

ENG520

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik

Spring2025

ENG520_Spring2025
Final-Term (Solved)

3 Suggestions for True/False:

1. Use clear, simple language.
2. Avoid double negatives.
3. Make the statements unequivocally true or false.

5 Suggestions for True/False Items:

1. Keep the statement brief and factual.
2. Avoid using absolute words like “always” or “never.”
3. Include only one main idea in each item.
4. Avoid giving clues through length or wording.
5. Ensure both true and false items are equal in number and difficulty.

Limitations of True/False:

1. High chance of guessing correctly (50%).
2. Difficult to measure higher-order thinking.
3. May lead to ambiguity if not worded carefully.

2 Uses of True/False:

1. Assess factual knowledge quickly.
2. Useful in preliminary or diagnostic testing.

Suggestions to Create True/False Questions:

- Include definite, clear statements.
- Test only one idea per item.
- Use both true and false items in balanced numbers.

Two Suggestions for Construction of True/False:

1. Avoid trick questions or subtle negatives.
2. Keep items similar in length to avoid clues.

Advantages of Alternative Form (True/False):

1. Quick and easy to administer and score.
2. Covers a wide content range in less time.

---

3 Suggestions for Matching Exercises:

1. Use homogeneous content categories.

Maha Malik’s Compilation

2. Keep the list short (5–10 items).
3. Use more responses than premises to avoid guessing.

5 Suggestions for Matching Exercises:

1. Clear instructions should be provided.
2. Keep items on one page to avoid back-and-forth.
3. Ensure matching items are similar in nature.
4. Use logical and meaningful order.
5. Avoid grammatical clues.

Explain Matching Exercises (Short and Long):

- **Short Matching**: Consists of a brief list of premises and options (e.g., vocabulary and definitions).
- **Long Matching**: Includes more detailed sets, possibly using paragraphs or complex ideas to match.

Advantages of Matching Exercises:

1. Efficient for testing recall of related facts.
2. Easy to grade objectively.
3. Covers more content in less space.

Limitations of Matching Exercises:

1. Not suitable for testing deep understanding.
2. Requires homogenous content, which can limit scope.

Suggestions for Matching Exercises:

- Keep content uniform.
- Use a larger number of options than questions.
- Avoid trick matches.
- Write clear instructions.
- Make one-to-one matching possible.

3 Suggestions for Short Answer Questions:

1. Ask direct, concise questions.
2. Ensure only one correct answer is expected.
3. Use simple, clear language.

Structure of Short Answer Questions:

- Direct question or incomplete sentence (stem).

- Space for brief student response (usually a word or phrase).

Suggestions for Designing Short Answer Questions:

- Test important concepts.
- Avoid ambiguity.
- Use standard wording for consistent answers.

Five Suggestions for Short Questions:

1. Ask for specific information.
2. Keep the response brief.
3. Use objective scoring criteria.
4. Avoid controversial or vague items.
5. Place blanks at the end of the sentence when using completion format.

Advantages of Short Questions:

1. Requires students to produce answers.
2. Easy to construct.
3. Reduces guessing compared to MCQs.

Limitations of Short Questions:

1. May allow for varied responses that complicate scoring.
2. Not suitable for complex ideas.
3. May require subjective judgment if not precisely worded.

Uses of Short Answer/Completion Questions:

- Test recall and comprehension.
- Useful for testing vocabulary, grammar, or specific facts.

3 Things to Remember When Reminding Students to Check Their Copies:

1. Verify roll number and name.
2. Check the number of pages in the paper.
3. Make sure all sections/questions are present.

Three Points Reminding Students During Invigilation:

1. Don’t talk or share materials.
2. Raise hand if you have a query.
3. Double-check personal details and question numbers on the answer sheet.

Instructions During Invigilation:

- Begin with time announcements.
- Clarify any confusion with question papers.
- Remain vigilant and responsive throughout the exam.

Factors to Keep in Mind When Monitoring Students:

- Move around the room silently.
- Maintain a calm and alert presence.
- Prevent cheating without creating panic.

3 Difficulties Faced During Administration of Tests:

1. Distribution errors (wrong papers).
2. Noise or distractions in the exam hall.
3. Students not understanding instructions.

Issues in Test Administration:

- Late arrival of students.
- Inadequate seating or materials.
- Lack of coordination among invigilators.

Difference Between Scoring Criteria and Scoring Rubric:

- **Scoring Criteria**: The aspects to be judged (e.g., grammar, content).
- **Scoring Rubric**: A detailed guide showing levels of performance for each criterion, often in a grid or table.

Basic Steps in Designing a Rubric / 3 Basic Steps:

1. Define the criteria clearly.
2. Decide performance levels (e.g., excellent to poor).
3. Describe what each level looks like for each criterion.

Types of Rubrics:

1. Holistic Rubric
2. Analytical Rubric

Holistic Rubric:

- Assesses overall performance as a single score based on overall impression rather than individual criteria.

Analytical Rubric – 2 Advantages:

1. Provides detailed feedback on multiple criteria.
2. Helps students understand strengths and weaknesses across components.

Score Rubric vs. Scoring Criterion:

- **Scoring Criterion**: Specific feature being judged (e.g., grammar, organization).
- **Scoring Rubric**: A grid that describes levels of performance for each scoring criterion.

