

4. ASSESSMENT OF LEARNING, FIELD STUDY, PRACTICE TEACHING	25%
COMPETENCIES	
4.1 Apply principles in constructing traditional and alternative/authentic forms of highly quality assessment	10%
4.2 Interpret assessment results	7%
4.3 Utilize processed data and assessment results in reporting learners' performance to improve teaching and learning	3%
4.4 Demonstrate skills in the use of techniques and tools in assessing affective learning	3%
4.5 Assign students' marks/ratings	2%

4.1 Apply principles in constructing traditional and alternative/authentic forms of highly quality assessment

- Teacher G does NOT wait for the end of the term to find out how much the students learn. With which does Teacher G agree?
 - Formative evaluation
 - Authentic evaluation
 - Summative evaluation
 - Norm-reference evaluation
- Even in the process of teaching, Teacher J finds out if her students understand what she is teaching. What is Teacher J engaged in?
 - Summative evaluation
 - Criterion-reference evaluation
 - Formative evaluation
 - Norm-reference evaluation
- To what extent were the objectives of the course met? This is the concern of the process of _____ evaluation.
 - authentic
 - criterion-referenced
 - norm-referenced
 - formative
- Other than finding out how well the course objectives were met, Teacher K also wants to know his students' performance when compared with other students in the class. What is Teacher K interested to do?
 - Authentic evaluation
 - Formative evaluation
 - Criterion-referenced evaluation
 - Norm-referenced evaluation
- Which is a valid assessment tool if you want to find out how well your students can speak extemporaneously?
 - Performance test in extemporaneous speaking
 - Written quiz on how to deliver extemporaneous speech
 - Display of speeches delivered
 - Writing speeches

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6. Which must go with self-assessment for it to be effective?
- A. External monitor
 - B. Consensus of evaluation results from teacher and student
 - C. Scoring rubric
 - D. Public display of results of self-evaluation
7. Which must be present for self-evaluation to succeed?
- A. Consensus between teacher and student regarding evaluation results
 - B. Teacher's approval of self-evaluation results
 - C. Teacher's monitoring self-evaluation process
 - D. Student's intrinsic motivation to learn
8. After a lesson on the atom, the students were asked to work on a physical model of the atom to determine learning. What MI is being enhanced?
- A. Linguistic
 - B. Interpersonal
 - C. Mathematical
 - D. Kinesthetical
9. Teachers are encouraged to make use of authentic assessment. Which goes with authentic assessment?
- A. Unrealistic performances
 - B. De-contextualized drills
 - C. Real world application of lessons learned
 - D. Answering high multiple choice test items
10. Which will be the most authentic assessment tool for an instructional objective on working with and relating to people?
- A. Conducting mock election
 - B. Home visitation
 - C. Organizing a community project
 - D. Writing articles on working and relating to people
11. Which is the most reliable tool of seeing the development in your pupil's ability to write?
- A. Portfolio assessment
 - B. Scoring rubric
 - C. Interview of pupils
 - D. Self-assessment
12. How much of the scientific method has your pupils acquired? This is best measured in their skill to _____.
- I. generate and test hypotheses
 - II. critic and evaluate
 - III. see connectedness of events
- A. II and III
 - B. I and II
 - C. I only
 - D. I, II and III

13. Here is a test item: _____ *is an example of a mammal*. What is defective with this test item?

- A. The blank is at the beginning of the sentence.
- B. It is a very short question.
- C. It is an insignificant test item.
- D. It is very elementary.

14. Which improvement/s should be done on this completion test item: An example of a mammal is _____.

- A. The question should have only one acceptable answer.
- B. The blank should be at the beginning of the sentence.
- C. The item should give more cues.
- D. The blank should be longer to accommodate all possible answers.

Study this test and answer questions #15 - 21.

Teacher Z gave this test to her pupils. Study it thoroughly then answer the questions that follow.

_____ 1. Sum	A. Numbers to be added
_____ 2. Addends	B. .25
_____ 3. The formula for the area of a rectangle	C. The answer in addition
_____ 4. Multiplier	D. Alexander Venn
_____ 5. Product	E. $A = l \times w$
_____ 6. Formula for the perimeter of a rectangle	F. $\frac{3}{2}$
_____ 7. He introduced the Venn diagram	G. $P = 2(1) + 2(w)$
_____ 8. An example of an improper fraction	H. The number by which you multiply
_____ 9. Equivalent of $\frac{1}{4}$ in decimal	I. The answer in multiplication

15. Are the items in the correct columns?

- A. No, because this is a perfect matching type of test.
- B. Yes, that is exactly how the items should be arranged.
- C. Yes and no, that depends on teacher's lesson objective.
- D. No, the items on the right should be on the left; the items on the left should be on the right.

16. One defect of Teacher Z's test is the items to match are _____.

- A. very few
- B. homogenous
- C. heterogeneous
- D. insignificant

17. How can the test be improved?

- A. Ask more significant items.
- B. Add to the number of foils.
- C. Increase the number of items to match.
- D. Increase the difficulty level of the test.

18. Which can be a basic improvement of the test?
- Increase the facility index of the test.
 - Make the items heterogeneous.
 - Increase the number of test items.
 - Make the items homogenous.
19. What does the test lack?
- | | |
|--------------------------|-----------------------------|
| I. Directions | III. Foil among the options |
| II. Label of the Columns | IV. One Correct Answer |
| A. I, II and III | C. I, III and IV |
| B. III only | D. II and III |
20. Which statement is TRUE of the test?
- It is a reliable test because it covers a wide scope of subject matter.
 - It is an ideal perfect matching type of test.
 - It is a good type of an imperfect matching test.
 - The items can be answered by mere process of elimination.
21. Which principle in test construction for a matching type of test was not observed?
- If your matching test is of the imperfect type, caution the examinee.
 - Test items must be heterogeneous.
 - Test items must be homogenous.
 - If you matching test is of the perfect type, inform the examinee.

