

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

FINAL EXAMINATION PAPER 2007/2008

TITLE OF PAPER : MEASUREMENT AND TESTING
COURSE CODE : EDF 321
TIME ALLOWED : THREE (3) HOURS
INSTRUCTIONS : THERE ARE FOUR SECTIONS:
SECTION A, SECTION B, SECTION C AND
SECTION C

SECTION A

- (I) ANSWER ALL ITEMS ONE (1) TO THIRTY (30)
- (II) THERE IS ONLY ONE CORRECT ANSWER TO EACH ITEM
- (III) MARK (X) ON THE CORRECT ANSWER IN THE ANSWER SHEET PROVIDED FOR THIS FINAL EXAMINATION PAPER.

SECTION B

ANSWER ALL ITEMS 31 (THIRTY ONE) TO 40 (FOURTY) BY FILLING THE BLANK SPACE OF EACH ITEM WITH THE CORRECT CONCEPT OR TERMINOLOGY ON THE ANSWER-SHEET PROVIDED FOR THIS FINAL EXAMINATION PAPER.

SECTION C

ANSWER ALL ITEMS 41 (FOURTY ONE) TO 50 (FIFTY) BY FILLING THE BLANK SPACE OF EACH ITEM WITH EITHER TRUE OR FALSE RESPONSE ON THE ANSWER SHEET PROVIDED FOR THIS FINAL EXAMINATION PAPER.

SECTION D

ANSWER ONLY TWO (2) QUESTIONS FROM THREE (3) QUESTIONS.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED TO DO SO BY THE INVIGILATOR.

SECTION A (Compulsory)

ITEM 1. Measurement is often distinguished from evaluation in the sense that evaluation:

- a. provides information on which individuals performance could be compared.
- b. Serves as an index of the extent to which the performance level defined by the institution has been met.
- c. Provides information for decision making.
- d. Helps educators interpret measured performance

ITEM 2. Measurement is often defined as:

- a. systematic approach to science
- b. systematic assignment of numbers to attributes.
- c. Quantification of behavioural traits
- d. Interpretation of test scores

ITEM 3. Which of the following is not a scale of measurement?

- a. nominal scale
- b. ratio scale
- c. interval scale
- d. magnitude scale

ITEM 4. The crucial aspect of the evaluation of school learning is:

- a. preparing tests
- b. measuring status
- c. measuring growth
- d. judging adequacy

ITEM 5. When evaluating a test which factor is the most important?

- a. Does the test show high scores for students known to be good students?
- b. Does the test yield consistent results?
- c. Is the test of the proper level of difficulty?
- d. Do the items of the test discriminate?

ITEM 6. Reliability in a test refers to:

- a. adequacy of standardization
- b. consistency in the results
- c. dependability of the author and publisher
- d. homogeneity in the content of the test

- ITEM 7. Which type of test tends to have the lowest reliability?**
- a. completion test
 - b. essay
 - c. matching
 - d. true – false
- ITEM 8. The major purpose to be served by standardizing a test is:**
- a. to make scoring more objective
 - b. to improve the quality of the items through analysis of their discrimination and difficulty.
 - c. To improve the test's marketability
 - d. To provide the basis for the interpretation of performance.
- ITEM 9. A test whose items of difficulty is arranged in order of difficulty is said to be:**
- a. scaled
 - b. discriminating
 - c. objective
 - d. reliable
- ITEM 10. The ultimate value of any given instrument of measurement lies in:**
- a. its reliability
 - b. the interpretability of its outcomes
 - c. its validity
 - d. the equality of its units
- ITEM 11. Item for Item, which of the following tends to be the best from the standpoint of validity, reliability and usability for a course in educational psychology?**
- a. completion
 - b. matching
 - c. multiple choice
 - d. simple – recall
- ITEM 12. The chief objection to the simple – recall test is that:**
- a. its use is restricted almost entirely to the testing of specific facts
 - b. it is impossible to machine – score
 - c. it is somewhat lacking in objectivity
 - d. it does not permit easy handling of the guessing problem

ITEM 13. One of the most frequent pitfalls in the use of completion – type items is the tendency:

- a. to require too much recall
- b. to ask questions answerable in several different ways
- c. to permit guessing
- d. to permit subjectivity in scoring.

