

UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES

MASTER OF EDUCATION IN ADULT EDUCATION

MAIN EXAMINATION PAPER, DECEMBER, 2014

- TITLE OF PAPER : MEASUREMENT AND EVALUATION
- COURSE CODE : AE 601
- TIME ALLOWED : THREE (3) HOURS
- INSTRUCTIONS : 1. ANSWER THREE(3) QUESTIONS ONLY. ONE (1)
FROM EACH OF THE THREE SECTIONS (A, B AND C)
2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER
BOOKLETS PROVIDED.
3. DO NOT WRITE ON THE QUESTION PAPER.

THIS PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS BEEN
GRANTED BY THE INVIGILATOR

SECTION A

Instruction: Answer one (1) question

QUESTION 1 [40 marks]

- (a) Critique the use of the following approaches to measurement and evaluation of education and training programmes for adults:
- (i) Process evaluation
 - (ii) Cognitive outcomes of education
 - (iii) Portfolios
- [15 marks]
- (b) Critique the use of (i) essay and (ii) objective (True -False and multiple-choice) tests in the education and training of adults.
[10 marks]
- (c) Design a sample of **objective** test items for an adult education and training programme of your choice. Defend the rationale for inclusion of the test items.
[15 marks]

QUESTION2 [40 marks]

- (a) Critique the use of the following approaches to measurement and evaluation of education and training programmes for adults:
- (ii) Criterion-referenced tests
 - (ii) Affective outcomes of education
 - (iv) Participatory evaluation
- [15 marks]
- (b) Critique the use of (i) essay and (ii) objective (True -False and multiple-choice) tests in the education and training of adults.
[10 marks]
- (c) Generate appropriate essay test items for an adult education and training programme of your choice. Defend the rationale for inclusion of the test items.
[15 marks]

SECTION B

Instruction: Answer one (1) question

QUESTION 3[30 marks]

- (a) Using relevant examples, explain the link and distinction between measurement, assessment and evaluation
[10 marks]
- (b) Make a justification for (i) what proportion of an adult learner's grade should depend on examination score and (ii) who should determine the objectives in a particular course.
[10 marks]
- (c) Create a scenario to demonstrate how you can ensure validity and reliability of educational measurement in education and training courses for adults.
[10 marks]

QUESTION 4[30 marks]

- (a) Using relevant examples, explain the link and distinction between measurement, assessment and evaluation. [10 marks]
- (b) Critique the following practices by some adult educators (i) using tests to evaluate learning rather than to produce it? (ii) Making accurate evaluations of learners' achievement than helping learners to make their own self-evaluations?
[10 marks]
- (c) Create a scenario to demonstrate how you can ensure validity and reliability of educational measurement in education and training courses for adults.
[10 marks]

SECTION C

Instruction: Answer one (1) question

QUESTION 4 [30marks]

(a) What is the use of item analysis in measurement and evaluation of educational achievement? [8 marks]

Table 1

Mrs Masuku's First Semester Management of Cooperatives Test Report

Number of students	116	Number of test items	102 (True-False)
Mean score	76.6	Ideal mean	76.5
Standard Deviation	10.6	Minimum Std Dev.	8.5
Reliability	0.86	Probable error	2.66 GRADE
EQUIVALENTS			
4.5	93 – 99	1	
4.0	86 – 92	24	
3.5	76 - 85	33	
3.0	72 – 78	26	
2.5	65 - 71	18	
2.0	58 – 64	8	Average grade = 3.13
1.5	51 – 57	3	
1.0	45 – 50	3	
116			
ITEM	DIFFICULTY	KEY	DISCRIMINATION
1	51	T	.29
3	53	F	.16
3	45	T	.07
21	50	T	.07
25	45	F	.26
30	81	F	.10
47	60	T	.25
48	49	T	.33
59	57	F	.33
61	54	T	.06
62	48	T	.51
68	41	T	.45
76	46	F	.58
87	42	T	.26
97	41	F	.61
100	55	F	.39
101	45	T	.19
Difficult items (Over forty percent)			

- (b) Examine the above report prepared by Mrs. Masuku for her students' first semester test and write a report on your interpretation of (i) the 116 learners' performance on the test and (ii) the quality of the test. [14 marks]
- (c) Justify your observation in (b) and make recommendations for both the examiner (Mrs Masuku) and the learners. [8 marks]

QUESTION 5 [30 marks]

- (a) Using relevant examples, discuss the use of test score statistics in measurement and evaluation of educational achievement. [8 marks]

Table 2

Scores of Twenty-five learners in two Firemanship Tests

Candidate	Test One (Week 2)	Test Two (Week 5)
1.	66	72
2.	72	72
3.	91	90
4.	61	69
5.	91	85
6.	82	80
7.	93	87
8.	84	89
9.	76	75
10.	79	78
11.	65	67
12.	88	92
13.	77	78
14.	75	72
15.	65	68
16.	73	78
17.	69	64
18.	84	80
19.	71	76
20.	65	68
21.	74	78
22.	66	72
23.	96	94
24.	87	90
25.	76	81

- (b) Twenty-five learners attended a six-week *Firemanship course* in Mbabane in 2014. Mr. Malinga, their instructor, gave two tests whose scores are presented in Table 2, above. Use statistical summaries to compare the learners' performance using the reported scores. [14 marks]
- (c) Prepare a brief report about the performance of the learners on the two tests, and make recommendations addressing any areas of concern for both the examiner (Mr. Malinga) and the learners. [8 marks]

QUESTION 6

- (a) Do educational evaluations have utility? [10 marks]
- (b) Use a setting of your choice to critique the use of the PIE(Planning, Implementation and Evaluation) Cycle and the Evaluation plan/Logmatrix/Logical Framework in evaluation of education and training of adults in Swaziland. [20 marks]