Here is a test. Study it thoroughly then answer the questions #22 – 29.

_____ 1. Thought	A. Anybody
_____ 2. Noun	B. Past form of the verb “think”
_____ 3. He wrote “To the Filipino Youth”	C. He is the Great Plebeian
_____ 4. Walk	D. An example of an adverb
_____ 5. Andres Bonifacio	E. An example of a collective noun
_____ 6. Class	F. Looks like verb but is used as a noun
_____ 7. Gerund	G. Describes a noun and a pronoun
_____ 8. Adjective	H. An example of an intransitive verb
_____ 9. Very	I. Jose Rizal
_____ 10. Pronoun	J. A name word

22. What’s faulty with the test?
- The options have no joker.
 - The test items are on trivia.
 - Some items are not meant to be asked in a matching type of test.
 - The test items are limited in number.

23. Which is one way to improve the test?
- A. Reduce the difficulty index.
 - B. Increase the options by at least two.
 - C. Add to the number of items.
 - D. Make it a perfect type of matching test.
24. What's wrong with the test items? The items are _____.
- A. heterogeneous
 - B. homogenous
 - C. easy
 - D. insignificant
25. How can you improve the test?
- A. Make the items heterogeneous.
 - B. Make the items homogenous.
 - C. Reduce the facility index.
 - D. Widen its scope and coverage.
26. What does the test lack?
- A. 5 additional test items
 - B. More names of persons
 - C. Blanks before the capital letters
 - D. Distracter/s
27. Which is TRUE of the test?
- A. The test items are homogenous.
 - B. The test is quite short for a matching type.
 - C. The right and the left columns should exchange position.
 - D. There are enough foils in the options.
28. Which is TRUE of the test?
- A. Some items can be answered by mere process of elimination.
 - B. It is classified as an imperfect matching type of test.
 - C. It is reliable because it has a wide coverage of subject.
 - D. We have more than enough foils in the options.
29. Which does the test lack?
- I. Additional test items
 - II. Column labels
 - III. Directions
- A. I and III
 - B. II and III
 - C. I and II
 - D. I, II and III

34. Here is Teacher E's instructional objective: "To distinguish between proper and improper fraction". Which is a valid test item for such objective?

- A. Define proper and improper objectives.
- B. Put a check (/) on the proper fractions and an X over the improper: $\frac{1}{2}$, $\frac{4}{3}$, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{9}{7}$, $\frac{2}{10}$, $\frac{6}{12}$
- C. Is an improper fraction really a fraction? Explain your answer.
- D. Can you add proper and improper fractions together? Explain.

Study the Table of Specifications below then answer question #35-40.

Objective	Topic	No. of Hours, Minutes	Type of Test	No. of Items
1. To write a fraction	Writing a fraction	30 minutes	Multiple choice	3/Comprehension and application
2. To add proper fractions	Adding proper fractions	1 hour	Completion	12/Comprehension
3. To distinguish between proper and improper fractions	Differentiating proper and improper fractions	30 minutes	Short answer	3/Comprehension
4. To add improper fractions	Adding improper fractions	1 hour and 30 minutes	Completion	9/Comprehension
5. To reduce fractions to their lowest terms	Reducing fractions to their lowest terms	1 hour and 30 minutes	Short answer	6/Comprehension
6. To solve problems involving adding proper and improper fractions	Problem solving on adding proper and improper fractions	2 hours	Problem solving	9/Application and Analysis
Total Number of Items				47 items

35. Are the number of test items per objective proportionate to the number of hours spent for each objective?

- A. Yes.
- B. No, but it should be.
- C. No, but it is NOT necessary.
- D. It cannot be determined.

36. Is this test item valid for objective #1 as contained in the Table of Specifications?

I divided a cake equally into four. I ate two pieces. Which part did I eat?

A. $\frac{2}{4}$

C. $\frac{4}{4}$

B. $\frac{1}{4}$

D. $\frac{4}{2}$

A. Yes.

C. Yes, but needs to be improved.

B. No.

D. No, because it is insufficient.

37. Which test item is in accordance with objective #3 in the Table of Specification?

A. What is the difference between proper and improper fractions?

B. Give an example of an improper fraction.

C. Give an example of a proper fraction.

D. Define proper and improper fractions.

38. If you have to be true to your Table of Specifications when you make your test, on which objective/s should you have the most number of items?

A. Objective #2

C. Objective #3

B. Objective #1

D. Objective #1 and #3

39. If you should be true to your Table of Specifications when you make your test, on which objective/s should you have the most number of items?

A. Objective #5

C. Objective #4

B. Objective #6

D. Objective #5 and #6

40. Which is valid test item for objective #5?

A. How do you reduce a fraction to its lowest term?

B. Is $\frac{4}{6}$ equal to $1\frac{1}{3}$?

C. What is meant by "lowest term"?

D. What is $\frac{3}{6}$ in its lowest term?

41. Which is a restricted essay test?

A. What should the Department of Education do to solve the perennial problem of poor quality of basic education? Give and justify your proposals.

