



1----- evaluation is often based on observations and (none) verbal description such as letters of reference.

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| 1. Cooperative | 2. Summative |
| 3. Quantitative | 4. Qualitative |

2-Which of the following tests is prognostic?

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| 1. progress | 2. diagnostic |
| 3. selection | 4. achievement |

3-A(n) ----- test is not limited to any one course, curriculum, or single language skill.

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| 1. knowledge | 2. proficiency |
| 3. diagnostic | 4. achievement |

4-When selection is based on the likelihood of success of an individual for a course of study, the test is called a(n) ----- test.

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| 1. aptitude | 2. achievement |
| 3. attainment | 4. knowledge |

5-Which of the following tests are subjectively-scored?

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| 1. true-false | 2. multiple-choice |
| 3. essay | 4. matching |

6-Usually the first part of a multiple-choice item will be a question or incomplete statement. This is known as -----.

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| 1. choice | 2. distractor |
| 3. alternative | 4. stem |

7-The ----- of a test is the effect it has on learning and teaching that precedes or follows it.

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| 1. battery | 2. washback |
| 3. guessing | 4. pressure |

8-Planning the test includes -----.

1. preparing an outline of test content
2. selecting the type of items
3. the difficulty level of the test
4. all of them



9- Generally item facility index ----- shows that the test item is too difficult.

1. lower than .30
2. lower than .50
3. higher than .50
4. higher than .90

10----- tests should have a high discrimination value.

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| 1. Diagnostic | 2. Readiness |
| 3. Achievement | 4. Mastery |

11-When the scores are not evenly distributed, the ----- represents a better index of centrality.

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| 1. mode | 2. median |
| 3. mean | 4. average |

12-For ----- scores, the most appropriate test for correlation is the Pearson Product-moment.

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| 1. nominal | 2. ordinal |
| 3. interval | 4. both b and c |

13-If a test item is missed by a great number of testees, the item is excluded in ----- tests.

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|-------------------------|--------------------|
| 1. proficiency | 2. placement |
| 3. criterion-referenced | 4. norm-referenced |

14----- validity is concerned with the relevance of the test items to the purpose of the test.

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| 1. Predictive | 2. Content |
| 3. Face | 4. Construct |

15----- validity of a test is calculated through highly complex statistical analyses of the test scores.

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|--------------|---------------|
| 1. Content | 2. Concurrent |
| 3. Construct | 4. Predictive |

16-For a test that is used to make important decisions on the fate of subjects, reliability must be in the -----.

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|-----------|-----------|
| 1. 0.0 | 2. 0.30's |
| 3. 0.60's | 4. 0.90's |



17-When the test and the criterion are administered at about the same time, it is for the purpose of determining -----.

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|----------------------------|-------------------------------|
| 1. concurrent validity | 2. content validity |
| 3. test-retest reliability | 4. parallel-forms reliability |

18-Structure tests for foreign language learners at the advanced level measure their sensitivity to -----.

1. the structural patterns appropriate for communicative purposes
2. the grammatical system of the formal style
3. the informal structural patterns
4. the slang structural patterns

19-In testing vocabulary the first task for the writer of a vocabulary test is to determine the degree to which he wants to concentrate on -----.

1. testing the students' general knowledge of the language
2. the level of the difficulty of the lexical items
3. testing the students' active or passive vocabulary
4. increasing the reliability or the validity of the test

20-Pronunciation tests are used at ----- level(s).

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|--------------|-----------------|
| 1. beginning | 2. intermediate |
| 3. advanced | 4. both a and b |

21-Using ----- as a test of listening is based on the assumption that an individual's mastery of listening comprehension is related to his ability to cope with stretches of connected discourse under any speech condition.

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| 1. lectures | 2. distorted messages |
| 3. dictation | 4. interview |

22-In using oral interview to test speaking it is important that -----.

1. the testees know the content of the test
2. the examiners work with predetermined evaluation criteria
3. the testees not be aware of the scoring system of the test
4. the examiners only focus on the testees' accuracy

23- Which of the following relates to the advantages of role playing?

1. It is valid in both face and content in most situations.
2. Some subjects cannot think what to say.
3. The acting ability of some testees may influence their scores.
4. Some subjects may be (un)familiar with their roles

24- Which of the following is NOT appropriate to be considered in a passage for testing reading?

1. The materials must be interesting for the examinees.
2. The materials must be culturally fair.
3. The content must be familiar to the examinees.
4. The material must be authentic.

25- The most satisfactory way to assess a subject's ability to write is through -----.

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|---------------------------|-----------------------------|
| 1. a composition test | 2. error recognition test |
| 3. fill-in-the-blank test | 4. objectively scored items |

26- In ----- marking, the examiner reads the composition quickly and assigns a rating such as excellent/good/fair, pass/fail.

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|--------------|----------------|
| 1. analytic | 2. impression |
| 3. objective | 4. operational |

27- Pragmatic expectancy grammar enables the possessor -----.

1. to learn the basic grammar effectively
2. to speak without any grammatical error
3. to develop first accuracy, next fluency
4. to relate linguistic sequence to extralinguistic context.

28- The most common ratio for deleting words in a cloze test is -----.

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|------------------|------------------|
| 1. every twelfth | 2. every second |
| 3. every fourth | 4. every seventh |

29- A ----- consists of four to five short texts in which half the letters of every other word are deleted, and the testees receive credit for exact restorations.

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| 1. cloze test | 2. c-test |
| 3. clozentropy | 4. both a and c |



30-To prepare a functional-communicative test, the test constructor first has to -----.

1. identify the needs of testees
2. concentrate on the level of the difficulty of structure
3. concentrate on the level of the difficulty of vocabulary
4. consider the relationship between structure and vocabulary

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