, a numerical value is often converted into equivalent letter grade
 (g)✓ All of the above
21. Assigning grades on absolute basis involves comparing a pupil's performance to pre - specified standards set by the teacher. It is termed as:
 (a) Review test result
 (b) Relative grading
 (c)✓ Absolute grading
 (d) None of these
22. In Pakistan the Boards of Secondary and Intermediate Education assign:
 (a) A1 on 80 % marks or beyond
 (b) A on 70 – 79 % marks
 (c) B on 60 – 69 % marks
 (d)✓ All of the above
23. Learning from one's mistake is usually very _____
 (a)✓ Effective (b) Worst
 (c) Bad (d) None of these
24. What are essentials elements relating to objectives of the sessions?
 (a) To provide faculty with information and guidelines that helps better utilize the advantages of essay questions in assessing student performance.
 (b) To help understand the main advantages and limitations of essay questions and common misconceptions associated with their use.
 (c) To help distinguish between learning outcomes that are appropriately assessed by using essay questions and outcomes that are likely to be better assessed by other means.

- (d) Evaluate existing essay questions using commonly accepted criteria.
 (e) Improve poorly written essay questions by using the information in this booklet to identify flaws in existing questions and correct them.
 (f) Construct well-written essay questions that assess given objectives.
 (g)✓ All of the above
25. What is the objective behind the preparing 'better essay questions'?
 (a) To assess students' understanding of subject-matter content
 (b) To assess students' writing abilities
 (c)✓ (a) & (b) (d) None of these
26. An essay question should meet the criteria:
 (a) Requires examinees to compose rather than select their response. Multiple-choice questions, matching exercises, and true-false items are all examples of selected response test items because they require students to select an answer from a list of possibilities provided by the test maker, whereas essay questions require students to construct their own answer.
 (b) Elicits student responses that must consist of one or more sentences. Does the following example require student responses to consist of one or more sentences?
 (c) No single response or single response pattern is correct. Which example question below allows for a variety of correct answers?
 (d)✓ All of the above

27. In item development the student will:
 (a) Analyze the function of humor in Shakespeare's "Romeo and Juliet".
 (b) Describe the attributes of a democracy.
 (c) Distinguish between learning outcomes appropriately assessed using essay questions and outcomes better assessed by some other means.
 (d) Evaluate the impact of the Industrial Revolution on the family.
 (e)✓ All of the above
28. In the process of item development at test student will meet the requirement of:
 (a) Know the definition for the Law of Demand.
 (b) Predict the outcome of an experiment.
 (c) Propose a solution for the disposal of batteries that is friendly to users and the environment.
 (d) Recall the major functions of the human heart.
 (e) Understand the "Golden Rule".
 (f) Use a theory in literature to analyze a poem.
 (g)✓ All of the above
29. Identifying poor items and ways to improve them:
 (a) To consolidate the preceding presentation
 (b) Applying principles & conventions of item construction / Brainstorming
 (c) Hands-on-Practice / Learning by doing
 (d)✓ All of the above
30. 'Decisions Subsequent to Item Analysis' covers:
 (a) Item revision to remove flaws or write alternative items

- (b) Does the reviewed pool of item correspond with the original table of specifications and stipulated objectives? Discrepancies, if any, have to be removed before using the test.
- (c) While assembling a test (out of the pre-tested pool of items) set the items into groups (parts of the test) with appropriate instructions.
- (d) Check the scoring key of the revised test.
- (e) ✓ All of the above
31. Deciding about the duration / time of the test for actual use on the basis of:
- (a) Rate of omitted responses in the pre-test
- (b) Observation of the test administrator
- (c) ✓ (a) & (b) (d) None of these
32. Decision subsequent to item analysis contains:
- (a) May review scoring / grading scheme e.g. choose or drop negative marking.
- (b) Be informed about instructional weaknesses and student misconception to prepare them better in future.
- (c) May even coach students about MCQs solving strategies.
- (d) ✓ All of the above
- In order to create fair, valid and reliable assessments, it is important to use high-quality _____. An assessment is only as good as each item on it:
- (a) ✓ Items (b) SLOs
- (c) (a) & (b) (d) None of these Development items are of high quality because they:
- (a) Go through rigorous content and editorial reviews
- (b) Are built for or aligned to state standards
- (c) Are developed by experienced staff of DSD's assessment specialists
- (d) Contain accurate content that reflects current teaching practice
- (e) Adhere to the principles of good item writing as defined by industry standards
- (f) Measure a range of cognitive levels
- (g) Vary in difficulty
- (h) Reflect the DSD's commitment to quality in assessment and item creation
- (i) ✓ All of the above
- develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers:
- (a) ✓ DSD (b) BISE
- (c) Punjab University
- (d) Education University
- (e) None of these
36. The term item is used as a shorthand for questions on the _____
- (a) Exam (b) ✓ Test
- (c) Interview (d) None of these
37. The general rules used for writing multiple-choice items are:
- (a) The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives.
- (b) Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.
- (c) Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)
- (d) ✓ All of the above
38. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another. It is about which items:
- (a) SLOs
- (b) ✓ Item Development
- (c) (a) & (b) (d) None of these
39. If one or more alternatives are partially correct, ask for the "best" answer. It is true for:
- (a) ✓ MCQs
- (b) Comparing and Contrast
- (c) True/False
- (d) Questions and Answers
40. Use a logical sequence for alternatives:
- (a) Temporal sequence
- (b) Length of the choice
- (c) (a) & (b) (d) None of these
41. How many alternatives commonly used in item development?
- (a) Four (b) Five
- (c) Six (d) ✓ (a) & (b)
42. The rules may be useful in developing and grading essay questions:
- (a) The shorter the answer required for a given essay item, generally the better. More objectives can be tested in the same period of time, and factors such as verbal fluency, spelling, etc., have less of an opportunity to influence the grader. Help the examinees focus their answers by giving
- them a starting sentence for their essay.
- (b) Make sure questions are sharply focused on a single issue. Do not give either the examinee or the grader too much freedom in determining what the answer should be.
- (c) ✓ (a) & (b) (d) None of these Mention the guidelines for writing all types of items:
- (a) Avoid humorous items. Classroom testing is very important and humorous items may cause students to either not take the exam seriously or become confused or anxious.
- (b) Items should measure only the construct of interest, not one's knowledge of the item context.
- (c) Write items to measure what students know, not what they do not know.
- (d) ✓ All of the above
44. In case of guidelines for review of test items consider the item as a whole whether:
- (a) It measures knowledge or a skill component which is worthwhile and appropriate for the examinees who will be tested;
- (b) There is a markedly better way to test what this item tests;
- (c) It is of the appropriate level of difficulty for the examinees who will be tested.
- (d) ✓ All of the above
45. In 'Item Development', consider the stem and whether it:
- (a) Presents a clearly defined problem or task to the examinee
- (b) Contains unnecessary information
- (c) Could be worded more simply, clearly or concisely
- (d) ✓ All of the above

