

UNIVERSITY OF SWAZILAND



INSTITUTE OF POST GRADUATE STUDIES

MAY/JUNE, 2010

FINAL EXAMINATION PAPER

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) EXAMS

COURSE CODE : EDF 321  
TITLE OF PAPER : MEASUREMENT AND TESTING  
TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : :THERE ARE TWO SECTIONS;  
SECTION A, AND SECTION B.

SECTION A

- (I) ANSWER ALL ITEMS ONE (1) TO SIXTY (60)
- (II) THERE IS ONLY ONE CORRECT ANSWER TO EACH ITEM
- (III) MARK (X) ON THE CORRECT ANSWER IN THE ANSWER SHEET PROVIDED FOR THIS EXAMINATION PAPER.

SECTION B

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

A TOTAL OF THREE QUESTIONS MUST BE ANSWERED IN THIS EXAMINATION PAPER. TOTAL MARK ALLOCATION = 100.

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

**SECTION A ANSWER ALL QUESTIONS [COMPULSORY]**

**ITEM 1: 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 2: 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

**ITEM 3: 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

**ITEM 4: 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

**ITEM 5: 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

**ITEM 6: 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 7: Which of the following is not a characteristic feature of continuous assessment?**

- (a) Guidance- oriented
- (b) Affective
- (c) Cumulative
- (d) Comprehensive

**ITEM 8: 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

**ITEM 9: 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.

**ITEM 10: 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.

**ITEM 11: Other things being equal, which type of test tends to have the lowest reliability?**

- (a) completion
- (b) essay
- (c) matching
- (d) simple recall

**ITEM 12: The crucial aspect of the evaluation of school learning is:**

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

**ITEM 13: 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 14: Tests of intelligence for infants mainly measure:**

- (a) Maturation
- (b) Innate ability
- (c) Mental age
- (d) None of the above

**ITEM 15: 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.

**ITEM 16: 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) All of the above

**ITEM 17: 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

**ITEM 18: 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

**ITEM 19: Intelligence tests can measure**

- (a) innate ability
- (b) performance
- (c) educational level
- (d) none of the above

**ITEM 20: 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

**ITEM 21: When a test gives some indications about a child's future performance, this is called**

- (a) face validity
- (b) predictive validity
- (c) construct validity
- (d) content validity

**ITEM 22: Evaluation given at the end of a programme of instruction is called**

- (a) summative evaluation
- (b) programme evaluation
- (c) formative evaluation
- (d) product evaluation

**ITEM 23: Evaluation given to pin-point pupils' learning problems is called**

- (a) placement evaluation
- (b) formative evaluation
- (c) diagnostic evaluation
- (d) product evaluation

**ITEM 24: What is the main function of an achievement test?**

- (a) It shows how a student is performing compared to the rest of the class.
- (b) It shows that a student is likely to perform well in a specific task.
- (c) It measures what a student has learnt.
- (d) It allows the teacher to assess his own teaching methods.

**ITEM 25: A test in which students consistently score the same or similar marks is said to be**

- (a) objective
- (b) reliable
- (c) valid
- (d) usable

**ITEM 26: A standardized test has all of the following characteristics except one. Which of the characteristics is the exception?**

- (a) It is specific to a particular unit of instruction.
- (b) It has been pre -tested on a representative sample of tests.
- (c) It is usually accompanied by a manual.
- (d) Scoring is objective

**ITEM 27: A test that does not sample most of what has been taught may lack**

- (a) Discrimination
- (b) Reliability
- (c) Validity
- (d) Objectivity

**ITEM 28: What is the major function of a pretest?**

- (a) Finds out if the students have the potential to cope with the new learning
- (b) Introduces the subject in an unusual way.
- (c) Finds out how well the students mastered previous content.
- (d) Finds out if the students have prerequisite skills for the new learning.

**ITEM 29: One advantage of a short answer test is that**

- (a) It measures simple learning outcomes.
- (b) It takes a longer time to mark.
- (c) Children can easily prepare for the test.
- (d) It possesses very good content coverage.

**ITEM 30: Which of the following is not a scale of measurement?**

- (a) Nominal scale
- (b) Ratio scale
- (c) Interval scale
- (d) Magnitude scale

**ITEM 31: Which of the following is least affected by guessing?**

- (a) Completion test
- (b) True/false test
- (c) Matching item test
- (d) Short essay test

**ITEM 32: Which of the following is the highest order of skills in Bloom's taxonomy?**

- (a) Knowledge
- (b) Application
- (c) Synthesis
- (d) Evaluation

**ITEM 33: Which of the following is the most acceptable statement of the relationship between testing and teaching?**

- (a) Teaching is what counts ; testing is but a secondary aspect of the process of child growth
- (b) Testing is the important thing ; teaching only serves to get the child ready for the test
- (c) Teaching and testing are relatively independent; each other can exist without the other.
- (d) Teaching and testing are complementary and integral aspects of the same learning process

**ITEM 34: The process of examining students' responses to each item so as to ascertain its difficulty level and its discriminating power is called**

- (a) validity
- (b) rating scale
- (c) reliability
- (d) item analysis

**ITEM 35: The content validity of a test can be best estimated by**

- (a) Specifying the content of the test
- (b) Carrying out an item analysis
- (c) Constructing a table of specification
- (d) Computing the difficulty index of each item