B. If you were President of the Philippines, what would you do to spur the nations' economic growth?

C. What conditions must be present for photosynthesis to take place? Explain each factor in not more than 3 sentences.

D. Why are more and more people sick of Alzheimer's disease?

42. Choose an appropriate curriculum especially that the child's mind does not contain any innate ideas and an advice from _____.
- A. Plato
B. John Locke
C. Rousseau
D. B. F. Skinner
43. Who claimed that children are natural learners and therefore, must be taught in natural settings?
- A. Piaget
B. Froebel
C. Montessori
D. Kohlberg
44. According to Wiggins and McTighe, one facet of understanding, an evidence of learning, is empathy. Which test questions assesses capacity to empathize?
- A. State the Pythagorean theorem.
B. Test of Romeo and Juliet. Imagine you are Juliet. Write your thoughts and feelings why you have to take this desperate action.
C. Diagnose and fix the broken lamp.
D. Translate all the words in Spanish and give the meaning of the sentence.
45. The best way to assess learning is to use real-life situations, objects and materials existing in the environment. Hence, teachers are encouraged to use _____.
- A. rating scale
B. pencil-and-paper test
C. observation technique
D. authentic assessment
46. The main purpose in administering a pretest and a posttest to students is to _____.
- A. accustom the students in frequent testing
B. keep adequate records
C. measure the value of the material used
D. measure gains in learning
47. A sentence that comes before is missing. How is understanding of a concept shown by learners?
- I. By using and adopting it
II. By repeating what has been heard
III. By memorizing what has been read
- A. II
B. III
C. II and III
D. I
48. Understanding of a concept is revealed as _____, the ability to accomplish tasks successfully under pressure.
- A. performance in teamwork
B. performance know-how
C. performance in arts
D. performance at works

49. The more information teachers obtain about how students perform, the more capacity they have to rethink their pedagogy, and the more opportunities they create for student success. Which statement BEST explains the text above?
- A. Teachers should keep track of learning outcomes.
 - B. Teachers should keep records of family background.
 - C. Teachers should file information.
 - D. Teachers should teach to test.
50. The collegial process of developing and evaluating performance assessments help teachers to understand the _____ needed to produce high quality performance.
- A. tests
 - B. information
 - C. materials
 - D. scaffolding
51. During the sensorimotor period, a child does not see things in abstract form. Which of the following should teachers remember in teaching and assessing young children's performance?
- A. Use of pictures may not be necessary.
 - B. Use of concrete objects is not necessary.
 - C. Printed words are easier to understand than pictures.
 - D. Colored pictures are more effective than printed sentences.
52. Which of the following statements is/are NOT TRUE about assessment?
- I. Feedback is the most important factor in assessment.
 - II. Only those that can be objectively measured should be taught.
 - III. Assessment should follow a developmental pattern.
 - IV. Identifying systematic errors committed by students should be the basis of remedial instruction.
- A. II only
 - B. IV only
 - C. III and IV
 - D. I and II
53. Referring to assessment, what are the essential features that should be explained to the learners?
- I. Role of learners in the assessment
 - II. Why learners will be assessed
 - III. How their performance will be measured
 - IV. How the results will be used
- A. II, III, IV
 - B. I, II, III
 - C. I, III, IV
 - D. I, II, III, IV

54. To identify learning needs and respond to such needs, the teacher administers a _____ test.
- A. formative
 - B. summative
 - C. periodic
 - D. diagnostic
55. In constructing test items, the teacher considers the alignment of _____ with assessment.
- A. content and process
 - B. monitoring and evaluating
 - C. instructional objectives
 - D. instructional materials
56. The principle of learner _____ makes assessment a shared responsibility with the teacher.
- A. performance
 - B. accountability
 - C. responsibility
 - D. evaluation
57. The Department of Education directed that the lowest passing grade is _____% and the lowest failing grades is _____% in the report card.
- A. 70-60
 - B. 75-70
 - C. 75-65
 - D. 70-50
58. Among the components of the learner's marks/ratings, **Behavior** is reflected in
- A. Values Education (CERC)
 - B. English
 - C. Filipino
 - D. Outputs/Projects
59. Test scores are totaled at the end of each grading period and computed using the formula:
- A. $[\text{Student's score} \div \text{Highest possible score}] \times 100$
 - B. $[\text{Highest score} \div \text{Lowest possible score}] \times 100$
 - C. $[\text{Test scores} = \text{Transmutation table}] \times 100$
 - D. $[\text{Student's score} \times 100\%]$
60. Scoring guides for rating open-ended questions are called _____.
- A. outputs
 - B. outcomes
 - C. rubrics
 - D. scales

Read the rubric for assessing outputs and answer question #61.

8-10 pts – *Demonstrates imaginative thinking and unique qualities*
5-7 pts – *Demonstrates moderate imaginative skills*
1-4 – *Lacks imaginative thinking*

61. What is being assessed by the above criteria?
- A. Appeal
 - B. Creativity
 - C. Aesthetic
 - D. Workmanship

62. Which of the following assessment tools would you recommend if one should adhere to constructivist theory of learning?
- I. Constructed response test
 - II. Performance test
 - III. Checklist of a motor screening test
 - IV. Observation test
- A. I and II
B. II and III
C. I, II and III
D. I, II and IV
63. Which of these are non-threatening means of assessing learning outcomes?
- I. Portfolio
 - II. Self-evaluation
 - III. Peer evaluation
 - IV. Learning journals
- A. I and II
B. I and III
C. I, II, IV
D. II and III
64. A criterion-referenced test is designed to determine whether or not a student has _____.
- A. performed well in a wide content coverage
 - B. performed higher than the other members of a group
 - C. reached a present target
 - D. reached a performance level on a specific skill
65. What is an alternative assessment tool for teaching and learning consisting of a collection of work/artifacts finished or in – progress accomplished by the targeted clientele?
- A. Rubric
 - B. Achievement test
 - C. Evaluation instrument
 - D. Portfolio
66. Which is a scoring guide that lists the criteria and their levels of quality on which evaluation will be focused?
- A. Journal
 - B. Portfolio
 - C. Rubric
 - D. Stem
67. Which of these approaches would reform assessment of learning outcomes?
- A. Use standards as means of giving feedback on student learning.
 - B. Compare results of performance of all schools.
 - C. Focus on testing without investing a learner’s special needs.
 - D. Apply sanctions on low performing schools.
68. Essay questions are used in an achievement test when _____.
- A. most of the material sampled is factorial information
 - B. a wide sampling of material is desired
 - C. originality is a factor in the response
 - D. little time is available for construction and scoring