ITEM 14. An effective marking and reporting system should probably minimize

- a. the pupil's present status
- b. the pupil's progress
- c. the pupil's status relative to her ability
- d. the pupil's status relative to his class

ITEM 15. The greatest single purpose served by grades in school is:

- a. to reflect present educational status.
- b. To reflect intelligence
- c. To reflect potential achievement
- d. To determine promotion and retention.

ITEM 16. As a statement of cognitive objective, which of the statements below clearly states the meaning of evaluation?

- a. putting elements together to form a whole
- b. applying criteria to judge idea , solution , method or material .
- c. measuring knowledge acquisition and comprehension
- d. using abstracts to solve concrete problem.

ITEM 17. Which of the following is the greatest weakness of essay -type items from the standard point of usability?

- a. It does not test all that it purports to test
- b. It requires a great deal of time to grade.
- c. It is time-consuming to prepare
- d. The grading is subjective

ITEM 18. An objective test is best determined in terms of:

- a. responses given by the testees
- b. the number of options it contains
- c. the uniformity of scoring procedure
- d. high validity it has

ITEM 19. What is the name given to a collection of measurement?

- a. analysis
- b. data
- c. mean
- d. statistics

- ITEM 20. A 'readiness test' is most correctly classified as:**
- an achievement
 - an aptitude test
 - a diagnostic test
 - a prognostic test
- ITEM 21. Intelligence tests can measure**
- innate ability
 - performance
 - educational level
 - none of the above
- ITEM 22. The first step in the construction of a teacher – made test is**
- The assembly of test items
 - Formulation of test rationale
 - Formulation of test plan
 - Analysis of the curricula plan.
- ITEM 23. Which of the following does NOT come under the concepts used in differentiating essay and objective teacher – made test?**
- ability being measured
 - test coverage
 - 'Power' nature of the test
 - Ease of preparation.
- ITEM 24. In terms of their relevance to the construction of tests, which of the following statements is the most appropriate of objectives**
- The most important objectives for test construction are those that describe behaviour in operational terms.
 - Long- term goals is what test tend to measure.
 - Second level objectives are the abstract description of what a test measures.
 - All objectives can be translated into measurable terms.
- ITEM 25. A test designed to show an individual's present level of efficiency in a specific area is known as:**
- ability test
 - achievement test
 - aptitude test
 - performance test

- ITEM 26. Teacher - made achievement tests should be used primarily:**
- a. as an instrument for promoting pupils
 - b. as a substitute for standardized tests
 - c. to find out the source of pupils strengths and weaknesses
 - d. to help pupils evaluate their learning
- ITEM 27. A standardized test has its chief virtue in the fact that**
- a. it is easier to administer than a teacher– made test
 - b. is generally of a higher quality than a teacher -made test
 - c. permits a comparison of individual and class performance with other classes and individuals.
 - d. Is easier to correct and grade than a teacher– made test.
- ITEM 28. A standardized test was given to a group of senior secondary school pupils and most of them failed woefully. While any of the following could be an explanation, the most probable cause is:**
- a. Poor teaching methods
 - b. Sub – normal pupil intelligence
 - c. Lack of reliability of the test
 - d. Lack of validity of the test
- ITEM 29. The most important advantage of the true-false test is**
- a. its elimination of guessing through correction
 - b. its wide sampling
 - c. the validity of the items
 - d. its high diagnostic value
- ITEM 30. Statistics is a tool by means of which we can...**
- a. calculate the probability of the occurrence of events
 - b. predict the occurrence of phenomena
 - c. estimate the extent of statistical data
 - d. synthesize the masses of quantitative data

Total Mark = (30 marks)

SECTION B (Compulsory)

Instruction: Fill each blank space with an accurate concept or terminology on the answer sheet provided for this examination paper.

31. _____ is the distance between two extreme scores.
32. Scales in which the units are equal in size are _____.
33. _____ is a test in the scoring of which there is no possibility of difference of opinion, among scores as to whether responses are to be scored right or wrong.
34. _____ is a systematic sample of performance obtained under prescribed condition, scored according to definite rules and capable of evaluation by reference to normative information.
35. _____ is a test used to predict future success or failure in a specific subject or field.
36. _____ is a test-item calling for the correct association of an entry in one list and another entry in a second list.
37. _____ refers to the acceptability of the test and test situation by the examinee or user, in terms of apparent uses to which the test is to be put.
38. _____ is a test requiring motor or manual responses, as distinct from verbal or paper-pencil responses.
39. _____ is the score that occurs with the greatest frequency within a distribution.
40. _____ provide the means for evaluating relationships that exist within data obtained from a sample.