National Educational Assessment System (NEAS)

What is NEAS?
NEAS stands for **National Educational Assessment System**, a body responsible for assessing and evaluating education standards in Pakistan.

4 Objectives of NEAS:

1. Monitor students' learning achievement.
2. Provide data for policy-making.
3. Strengthen the assessment capacity.
4. Promote evidence-based decision-making.

Define NEAS:
A national-level system in Pakistan designed to assess learning outcomes across regions to ensure educational quality and equity.

Standardized Testing

Define Standardized Test Batteries:

- A collection of tests administered under uniform conditions to compare performance across different populations.

Difference between Standardized Test and Informal Classroom Test:

- **Standardized Test**: Uniform administration and scoring; norm- or criterion-referenced.
- **Informal Classroom Test**: Teacher-made, flexible, and often aligned with immediate teaching goals.

Characteristics of Standardized Achievement Testing:

1. Objectivity in scoring.
2. Valid and reliable measures.

3. Norm-referenced or criterion-referenced.
4. Administered under controlled conditions.

Item Analysis and IRT

Define Item Difficulty:

- The proportion of students who answered the item correctly (p-value). Lower values mean higher difficulty.

Item Difficulty in IRT:

- Refers to the point on the ability scale where a test-taker has a 50% chance of answering correctly.

Probability of Guessing in IRT:

- Reflects the chance of a low-ability test-taker answering an item correctly by guessing (lower bound of the item response curve).

Explain Probability of Guessing (IRT):

- Included in the 3-parameter IRT model to account for the chance of guessing correct answers, especially in MCQs.

Item Response Theory (IRT):

- A statistical framework used to model the relationship between a test-taker's ability and their likelihood of giving a correct response to test items.

Distractor Analysis:

- Examines how frequently wrong answer options (distractors) are chosen to identify ineffective or misleading options.

Define Distractor:

- Incorrect alternatives in MCQs designed to distract or mislead unprepared students.

Common Statistics in Item Analysis:

1. Difficulty index (p-value).
2. Discrimination index.
3. Distractor efficiency.

ENG520_Spring2025
Final-Term (Solved)

Essay-Type and Subjective Questions

Limitations of Essay Type Questions:

1. Time-consuming to grade.
2. Subjective scoring.
3. Limited content sampling.

Advantages of Essay Type Questions – 2 Points:

1. Assess higher-order thinking and synthesis.
2. Provide insight into student's reasoning and organization.

Subjective Type Items:

- Questions requiring written responses, judgment-based scoring, and often assessing analysis or synthesis.

Objective vs. Subjective Items:

- **Objective**: Fixed response, clear scoring (e.g., MCQs).
- **Subjective**: Open-ended, requires interpretation in scoring (e.g., essays).

High-Stakes Testing and Test Design

High-Stakes Testing – 5 Recommendations:

1. Ensure transparency in assessment goals.
2. Provide adequate student preparation.
3. Use multiple assessment methods.
4. Avoid over-reliance on single test scores.
5. Monitor impact on teaching and learning.

Achievement Motivation – Key Points:

- Refers to internal drive influencing students to accomplish academic goals.
- Linked to goal-setting, feedback, and reinforcement.

Note on Interpreting Test Scores:

- Should be contextualized with test purpose, population norms, and scoring method.

Maha Malik's Compilation

- Avoid over-generalization.

Criterion-Referenced vs. Norm-Referenced Interpretation:

- **Criterion-Referenced**: Measures performance against fixed criteria or learning goals.
- **Norm-Referenced**: Compares performance to that of a group (e.g., percentiles).

Test Construction and National Context

Guidelines While Packaging Tests:

1. Proofread for errors.
2. Include instructions and time limits.
3. Maintain clean, readable format.
4. Check alignment with objectives.

Structure of Short Questions:

- Usually 1-2 sentence prompts with limited space for answers.
- Aim to assess specific knowledge or facts.

Suggestions for Short/Completion Questions:

- Ensure only one correct answer.
- Avoid ambiguous wording.
- Keep response blanks near the end of the sentence.

Examination Bodies in Pakistan – 3 Types:

1. Federal Board (FBISE)
2. Provincial Boards (e.g., BISE Lahore)
3. Private Boards (e.g., Aga Khan Board).

Other Concepts

Steps in Designing a Rubric:

1. Define task expectations.
2. Identify assessment criteria.
3. Determine performance levels.
4. Describe each level per criterion.

ENG520_Spring2025
Final-Term (Solved)

Define Raw Score:

- The original score obtained before any scaling or standardization.

Why Pakistan Struggles with Item Development:

- Lack of trained professionals.
- Inconsistent assessment practices.
- Poor alignment with curriculum.

Perceived Theories of Psychosocial Measurement – Names Only (2):

1. Classical Test Theory (CTT)
2. Item Response Theory (IRT).

Types of Guessing – 2 Types:

1. Blind guessing
2. Educated guessing.

Analytical Theory:

- Related to breaking complex constructs into components for evaluation.
- Basis of analytical scoring or rubrics.

B.Ed. (1.5 Years) BS English Files

Maha Malik's Compilation

Maha Malik's Compilation