69. Which of the following are alternative assessments?
- A. Portfolio, exhibits, journals
 - B. Paper and pencil test, demonstration, reports
 - C. Student self-assessment, authentic assessment, surveys
 - D. Multiple choice, structured observations, sentence completion
70. The constructivist theory of learning postulates that children learn by doing. Based on the theory, which of these would you consider in assessing learning?
- I. Focus is on the product.
 - II. Rubric criteria should be set.
 - III. Focus is on process.
 - IV. Multiple observation.
- A. I and II
 - B. II and III
 - C. III and IV
 - D. I and IV
71. Which among the indicators could be most useful for assessing quality of schooling?
- A. Participation rate
 - B. Cohort survival rate
 - C. Net enrolment rate
 - D. Drop-out rate
72. Which are the two (2) most important underpinning knowledge and skills for effective student assessment?
- I. Alternative assessment systems including formative, summative, descriptive and negotiated approaches
 - II. Assessment principles of reliability, validity, flexibility, authenticity, sufficiency and consistency
 - III. Characteristics of the learner
 - IV. Ethical responsibilities including confidentiality in the conduct and results of student assessment
 - V. School policies on student assessment
- A. I and II
 - B. II and III
 - C. I and IV
 - D. III and IV
73. You would like to assess students' ability to write a portfolio. What type of test will determine their ability to organize ideas and think critically?
- A. Long test
 - B. Essay test
 - C. Formative test
 - D. Summative test
74. When a student clarifies information from conclusion, what cognitive domain is involved?
- A. Analysis
 - B. Evaluation
 - C. Application
 - D. Synthesis

75. In the context of the 6 facets of understanding cited by Wiggins and McTighe, what is a proof of a student's understanding a principle?
- A. Repeating the principle given by the teacher.
 - B. Applying it to solve his/her problem.
 - C. Stating it from memory.
 - D. Memorizing it.
76. Which of the following statements concerning test validity and reliability is most accurate?
- A. A valid test is a reliable test.
 - B. A reliable test is a valid test.
 - C. A test cannot be valid and reliable unless it is objective.
 - D. A test cannot be valid and reliable unless it is standardized.
77. The instructions for a test are made simple, clear and concise. This is part of which of the following characteristics of a good test?
- A. Objectivity
 - B. Economy
 - C. Administrability
 - D. Scorability
78. An entering student in college would like to determine which vocation is best suited for him. Which of the following tests is most appropriate for his purpose?
- A. Intelligence test
 - B. Readiness test
 - C. Achievement test
 - D. Aptitude test
79. Teacher G gave a test in grammar. She found out that one half of the class scored very low. She plans to give another test to the pupils who scored very low to find out exactly where they are weak. Which type of test is this?
- A. Placement test
 - B. Diagnostic test
 - C. Achievement test
 - D. Intelligence test
80. With manner of answering criterion, which of the following types of test does NOT belong to the group?
- A. Multiple Choice
 - B. True-false
 - C. Matching
 - D. Completion
81. With the mode of answering as point of reference, which of the following types of test does NOT belong to the group?
- A. Problem-solving
 - B. Completion
 - C. Matching
 - D. Essay

82. Which of the following is a precise meaning of evaluation?
- A. Collecting data relevant to personal characteristics
 - B. Administering teacher-made tests
 - C. Interpreting and attaching value to data collected
 - D. Scoring accomplished tests
83. Which is NOT a characteristic of authentic assessment?
- A. Is focused on lifelike, meaningful, relevant types of student learning
 - B. Offers opportunities to study problem intensively
 - C. Easy to complete
 - D. Fruitful in terms of genuine learning
84. Which is the LEAST authentic mode of assessment?
- A. Paper-and-pencil test in vocabulary
 - B. Oral performance to assess student's spoken communication skills
 - C. Artistic production for music or art subject
 - D. Experiments in science to assess science method
85. Which of the following may NOT be adequately assessed by a paper-and-pencil test?
- A. Subject-verb agreement
 - B. Vocabulary
 - C. Multiplication skills in Math
 - D. Sight reading in Music
86. Teacher B wants to determine students' strengths and weaknesses in the use of laboratory equipment. Which assessment procedure will be most appropriate and authentic?
- A. Observation of students' use of laboratory equipment while they conduct experiments
 - B. Paper-and-pencil test that requires students to enumerate the *do's* and *don'ts* in the use of laboratory equipment
 - C. Practicum test on the use of laboratory equipment
 - D. Requiring students to draw and label the laboratory equipment
87. Marking on normative basis means that _____.
- A. the normal curve of distribution should be followed
 - B. some students must fail
 - C. fewer students must get high marks
 - D. grades show how a student achieves relative to other students
88. Teaching by objective logically goes hand in hand with which type(s) of evaluation?
- A. Norm-referenced
 - B. Criterion-referenced
 - C. Standardized
 - D. Norm-referenced and standardized