Total Marks = (10 marks)

SECTION C (Compulsory)

Instruction: Indicate TRUE or FALSE answer.

41. Reliability indicates the relationship between test scores and something we wish to predict. **(True/False)**
42. Standard deviation is the difference between the highest and lowest scores. **(True/False)**
43. Tests of intelligence for infants mainly measure mental age. **(True/False)**
44. An imbecile has an IQ (Intelligence Quotient) between 50-85. **(True/False)**
45. The most important function of item-discrimination indices is to point to defective items. **(True/False)**
46. The ordinal level of measurement can be used when we are able to detect degrees of difference among the observations. **(True/False)**
47. A commonly cited example of interval measurement is the Fahrenheit Scale for measuring temperature, in which zero does not represent the total absence of heat. **(True/False)**
48. In checking the discriminatory power of test items, a teacher can find out the difficulty level and validity of the test. **(True/False)**
49. The basic cause of widespread cheating in the classroom is lack of vigilance by teachers. **(True/False)**
50. A test designed to measure ability to think critically would be valid if it emphasized evaluation and analysis of material rather than mere retention of facts. **(True/False)**

Total Mark (10 marks)

SECTION D (OPTIONAL)

Instruction: Answer TWO Questions only from this Section D.

Question 1

Examine the rationale for the use of marks and mark-scales in schools. [Give appropriate illustrations]. **(25 marks)**

Question 2

Compare an Objective-Test with an Essay-Test from the following perspectives of testing pupils in schools:

- (a) Effect on Learning
- (b) Measurement of Learning Outcomes
- (c) Scoring
- (d) Sampling of Knowledge
- (e) Type of Response

(25 marks)

Question 3

Explain the essence of the following concepts in the design of Teacher-made Tests:

- (a) Objectivity
- (b) Discrimination
- (c) Comprehensiveness
- (d) Practicability

(25 marks)

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FINAL EXAMINATION ANSWER SHEETS 2007/2008**

EDF 321 : MEASUREMENT AND TESTING

CANDIDATE'S ID NUMBER _____

SECTION A: (Questions 1 – 30) (Compulsory)

Instruction : Mark (X) on the correct answer.

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 1. | A | B | C | D | 23. | A | B | C | D |
| 2. | A | B | C | D | 24. | A | B | C | D |
| 3. | A | B | C | D | 25. | A | B | C | D |
| 4. | A | B | C | D | 26. | A | B | C | D |
| 5. | A | B | C | D | 27. | A | B | C | D |
| 6. | A | B | C | D | 28. | A | B | C | D |
| 7. | A | B | C | D | 29. | A | B | C | D |
| 8. | A | B | C | D | 30. | A | B | C | D |
| 9. | A | B | C | D | | | | | |
| 10. | A | B | C | D | | | | | |
| 11. | A | B | C | D | | | | | |
| 12. | A | B | C | D | | | | | |
| 13. | A | B | C | D | | | | | |
| 14. | A | B | C | D | | | | | |
| 15. | A | B | C | D | | | | | |
| 16. | A | B | C | D | | | | | |
| 17. | A | B | C | D | | | | | |
| 18. | A | B | C | D | | | | | |
| 19. | A | B | C | D | | | | | |
| 20. | A | B | C | D | | | | | |
| 21. | A | B | C | D | | | | | |
| 22. | A | B | C | D | | | | | |

[30 marks]

SECTION B (Compulsory)

Instruction: Fill each blank space with the accurate concept or terminology.

- | | |
|-----------|-----------|
| 31. _____ | 36. _____ |
| 32. _____ | 37. _____ |
| 33. _____ | 38. _____ |
| 34. _____ | 39. _____ |
| 35. _____ | 40. _____ |

[10 marks]

SECTION C (Compulsory)

Instruction: Indicate TRUE or FALSE answer.

- | | |
|-----------|-----------|
| 41. _____ | 46. _____ |
| 42. _____ | 47. _____ |
| 43. _____ | 48. _____ |
| 44. _____ | 49. _____ |
| 45. _____ | 50. _____ |

[10 marks]