

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Secondary Teacher Education Department)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM THE AWARD OF DEGREE/CERTIFICATE IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Classroom Assessment (6407)
Level: ADE/B.Ed.

Semester: Autumn, 2025

Please read the following instructions for writing your assignments. (AD, BS, B. Ed, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks but within a question the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the questions.
3. Avoid irrelevant discussion/information and reproducing from books, study guide or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded at LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on University LMS. The size of the file should not exceed 5MB.

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 1
(Units: 1-5)

Note: Attempt all questions. All questions carry equal marks.

- Q. 1 Compare and contrast measurement, assessment, and evaluation in educational contexts. How do these concepts interrelate in the teaching-learning process? Provide concrete examples to illustrate their differences. (20)

- Q. 2 Analyze the relationship between instructional objectives and assessment design. How can Bloom's taxonomy guide the development of effective assessment tools? Provide examples across different cognitive levels. (20)
- Q. 3 Evaluate the strengths and limitations of three alternative assessment techniques (e.g., portfolios, observations, peer assessments) compared to traditional testing methods. (20)
- Q. 4 Compare the advantages and disadvantages of selected-response items versus constructed-response items. Under what circumstances would you prioritize one type over the other? (20)
- Q. 5 "A test can be reliable without being valid, but cannot be valid without being reliable." Discuss this statement with concrete examples from educational practice. (20)

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 2
(Units: 6–9)

Note: Attempt all questions. All questions carry equal marks.

- Q. 1 Analyze the concept of validity in educational assessment, including its various types (content, criterion-related, construct). How do these different aspects of validity contribute to overall test quality? (20)
- Q. 2 Compare the advantages and challenges of paper-based versus digital test administration. How can teachers ensure fairness and consistency in different administration formats? (20)
- Q. 3 Explain the differences between norm-referenced and criterion-referenced interpretation of test scores. When is each approach most appropriate in educational settings? (20)
- Q. 4 "Grade reporting should reflect both achievement and growth." Discuss this statement by examining different approaches to grading and their potential impacts on student motivation. (20)
- Q. 5 "The over-reliance on high-stakes testing has distorted the true purpose of educational assessment." Critically evaluate this statement by discussing how high-stakes testing impacts teaching and learning. (20)