4.2 Interpret assessment results

89. You were tasked to test this hypothesis. "The more a teacher knows about a specific subject matter, the better she can teach it." Which variable could be used as the dependent variable?
- A. Teacher's yearly performance evaluating rating
 - B. Personality traits of the teacher
 - C. Incentives offered to teachers
 - D. Motivation from the school head
90. The difficulty index of a test item is one (1). What does this mean?
- A. The test item is very good, so retain it.
 - B. The test item is very difficult.
 - C. The test item is extremely easy.
 - D. The test item is not valid.
91. The facility index of a test item is .50. This means that the test item is _____.
- A. valid
 - B. moderate in difficulty
 - C. very easy
 - D. reliable
92. The discrimination index of a test item is -.35. What does this mean?
- A. More from the upper group got the item correctly.
 - B. More from the lower group got the item correctly.
 - C. The test is quite reliable.
 - D. The test item is valid.
93. The discrimination index of a test item is +.48. What does this mean?
- A. An equal number from the lower and upper group got the item correctly.
 - B. More from the upper group got the item wrongly.
 - C. More from the lower group got the item correctly.
 - D. More from the upper group got the item correctly.
94. If the difficulty index of your test item is .98, what should you do with this test item?
- A. Revise it.
 - B. Reject it.
 - C. Retain it.
 - D. Reserve it for another group of pupils.
95. If the difficulty index of your test item is .10, what should you do with this test item?
- A. Retain it.
 - B. Revise it.
 - C. Reject it.
 - D. Reserve it for another group of pupils.
96. A negative discrimination of a test item tells that particular test item lacks _____.
- A. objectivity
 - B. reliability
 - C. content validity
 - D. construct validity

Read the following then answer questions #97-101.

In a multiple choice test item with options A-B-C-D and out of 50 examinees:

- A. the correct answer, was chosen by 5,
- B. was chosen by 30,
- C. was chosen by 13 and;
- D. was chosen by 2.

97. Which was the MOST effective distracter?

- A. Option A
- B. Option C
- C. Option D
- D. Option B

98. Which was the LEAST effective distracter?

- A. Option C
- B. Option D
- C. Option B
- D. Option A

99. Which must have served as a plausible option/s?

- A. Option B
- B. Option D
- C. Option C
- D. Option B, C and D

100. Which statement can be TRUE of the test item?

- A. The difficulty index must be low.
- B. The difficulty index must be high.
- C. It cannot be determined.
- D. The test item must be reliable.

101. How do you consider Option D?

- A. Most effective distracter
- B. Effective distracter
- C. Ineffective distracter
- D. Attractive option

Read the following questions and answer #102-106.

In a multiple choice test item with options A-B-C-D and out of 50 examinees:

- A. was chosen by 12;
- B. was chosen by 2;
- C. the correct answer was chosen by 6 and;
- D. was chosen by 30.

102. Which was the MOST effective distracter?

- A. Option C
- B. Option D
- C. Option B
- D. Option A

103. Which was the LEAST effective distracter?

- A. Option D
- B. Option C
- C. Option B
- D. Option A

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104. Which must have served as a plausible option/s?
A. Option D
B. Option B
C. Option C
D. Option A and B
105. Which statement may be TRUE of the test item?
A. The test item must be reliable.
B. The difficulty index may be high.
C. The difficulty index cannot be determined.
D. The difficulty index may be low.
106. How do you consider Option B?
A. Most effective distracter
B. Effective distracter
C. Ineffective distracter
D. Attractive option
107. In a one hundred-item test, what does Ryan's raw score of 70 mean?
A. He surpassed 30 of his classmates in terms of score.
B. He got 70 items correct.
C. He surpassed 70 of his classmates in terms of score.
D. He got a score above the mean.
108. Your percentile rank in class is 60%. What does this mean?
A. You got 40% of the test items wrongly.
B. You scored less than 60% of the class.
C. You got 60% of the test items correctly.
D. You scored better than 60% of the class.
109. Here are raw scores in a quiz: 97, 95, 85, 83, 77, 75, 50, 10, 5, 2, 1. To get a picture of the group's performance, which measure of central tendency is most reliable?
A. Mode
B. Mean
C. Median
D. None. It is best to look at the individual scores.
110. Here are raw scores in a quiz: 97, 95, 85, 83, 77, 75, 50, 10, 5, 2, 1. Which is the median?
A. 75
B. 52.72
C. 76
D. 77
111. Here is a score distribution: 98, 93, 93, 93, 90, 88, 87, 85, 85, 85, 70, 51, 34, 34, 34, 20, 18, 15, 12, 9, 8, 6, 3, 1. Which is a characteristic of the score distribution?
A. No discernible pattern
B. Tri-modal
C. Bi-modal
D. Skewed to the right

