

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 OTHERS AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Note: Before attempting assignments, please read the following instructions:

1. Each response to; each response should be not less than 1500-2000 words, failing which marks will be deducted accordingly.
2. Please write in your own words. Avoid irrelevant information and render a critical analysis where needed.
3. Please submit your assignment on LMS in Typed form.
4. You must give the source in case of quoting any material. Follow the APA manual for referencing.
5. Use A-4 Size of Paper for writing the assignment.
6. Please submit the assignment on or before the specified date.

Course: Educational Assessment and Evaluation (8602)

Level: BEd

Total Marks: 100

Semester: Spring, 2026

Pass Marks: 40

ASSIGNMENT No. 1
(Units: 1-5)

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

Q. 1. Explain in detail the six key principles of classroom assessment, providing a concrete classroom example for each.

Q. 2. Critically analyze how Bloom's Taxonomy of educational objectives helps teachers prepare balanced tests, and discuss at least two practical challenges in assessing higher-order thinking skills (evaluate and create) using traditional paper-based tests.

Q. 3. What is standardized testing? Describe the five essential conditions of standardized testing with appropriate real-world examples.

Q. 4. Compare the characteristics of essay-type tests and objective-type tests providing two original sample items for each type.

Q. 5. Write a detailed note on the four types of reliability, explaining when each is most appropriate and providing a concrete educational example for each.

ASSIGNMENT No. 2

(Units: 6–9)

Total Marks: 100

Pass Marks: 40

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

Q. 1. Why is validity regarded as the most critical feature of meaningful assessment? Explain with examples of what happens when an assessment lacks validity.

Q. 2. What general guidelines should teachers follow when constructing essay-type test items? Illustrate each guideline with a suitable example.

Q. 3. Describe how nominal, ordinal, interval, and ratio measurement scales are used in assessing student learning, with one classroom example for each.

Q. 4. Define range, variance, and standard deviation as measures of variability. Illustrate each using a hypothetical set of student test scores.

Q. 5. Explain in detail the major functions of test scores and progress reports in teaching, learning, and parent-teacher communication.