**ITEM 36: The first step in the construction of a teacher-made test is the**

- (a) assembly of test items
- (b) formulation of test rationale
- (c) formulation of test plan
- (d) analysis of the curricula plan

**ITEM 37: Descriptive statistics does all the following to data except:**

- (a) Ordering
- (b) Arranging
- (c) Summarizing
- (d) Interpreting
- (e)

**ITEM 38: The chief point of distinction between teacher-made and standardized tests lie in the area of**

- (a) objectivity
- (b) norms
- (c) marketability
- (d) overall quality

**ITEM 39: What is the MEAN of the following distribution - 2, 1, 7, 8, 8?**

- (a) 1.2

- (b) 2.2
- (c) 5.2
- (d) 7.2

**ITEM 40: Norms represent**

- (a) acceptable performance for a given age
- (b) actual performance for a given age or grade
- (c) minimum acceptable performance for a given age or grade
- (d) average goals to be attained by each class at a certain age or grade

**ITEM 41: An important disadvantage of the multiple-choice type test is**

- (a) its lack of objectivity
- (b) its susceptibility to guessing
- (c) its narrowness of sampling
- (d) its difficulty of construction

**ITEM 42: In order to improve on the accuracy and impartiality in scoring essay tests, an examiner must**

- (i) read all the scripts once before scoring them
- (ii) evaluate responses anonymously
- (iii) score all questions in one paper before scoring the others
- (iv) prepare marking schemes for each question before marking the scripts

**Which of these precautions are desirable?**

- a. (ii) and (iv)
- b. (i), (ii) and (iii)
- c. (iii) and (iv)
- d. (ii), (iii) and (iv)
- e. (i) and (iv)

**ITEM 43: A test whose items are arranged in order of difficulty is said to be**

- (a) diagnostic
- (b) discriminating
- (c) objective
- (d) reliable

**ITEM 44: Which of the following statements concerning testing is not true?**

- (a) The test should measure what it is supposed to measure
- (b) The test should measure consistently, whatever it measures
- (c) The test should be of sufficient difficulty that no student gets a perfect score
- (d) The test should emphasize ability to think about the material of the course rather than mere ability to reproduce its contents

**ITEM 45: Which of the following is the least acceptable statement of the relationship between the reliability and validity of a test?**

- (a) validity is an aspect of reliability but the reverse statement cannot be made

- (b) Reliability can be increased at the expense of validity
- (c) Most tests have an excess of reliability and a shortage of validity
- (d) Reliability is affected by random errors, validity by constant errors

**ITEM 46: If only one general school-wide testing programme can be out during the year for "guidance purposes" it should probably come**

- (a) at the end of the year
- (b) at the beginning of the year
- (c) when it can be fitted into the programme with least disruption
- (d) anytime; one time is as good as another

**ITEM 47: When a classroom teacher says "Mandla is smarter than Grace", he is employing which measurement scale?**

- (a) Normal
- (b) Ordinal
- (c) Interval
- (d) Ratio

**ITEM 48: An important advantage of the multiple-choice type test is**

- (a) its wide sampling
- (b) its ease of construction
- (c) its adaptability to the measurement of appreciation and discrimination
- (d) its requirement of organisation by pupils

**ITEM 49: 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

**ITEM 50: 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?

**Fill in each blank space with the exact conceptual response(s).**

**ITEM 51:** The sum of all scores divided by the number of scores is the \_\_\_\_\_.

**ITEM 52:** Graphically presented material in which a bar represents the number of cases in an interval of measurement is a \_\_\_\_\_.

**ITEM 53:** The measure usually used to determine the variability of a set of scores around the mean value is the \_\_\_\_\_.



**ITEM 54:** \_\_\_\_\_ refers to testing which is characterized by consistent administration and the use of establishing norms in the assessment of scores \_\_\_\_

**ITEM 55:** Those variables that scientists manipulate in order to produce effects are known as \_\_\_\_\_ variables.

**For each of the following statements, indicate whether the statement is TRUE or FALSE.**

**ITEM 56:** It is because we can assign numerical codes to colours to indicate our preferences that such a code must be an ordinal variable. (True/False)

**ITEM 57:** Face validity is more essential to establish for a personality test than construct validity. (True/False)

**ITEM 58:** Predictive validity is applicable to tests employed for assigning military personnel to training programmes (True/False)

**ITEM 59:** The average Intelligence Quotient (I.Q) falls in a range between 110 and 120 (True/False)

**ITEM 60:** The correlation coefficient is a procedure for determining whether there is a relationship between measures and the degree of relationship. (True/False)

**TOTAL MARKS ALLOCATED = [60 MARKS]**

**SECTION B (Answer any TWO Questions only from this section).**

**QUESTION ONE**

- a). What are the purposes of Measurement and Testing?
- b). What are the major differences and similarities between formative evaluation and summative evaluation?

10 marks each = 20 MARKS

**QUESTION TWO**

Write short notes on any TWO (2) of the following:

- a. The Nominal Scale
- c. Item Analysis
- d. Interval Scale

10 marks each = 20 MARKS

**QUESTION THREE**

Outline and explain the parameters for measuring the distinctions between Essay and Objective tests. 20 MARKS

**TOTAL MARKS ALLOCATED FOR TWO QUESTIONS. = [40 MARKS]**