112. Here is a score distribution: 98, 93, 93, 93, 90, 88, 87, 85, 85, 85, 70, 51, 34, 34, 34, 20, 18, 15, 12, 9, 8, 6, 3, 1. Which is the range?
- A. 93
B. 85
C. 97
D. Between 51 and 34
113. Which measure of central tendency is most reliable when scores are extremely high and low?
- A. Cannot be identified unless individual scores are given
B. Mode
C. Mean
D. Median
114. Which is TRUE when standard deviation is small?
- A. Scores are tightly bunched together.
B. The bell curve is relatively flat.
C. Scores are spread apart.
D. Scores are toward both extremes.
115. Which is TRUE when standard deviation is big?
- A. The bell curve shape is steep.
B. Scores are spread apart.
C. Scores are concentrated.
D. Scores are not extremes.
116. You have computed the mean and you want to get more information about the distribution of scores. Which measure of variability is most appropriate?
- A. Standard deviation
B. Mode
C. Semi-interquartile range
D. Range
117. In a grade distribution, what does the normal curve mean?
- A. A large number of students receiving low grades and very few students with high grades.
B. A large number of more or less average students and very few students receiving low and high grades.
C. A large number of students with high grades and very few with low grades.
D. All of the students have average grades.
118. There is a negative correlation between amount of practice and number of errors in tennis. What does this mean?
- A. The increase in the amount of practice does not at all affect the number of errors.
B. Decrease in the amount of practice goes with decrease in the number of errors.
C. As the amount of practice increases, the number of errors decrease.
D. The decrease in the amount of practice sometimes affects the number of errors.

119. Which one indicates a strong negative correlation?
 A. $-.75$ C. $-.25$
 B. $-.10$ D. $-.15$
120. Complete this analogy:
 Positive correlation is to direct relation as
 Negative correlation is to _____.
 A. definite relation C. neutral relation
 B. indefinite relation D. inverse relation
121. Which is a graphic illustration of the relationship between two variables?
 A. Histogram C. Frequency polygon
 B. Scatter diagram D. Normal curve

SITUATIONS – Refer to the table below to answer items 123-124.

Reading Comprehension Test Results in MPS Grade III – School A		
Grade III Section	English (MPS)	Filipino (MPS)
A	75	87
B	60	30
C	32	60
D	80	90
E	51	72

122. Which sections should be given remedial instruction in English and Filipino?
 A. Section B only C. Section B and C
 B. Section C only D. Section B, C and E
123. If the Grade III Section C teacher targeted a 10% increase but obtained a MPS of 45, which of these statements are NOT TRUE?
 I. Grade III Section C met the target with an absolute 13% increase in performance.
 II. Grade III Section C improved in Filipino but not in English.
 III. Grade III Section C surpassed the target with a 45% increase.
 IV. Grade III Section C showed marked improvement in English.
 A. I and II C. I and IV
 B. I and III D. II and III

Use the table below to answer items 124 and 125.

Percentage of Literacy						
2004				2008		
Age Range	Total	Male	Female	Total	Male	Female
6-14 yrs.	92.72	94.47	91.02	91.50	93.67	89.38
15 yrs.	93.19	95.46	91.02	93.28	96.07	90.57
15-24 yrs.	98.12	98.43	97.81	97.81	98.67	98.47

124. What is/are TRUE of 2004 and 2008 data on literacy?
- I. There is a greater percentage of literacy among men than women.
 - II. The percentage of literacy increases as age increases.
- A. I only
 - B. II only
 - C. I and II
 - D. Neither I or II
125. What trend appears as males and females get older?
- A. No apparent trend can be noted.
 - B. There are more belonging to the 15-24 age range than those in 6-14 years.
 - C. Males become increasingly dominant in literacy rate over their female counterparts.
 - D. The difference in literacy rates between males and females tends to disappear as they grow older.
126. Any deviation from a standard or desired level of performance is a _____.
- A. problem
 - B. gap
 - C. devotion
 - D. decision
127. How will you interpret a student's 80% percentile score? The student scored _____.
- A. higher than 80% of the member of the group
 - B. better, relative to the competencies targeted
 - C. high in all the skills being tested
 - D. 80% of the specified content
128. A negative discrimination index means _____.
- A. more from the lower group answered the test item correctly
 - B. more from the upper group answered the test correctly
 - C. the test item could not discriminate between the upper and the lower group
 - D. the test item has low reliability
129. What can be said of student performance in a positively skewed scored distribution?
- A. Almost all students had average performance.
 - B. A few students performed excellently.
 - C. Most students performed poorly.
 - D. Most students performed well.

