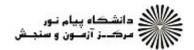
**: صفحه 1 از ۵** 

## كارشناسي ناپيوسته



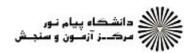
تعداد سوالات: تستى: ٥٠٠ تشريحي: ٠

<b>سری سوال:</b> یک ۱	زمان آزمون (دقیقه) : تستی : ۸۵٪ تشریحی: ۰		<b>داد سوالات: تستی: ۳۰ تشریحی: ۰ نـــوان درس:</b> آزمون سازی ۲	
		ئلىسى ١٢٢۵١٣۴	<b>شته تحصیلی/کد درس:</b> آموزش زبان انگ	
1-When evaluation is process is called		ke modifications on opti	mum ways during a certain	
1. qualitative	<sup>2.</sup> quantitative	<sup>3.</sup> formative	<sup>4.</sup> summative	
2-When a group of se	veral comparable tests are	used, it is called a/an		
1. <sub>quiz</sub>	2. battery	<sup>3.</sup> examination	4. assessment	
3-When a test is used	l to tell what a leaner will b	e able to do, it is a type o	of test.	
1. attainment	2. prognostic	3. placement	4. achievement	
<ol> <li>They are used for they are used for the used</li></ol>	e of general achievement to measuring the degree of the measuring students' progor analogous purpose.  Or diagnostic purpose.	teaching effectiveness.		
-	for the purpose of measur			
<ol> <li>specific aspects</li> <li>global competence</li> </ol>		<ol> <li>performance</li> <li>grammatical knowledge</li> </ol>		
	ving options is <u>NOT</u> among	tne criteria for classifying  2. The type of resp		
<ol> <li>The type of tested abilities</li> <li>The type of scoring method</li> </ol>		4. The degree of instruction explicitness		
		_	•	
<ul> <li>7-Based on the manner of scoring, the test items</li> <li>1. power and speed</li> <li>3. proficiency and achievement</li> </ul>		2. subjective and objective 4. none of the above		
8-A test constructor r four steps EXCEPT -	needs to embark on the tas	k of test preparation thro	ough all of the following	
1. Planning	2. Writing	3. Reviewing	4. Post-testing	
9-The test objectives	involve all of the following	EXCEPT		
1. What is to be measured		2. How the scores are to be interpreted		
<sup>3.</sup> Who is to be tes	ted	<sup>4.</sup> What the uses o	f the test scores will be	

10:40

صفحه ۲ از ۵ =

كارشناسي ناپيوسته



<b>سری سوال :</b> یک ۱	<b>دقیقه): تستی: ۸۵٪ تشریحی: ۰</b>	زمان آزمون (۵	<b>يداد سوالات: تستى: 00٪ تشريحى: 0</b>	
			<b>عنــــوان درس:</b> آزمون سازی ۲	
		۱۲۲۵۱۳۴	<b>ِشته تحصیلی/کد درس:</b> آموزش زبان انگلیس	
10-The most important ra	ationale behind using sever	ral different forms (	of items in one test is	
1. increasing the num	ber of items			
2. increasing the diffic	culty of items			
3. making measureme	ent of all relevant abilities p	oossible		
<sup>4.</sup> employing different	t scoring manners			
11-In a normal distributio	n, it is said that almost	percent of scores	s occur between -1 and +1 SD?	
1. <sub>14</sub>	2. 48	3. 68	4. 34	
	ns at determining whether ate testees, he is following		eved certain objectives without of testing.	
1. norm-referenced		2. normative		
3. formative		4. criterion-referenced		
13-The most common pro	ocedure for reporting criter	rion-related validity	<i>t</i> is	
1. Spearman rank-order method		2. repeated measure ANOVA		
3. Pearson product-moment correlation		4. confirmatory factor analysis		
14-For which of the follow	wing test types the scorer r	reliability is nearly p	perfect?	
1. Composition		2. Interview		
3. Essay		<sup>4.</sup> Multiple-cho	4. Multiple-choice test	
15-The standard error of	measurement on a test de	creases when		
1. more easy items are	e added to the test			
2. the accuracy of the	test increases			
3. the testees are of the	he same ability level			
<sup>4.</sup> both the discrimina	iting and facility values deci	rease		
16-"An adjective clause of A. a noun B. a verb C. an article D. an adjective	ften modifies	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
1. It is too easy.		2. It is based or	real life situations.	
3. It tests knowledge a	about language.	4. It tests trivial	l knowledge of language.	