46. In 'Item Development', consider the alternatives and whether:
- They are parallel in structure
 - They fit logically and grammatically with the stem
 - They could be worded more simply, clearly or concisely
 - Any are so inclusive that they logically eliminate another more restricted option from being a possible answer.
 - All of the above
47. In 'Item Development', consider the key and whether it:
- Is the best answer among the set of options for the item
 - Actually answers the question posed in the stem
 - Is too obvious relative to the other alternatives (i.e., should be shortened, lengthened, given greater numbers of details, made less concrete).
 - All of the above
48. In 'Item Development', consider the distractors and whether:
- There is any way you could justify one or more as an acceptable correct answer
 - They are plausible enough to be attractive to examinees who are misinformed or ill-prepared
 - Any one calls attention to the key (e.g., no distractor should merely state the reverse of the key or resemble the key very closely unless another pair of choices is similarly parallel or involves opposites).
 - All of the above
49. An item pool refers to a collection of
- Test questions
 - Interview
 - Sport event
 - None of these

Item Development

50. Using the summative and comprehensive interim test blueprints, the number and distribution of items to be written were specified for writing teams:
- Item
 - SLOs
 - (a) & (b)
 - None of these
51. To support smarter balanced accommodations:
- Translations (including ASL)
 - Braille
 - Text-to-speech
 - Glossaries (English and second-language)
 - Other required accommodations tagging
 - All of the above
52. The contractor collaborative developed new modules that focused on:
- The item authoring system(s)
 - In-depth training for writing items to each claim/target (including the use of item specifications, task models, and CCSS for each content area)
 - Expansion of accessibility considerations such as linguistic complexity
 - All of the above
53. Once the objectives are finalized, we begin the process of writing questions, called _____, for exams:
- Items
 - Test
 - Interview
 - None of these
54. _____ is a major concern in item development:
- Exam
 - Security
 - Test
 - None of these
55. Item Screening consists on:
- Redundancy
 - Phrasing and Clarity
 - Accuracy
 - All of the above
56. Redundancy applies:

Item Development

- (a) Items that are substantially identical to previously submitted items are rejected.
- (b) Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
- (c) Supervisors rejected or reworded items that are not technically accurate.
- (d) None of these
57. Phrasing and Clarity applies:
- (a) Items that are substantially identical to previously submitted items are rejected.
- (b) Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
- (c) Supervisors rejected or reworded items that are not technically accurate.
- (d) None of these
58. Accuracy applies:
- (a) Items that are substantially identical to previously submitted items are rejected.
- (b) Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
- (c) Supervisors rejected or reworded items that are not technically accurate.
- (d) None of these
59. In 'Item Development' the primary technical criteria are:
- (a) Correctness
- (b) Appropriateness of distractors (for multiple-choice items): Reviewers ensure that the distractor answer choices are incorrect but reasonably plausible.
- (c) Phrasing and clarity: Reviewers ensure items are worded in appropriate language.
- (d) Relevance
- (e) Expected difficulty
- (f) All of the above
60. In 'Item Development' supervisors then collect the reviews to determine if each item was:
- Accepted based on consensus
 - Rejected based on consensus
 - Accepted after further review: If reviewers did not agree, the supervisor might accept it, perhaps based on the opinion of another reviewer.
 - Rejected after further review: If reviewers did not agree, the supervisor might reject it, perhaps based on the opinion of another reviewer.
 - Accepted after revision: In some cases, reviewers might suggest rewording the item and the supervisor might accept the item after rewording it.
 - All of the above
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