Mathematics – 75

Science – 74

Araling Panlipunan – 80

Values Education – 83

TLE – 85

MAPEH – 86

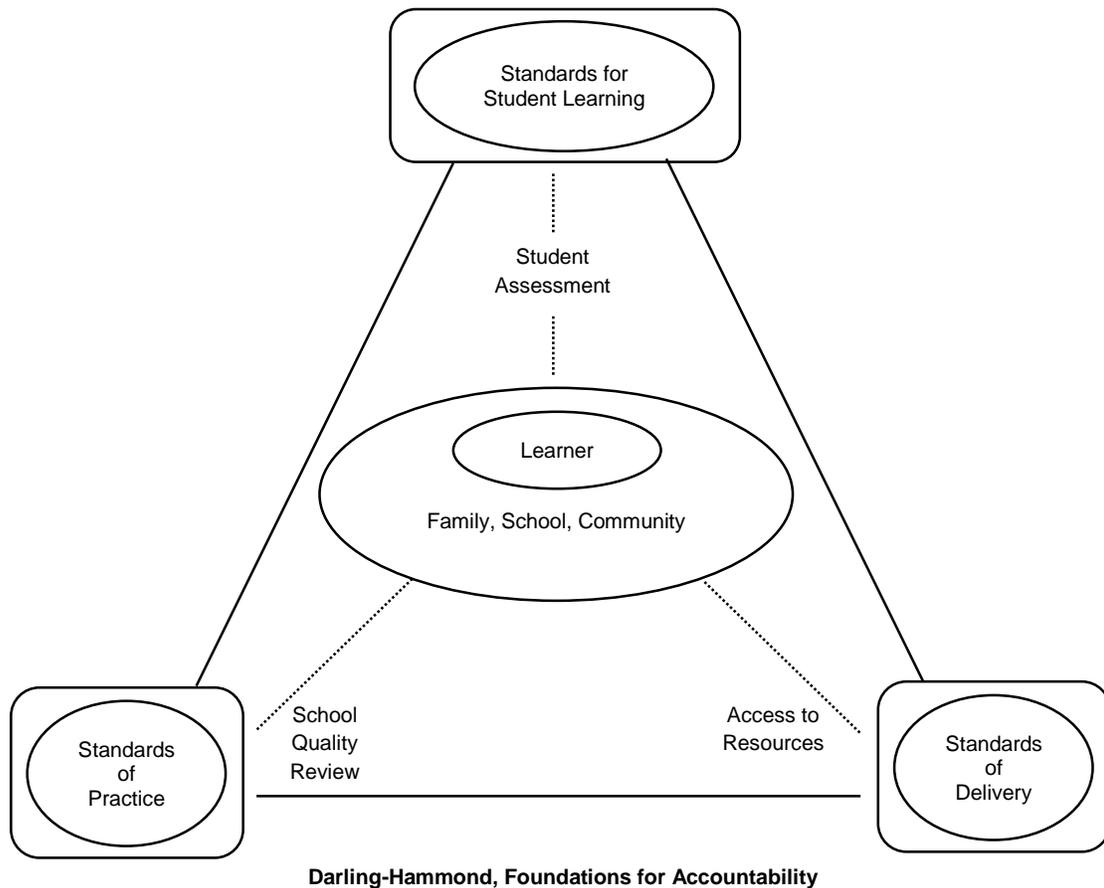
137. Based from the data above, how may a teacher encourage the learner to improve his performance in Science?
- Ask the learner why Science is difficult for him.
 - Request the parent to guide the learner in developing good study habits.
 - Make available science reading materials to the parent and learner.
 - Conduct remedial teaching in Science.
138. The decision to follow a criterion-referenced orientation in interpreting test scores will communicate _____.
- how much of the test content the children were able to handle
 - the spread of scores in a class
 - the ranking of the students in a section
 - the over-all performance of a particular class
139. In qualitative social and behavioral studies, “the investigator is a part of the study”. What are implied in this statement?
- The researcher processes and analyzes the data himself.
 - Data interpretation depends on the orientation of the researcher.
 - The investigator is the only source of information.
 - Data gathering may be done by others but the analysis is done by the researcher.
- I and IV
 - II and III
 - I, II and IV
 - I, II, III and IV
140. After scoring, Teacher G got the difference of the highest and lowest scores in each class. What did she compute?
- Standard deviation
 - Mean
 - Range
 - Median

4.3 Utilized processed data and assessment results in reporting learners’ performance to improve teaching and learning

141. Keeping track of assessment results from one periodic rating to the next is useful in contributing to the development of a _____.
- Regional Plan
 - Annual Implementation Plan
 - School Improvement Plan
 - Division Plan

142. Is it wise to orient our students and parents on our grading system?
- Yes, so that from the very start students and their parents know how grades are derived.
 - Yes, but orientation must be only for our immediate customers, the students.
 - No, this will court a lot of complaints later.
 - No, grades and how they are derived are highly confidential.

Study the diagram below which shows the learner and student assessment in the center of the Foundations for Accountability. Based on the diagram, answer questions #143, 144 and 145.



143. What standards impinge directly on student assessment?
- | | |
|----------------------|--------------------------|
| I. Practice | III. Delivery |
| II. Student Learning | IV. Family and Community |
| A. III and IV | C. II and III |
| B. I and II | D. I, II, III |

144. How should the test results be used to advantage?
- As index of comparing achievement
 - As indicator of learners' knowledge of subject matter
 - As a means of assessing students' performance in the subject
 - As indicator of learner's performance with respect to competencies in the subject areas
145. Which characterize the process approach of assessing student performance?
- Teacher collects student work recorded in a portfolio.
 - Teacher focuses on what students do while engaged in the learning process.
 - Students critically evaluate their own work.
 - Students select samples of what they think enhance their learning.
- I and III
 - I, II, III, IV
 - II, IV, III
 - III and IV
146. When checking projects made by your pupils, what must be done to ensure objectivity in giving grades?
- Prepare rubrics in giving grades.
 - Request somebody to grade the projects of your classes.
 - Rate the projects by batch checking.
 - Rate the projects in descriptive and not in a quantitative manner.

Below is a Continuance of Assessment Methods presented by Wiggins and McTighe, *Understanding by Design*.

Informal Checks for Understanding	Observation Dialogue	Quiz Test	Academic Prompt	Performance Task/Project

Based on the diagram, answer questions #147 – 149

147. The assessment methods are considered to collect _____ of understanding overtime.
- information
 - evidence
 - tasks
 - facts
148. When assessment is anchored on academic prompts, the ongoing inquiry is _____ and ranges from simple to complex.
- specific
 - generic
 - informal
 - open-ended

149. Assessment anchored on performance tasks on projects enables the students to use their knowledge in _____.
- A. relationship
B. context
C. essentials
D. prioritization
150. Key questions are considered in instruction planning and in identifying desired results and assessments. Which two questions are relevant?
- I. What activities will equip students with the needed knowledge and skills?
II. What method of assessment should be used?
III. What materials and resources are best suited to accomplish the learning objective?
IV. What type of tests should be given?
- A. I and III
B. II and IV
C. II and III
D. IV and III

4.4 Demonstrate skills in the use of techniques and tools in assessing affective learning
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151. Which is one measure of attitude that consists of a value statement where you are asked to express your degree of agreement or disagreement of a statement?
- A. Likert scale
B. Interview schedule
C. Semantic differential
D. Checklist

SITUATION – Here is one measure of attitude where a subject is asked to check the black that corresponds to her answer.