10:40

## كارشناسي ناپيوسته



سرى سوال: يك ١

زمان آزمون (دقيقه): تستى: ٨٥ تشريحي: ٠

تعداد سوالات: تستى: 30 تشريحى: .

عنــوان درس: آزمون سازی ۲

رشته تحصیلی/کد درس: آموزش زبان انگلیسی۱۲۲۵۱۳۴

17-"Have you done this exercise?"

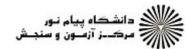
"No, it is ----- than the last one."

- A. more difficult
- B. most difficult
- C. difficult
- D. difficulter
- 1. It is a very difficult item.
- 2. It contains a non-English distractor.
- 3. It is very context-specific.
- 4. It needs both knowledge of language and world.
- 18-The child was frightened of being left alone in the dark room.
  - A. annoyed
  - B. ashamed
  - C. terrified
  - D. dismayed
  - 1. The choices are more difficult than the word being tested.
  - 2. It tests knowledge of structure.
  - 3. The choices and the underlined word are not of the same grammatical form.
  - 4. It contains erroneous choices.
- 19-"What did your father ask you?"
  - "My father asked me -----."
  - A. if I had taken my younger brother to school
  - B. if I have taken my younger brother to school
  - C. did you take your younger brother to school
  - D. did I take my younger brother to school
  - 1. The choices are too complicated.
  - 3. The alternatives are not brief.

- 2. Two choices are correct.
- 4. The distracters are not plausible.

1+:4+

## كارشناسي ناپيوسته

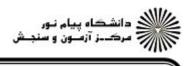


<b>سرى سوال:</b> يک ١	<b>4):تستى: 8</b> 8 <b>تشريحى: 0</b>	زمان آزمون (دقيق	تعداد سوالات: تستى : 30٪ تشريحي : 0
			عنـــوان درس: آزمون سازی ۲
		یسی۱۲۲۵۱۳۴	<b>رشته تحصیلی/کد درس:</b> آموزش زبان انگا
20-My cousin yo A. while B. who C. whom D. whose	ou met last night is 10 yea	rs old.	
1. Two answers are	possible based on the con	text.	
2. It contains a non-	English distractor.		
3. One of the items	can be disregarded.		
4. It is context-spec	ific.		
<ol> <li>Clear objectives at 2. Appropriate tests</li> <li>Appropriate tests</li> <li>Clear objectives at 22-All of the following to 1. Achievement</li> </ol>	ees and explicit rules	as an attainment test EX 3. Knowledge	<b>CCEPT</b> 4. Selection
1. language ability	aspects are measured by e	2. creativity	<del></del> ,
3. language proficie	ancy	4. originality	
	•	<b>.</b>	
1. objective	be tested is large,  2. subjective		4. composition
	titem analysis serves a ng further teaching and st	<u>-</u> -	dying the learning/failures of
<ol> <li>prognostic</li> </ol>	<sup>2.</sup> diagnostic	3. compensatory	<sup>4.</sup> complementary
26-Which of the follow	ing steps should be compl	eted first in planning an	achievement test?
1. Defining the inst	ructional objectives		
2. Selecting the typ	es of items to use		
<sup>3.</sup> Deciding on the I	ength of the test		
4. Identifying the po	oints to be included in the	test	
27-In a normal distribut	tion curve, how many of t	he scores fall between ±1	SD?
<b>1</b> . 68.26%	<sup>2.</sup> 34.13%	<sup>3.</sup> 13.59%	<sup>4.</sup> 50%



1+:1+

## كارشناسي ناپيوسته



<b>سرى سوال:</b> يک ۱	ن (دقیقه): تستی : ۸۵٪ تشریحی: ۰	۰ :	تعداد سوالات: تستى: 30 تشريحي			
			عنـــوان درس: آزمون سازی ۲			
		ِبان انگلیسی۱۲۲۵۱۳۴ 	<b>رشته تحصیلی/کد درس:</b> آموزش ز			
28-Which of the following terms refers to a piling of scores at one end of a curve and a long tail at the other?						
1. Deformation	2. Skewness	3. Asymmetry	<sup>4.</sup> Kurtosis			
29-When a test accurately and precisely measures what it is intended to measure, it is said that the test is						
1. valid	<sup>2.</sup> efficient	<sup>3.</sup> reliable	<sup>4.</sup> relevant			
30-For reporting criterion-rel		umber of scores in the di	stribution is small, it is			
1. Pearson product-mom	ent	2. multiple regression				
<sup>3.</sup> ANOVA		4. Spearman rank-orde	r			