

**PRE-TEST**  
**One-Day Training Session on Assessment**  
**For Grade 6-8 Teachers**

**Section 1: MCQs**

**Q1.** What is the primary purpose of formative assessment in education?

- a. To rank students based on their performance
- b. To provide feedback for student improvement
- c. To determine the final grades of students
- d. To assess overall student achievement

**Q2.** In Bloom's Taxonomy, which level includes activities such as comparing, contrasting, and evaluating?

- a. Knowledge
- b. Comprehension
- c. Application
- d. Synthesis

**Q3.** Which of the following is an important consideration when designing an extended response question (ERQ)?

- a. Keep the question short and simple
- b. Ensure that there is only one possible answer
- c. Encourage students to demonstrate in-depth understanding
- d. Limit the question to a single sentence

**Q 4.** What is a key consideration when creating Constructed Response Questions (CRQs)?

- a) Keeping questions brief and concise
- b) Providing multiple-choice options for every question
- c) Providing ample space for detailed responses
- d) Ignoring specific criteria for responses

**Q 5.** Which of the following is a common approach to enhancing the quality of MCQs?

- a) Keeping questions vague and open-ended
- b) Avoiding distractors in answer choices
- c) Incorporating clear and plausible distractors
- d) Offering just one answer choice

**Q6.** When assessing student work, a rubric is primarily used for:

- a) Providing detailed feedback
- b) Conducting classroom observations
- c) Managing student attendance
- d) Clarifying assignment instructions

**Q7:** Checklists typically involve straightforward items that can be checked off. What is the typical response for each item?

- a) A score or level
- b) A detailed description
- c) A written comment
- d) A simple checkmark

**Q.8:** How can rubrics benefit both teachers and students?

- a) By replacing traditional tests
- b) B) By making grading quicker and easier
- c) By providing clear expectations and feedback
- d) By increasing class size

## **Section 2: Case Scenario:**

### **Q 9: Scenario:**

You are a dedicated secondary school science teacher specializing in environmental science. Within your class, you have two outstanding students, Ahmed and Shabana. Ahmed consistently excels in quizzes, presentations, and projects but encounters difficulties when responding to long-answer questions. On the other hand, Shabana performs exceptionally well in written

assignments, including final exams, but tends to struggle with presentations. Both Ahmed and Shabana have expressed concerns about their respective performances.

**Question:**

How can you, as their teacher, implement varied assessment methods to address the unique learning needs of Ahmed and Shabana, ultimately facilitating their success in your environmental science class while promoting a deeper understanding of the subject matter?

**Section 3: Arrange in order type questions**

**Q9. Arrange the steps in the construction of a multiple-choice test item in the correct order.**

1. Develop distractors, 2. Define the learning outcome, 3. Review the distractor, 4. Review and edit Create the stem,
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Q11. Arrange the phases of the assessment cycle in sequential order.**

1. Plan assessment, 2. analyze results, 3. use results, 4. define assessment purpose, 5. administer assessment, 6. Develop assessment instruments

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Section 4: Open-ended questions (No more than 2 questions)**

**Q12:** How do you decide when to use multiple-choice questions, short-response questions, or extended-response questions in an assessment, based on the learning objectives and content?