Being Liked by Other Students

Important _____	_____	_____	Unimportant
Pleasant _____	_____	_____	Unpleasant

152. Question: How is it called?
- A. Questionnaire checklist
B. Checklist
C. Likert scale
D. Semantic differential
153. Teacher F narrates: “I went through a test where I was asked how the ink blots appeared to me.” What test did Teacher F probably undergo?
- A. IQ test
B. Rorschach test
C. Aptitude test
D. EQ test
154. Teacher U asked her pupils to create a story out of the given pictures. Which projective technique did Teacher U use?
- A. Rorschach test
B. Narrative
C. Thematic Apperception Test
D. Reflective

155. Which test will the Guidance Office of School give if it wants to help students in predicting their probable success in specific educational and vocational fields?
- A. Diagnostic test
 - B. Achievement test
 - C. IQ test
 - D. Aptitude test
156. Which should you use to obtain information concerning a particular student's interests?
- I. Case study
 - II. Interview techniques
 - III. Cumulative record of student
- A. III only
 - B. II and III
 - C. I and II
 - D. I, II and III
157. Which tool should a teacher use if she wants to locate areas which are adversely affecting the performance of a significant number of students?
- A. Problem checklist
 - B. Self-report technique
 - C. Autobiography
 - D. Cumulative record
158. Student B was asked to report to the Guidance Office. Student B and his classmates at once remarked: "What's wrong?". What does this imply?
- A. Reporting to a Guidance Office is often associated with misbehavior.
 - B. Student B is a "problem" student.
 - C. Guidance counselors are perceived to be "almighty and omniscient".
 - D. The parents of Student B must be of the delinquent type.
159. Which is NOT true of the guidance process?
- A. The guidance process means the guidance counselor decides what is best for the student who is in the dark.
 - B. The guidance process is a continuous process.
 - C. Guidance is meant for every student including the performing students.
 - D. Guidance is assisting students to become self-directed individuals.
160. With projective personality tests in mind, which does NOT belong?
- A. Interview
 - B. Sentence Completion task
 - C. Word Association test
 - D. Thematic Apperception test
161. You intend to assess affective attributes such as capacity to feel, attitudes and behavior. Which of the following should you establish to ascertain the instrument's validity?
- A. Construct
 - B. Content
 - C. Criterion-related
 - D. Face

162. An appropriate assessment tool for assessing the development of learning in the affective domain is through _____.
- A. reading of journal entries
B. performance assessment
C. product assessment
D. self-assessment

4.5 Assign students' marks/ratings

163. Analytic scoring uses the _____ judgment of the student's work.
- A. evaluation
B. performance
C. standard
D. criterion
164. Knowledge of procedure in writing a report is an example of a _____ rubric.
- A. specific
B. generic
C. standard
D. performance
165. Rubrics are used for rating performance and scoring guides to describe the _____ qualities of student outcomes.
- A. tested
B. accomplished
C. distinguished
D. desired
166. The Report Card is given every grading period to the pupil/student and the parents are informed of the learner's performance. This is a/an _____ of the teacher stipulated in the Education Act of 1982.
- A. role
B. obligation
C. accountability
D. responsibility
167. Teachers should avoid _____ in assigning student performance-based ratings.
- A. arbitrariness and bias
B. unnecessary deductions
C. partiality and calculation
D. unnecessary evaluation
168. Which is the basic principle in underpinning the performance-based grading system?
- A. It is a tool for improving teaching and learning.
B. It is a tool to determine prerequisite knowledge.
C. It is diagnostic, formative and summative.
D. It is evaluative and judgmental.

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ANSWER KEY**ASSESSMENT OF LEARNING, FIELD STUDY, PRACTICE TEACHING**

1. A	35. B	69. A	103. C	137. A
2. C	36. A	70. B	104. D	138. A
3. B	37. A	71. B	105. D	139. A
4. D	38. D	72. A	106. C	140. C
5. A	39. B	73. B	107. B	141. C
6. C	40. D	74. A	108. D	142. A
7. D	41. C	75. B	109. C	143. D
8. D	42. B	76. A	110. A	144. D
9. C	43. C	77. C	111. B	145. B
10. C	44. B	78. D	112. C	146. A
11. A	45. D	79. B	113. D	147. B
12. D	46. D	80. D	114. A	148. D
13. A	47. D	81. C	115. B	149. B
14. A	48. B	82. C	116. A	150. A
15. D	49. A	83. C	117. B	151. A
16. C	50. D	84. A	118. C	152. D
17. B	51. D	85. D	119. A	153. B
18. D	52. A	86. A	120. D	154. C
19. A	53. D	87. D	121. B	155. D
20. D	54. D	88. B	122. C	156. D
21. C	55. C	89. A	123. C	157. A
22. A	56. B	90. C	124. C	158. A
23. B	57. C	91. B	125. D	159. A
24. A	58. A	92. B	126. B	160. A
25. B	59. A	93. D	127. A	161. D
26. D	60. C	94. B	128. A	162. A
27. C	61. B	95. C	129. C	163. D
28. A	62. A	96. B	130. A	164. B
29. B	63. A	97. D	131. B	165. D
30. D	64. D	98. B	132. C	166. B
31. A	65. D	99. D	133. B	167. A
32. C	66. C	100. A	134. B	
33. D	67. A	101. C	135. D	
34. B	68. C	102. B	136. B	