

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT
2008/2009

FINAL EXAMINATION PAPER

- TITLE OF PAPER : MEASUREMENT AND TESTING
- COURSE CODE : EDF 321
- TIME ALLOWED : THREE (3) HOURS
- INSTRUCTIONS :
1. THERE ARE TWO SECTIONS IN THIS PAPER: SECTION A AND SECTION B.
 2. ANSWER QUESTIONS ONE (1) TO FOURTY (40) IN SECTION A. THERE IS ONLY ONE CORRECT ANSWER TO EACH ITEM. MARK (X) ON THE CORRECT RESPONSE ON THE ANSWER SHEET PROVIDED.
 3. ANSWER ANY TWO QUESTIONS IN SECTION B.
 4. A TOTAL OF THREE QUESTIONS MUST BE ANSWERED IN THIS FINAL EXAMINATION PAPER.
 5. TOTAL MARK ALLOCATION = 100

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

SECTION A
QUESTION 1 [COMPULSORY]

1. **A test whose items of difficulty is arranged in order of difficulty is said to be:**
 - (a) scaled
 - (b) discriminating
 - (c) objective
 - (d) reliable

2. **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

3. **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

4. **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

5. **One of the most frequent pitfalls in the use of completion - type items is the tendency to**
- (a) require too much recall
 - (b) ask questions answerable in several different ways
 - (c) permit guessing
 - (d) permit subjectivity in scoring.
6. **An effective marking and reporting system should probably minimize the pupil's**
- (a) present status
 - (b) progress
 - (c) status relative to her ability.
 - (d) status relative to his class
7. **The greatest single purpose served by grades in school is to**
- (a) reflect present educational status
 - (b) reflect intelligence
 - (c) reflect potential achievement
 - (d) determine promotion and retention.
8. **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 massive statistical data
 - (d) synthesize masses of quantitative data
9. **The major purpose of proctoring a test is to**
- (a) make test scoring to be carried out with the greatest speed and accuracy
 - (b) obtain the best approximation of testees' behaviour through the test
 - (c) prevent testees from seeking assistance from other testees
 - (d) make proctors familiar with both testing conditions and test material

10. **The totality of procedures under which test items are used to obtain a close approximation of individual's natural behaviour is referred to as:**
- (a) behaviour observation
 - (b) test administration
 - (c) test scoring
 - (d) test interpretation
11. **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 problems
12. **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
13. **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) the high validity it has
14. **What is the name given to a collection of measurement?**
- (a) analysis
 - (b) data
 - (c) mean
 - (d) statistics

- 15. Which of the following is not a characteristic feature of continuous assessment?**
- (a) Guidance- oriented
 - (b) Affective
 - (c) Cumulative
 - (d) Comprehensive
- 16. A 'readiness test' is most correctly classified as:**
- (a) an achievement test
 - (b) an aptitude test
 - (c) a diagnostic test
 - (d) a prognostic test
- 17. The validity of an academic test is best appraised in terms of**
- (a) its agreement with course objectives
 - (b) the effectiveness of the learning it promotes
 - (c) its suitability for the group from the standpoint of difficulty.
 - (d) its overall quality of construction
- 18. Test data are most validly used in:**
- (a) determining grades
 - (b) evaluating the effectiveness of instruction
 - (c) diagnosing pupil difficulty
 - (d) orienting instruction and expectations at the level of the child.
- 19. As an assessment technique, informally conducted interviews**
- (a) may lead to unreliable judgment
 - (b) tend to put subjects at ease
 - (c) are better than any other technique
 - (d) none of the above.

20. **It is important to select a random sample of the population for purposes of standardization:**
- (a) because items need to be verified for future testing
 - (b) in order to develop unbiased items and age norms
 - (c) to ensure that items are efficiently interesting
 - (d) to ensure that all items measure only intellectual ability.
21. **The major purpose to be served by standardizing a test is to:**
- (a) make scoring more objective
 - (b) improve the quality of the items through analysis of their discrimination and difficulty.
 - (c) improve the test's marketability
 - (d) provide the basis for the interpretation of performance.
22. **Which type of test tends to have the lowest reliability?**
- (a) completion test
 - (b) essay test
 - (c) matching test
 - (d) true – false test
23. **Reliability in a test refers to:**
- (a) adequacy of standardization
 - (b) consistency in the results
 - (c) objectivity in administration and scoring
 - (d) homogeneity in the content of the test
24. **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 required level of difficulty?
 - (d) Do the items of the test discriminate?

- 25. The crucial aspect of the evaluation of school learning is:**
- (a) preparing tests
 - (b) measuring status
 - (c) measuring growth
 - (d) judging adequacy
- 26. Which of the following is not a scale of measurement?**
- (a) nominal scale
 - (b) ratio scale
 - (c) interval scale
 - (d) magnitude scale
- 27. 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
- 28. 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
- 29. Tests of intelligence for infants mainly measure:**
- (a) Maturation
 - (b) Innate ability
 - (c) Mental age
 - (d) None of the above

30. **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
31. **A standardized test has its chief virtue in the fact that it:**
- (a) 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.
32. **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
33. **A test designed to show an individual's present level of efficiency in a specific area is known as:**
- (a) an ability test
 - (b) an achievement test
 - (c) an aptitude test
 - (d) a performance test

- 34. In terms of their relevance to the construction of tests, which of the following statements is the most appropriate of objectives**
- (a) The most important objectives for test construction are those that describe behaviour in operational terms.
 - (b) Long- term goals is what test tend to measure.
 - (c) Second level objectives are the abstract description of what a test measures.
 - (d) All objectives can he translated into measurable terms.
- 35. Which of the following does NOT come under the concepts used in differentiating essay and objective teacher - made test?**
- (a) Ability being measured
 - (b) Test coverage
 - (c) 'Power' nature of the test
 - (d) Ease of preparation.
- 36. The first step in the construction of a teacher- made test is**
- (a) The assembly of test items
 - (b) Formulation of test rationale
 - (c) Formulation of test plan
 - (d) Analysis of the curricula plan.
- 37. Of the following, the most useful for studying pupil- pupil relationships is the:**
- (a) Rorshach test
 - (b) Sociogram
 - (c) Anecdotal record
 - (d) Minnesota Multiphasic Personality Inventory.
- 38. Cross- Sectional studies differ from longitudinal studies in that the former**
- (a) are more time consuming and expensive
 - (b) are not susceptible to changing generational experiences
 - (c) are more susceptible to experimental error
 - (d) use data from samples of varying age levels

- 39. One name for a test which is not biased with respect to factors in the environment in favour of one group over another is**
- (a) achievement test
 - (b) culture fair test
 - (c) socioeconomic test
 - (d) random sample test
- 40. Intelligence tests can measure**
- (a) innate ability
 - (b) performance
 - (c) educational level
 - (d) none of the above

SECTION B

Instruction: Answer any two questions from Section B.

Question 2

- (a) Describe the general and specific uses of Tests in schools [15 marks]
- (b) Explain the purposes for which assessment can be used in Secondary/High Schools in Swaziland. [15 marks]

Total = [30 marks]

Question 3

Outline and discuss the criteria for measuring the distinctions between essay and objective tests.
[30 marks]

Question 4

- (a) Explain the basis of evaluation in schools. [15 marks]
- (b) Discuss the guidelines for planning an evaluation scheme for students in schools. [15 marks]

Total = [30 marks]

**TOTAL MARKS ALLOCATED = [60 MARKS]
FOR TWO QUESTIONS.**