

UNIVERSITY OF SWAZILAND



INSTITUTE OF POST GRADUATE STUDIES

FINAL EXAMINATION PAPER  
POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) SUPPLEMENTARY  
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 FIFTY (50)
- (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: 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 2: 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 3: 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 4: 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 5: Which of the following is the highest order of skills in Bloom's taxonomy?**

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

**ITEM 6: 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 7: Descriptive statistics does all the following to data except:**

- (a) Ordering
- (b) Arranging

- (c) Summarizing
- (d) Interpreting

**ITEM 8** 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 9:** 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 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:** 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 12:** 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 13:** Which of the following is not a characteristic feature of continuous assessment?

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

**ITEM 14: 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 15: 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 16: 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 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

**ITEM 18: 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 19: 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 20: 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 21: 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?

**ITEM 22: 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 23: 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 24: 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 25: Intelligence tests can measure**

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

**ITEM 26: The crucial aspect of the evaluation of school learning is:**

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

**ITEM 27: Tests of intelligence for infants mainly measure:**

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

**ITEM 28: 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 29: 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 30: 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 31: Other things being equal, which type of test tends to have the lowest reliability?**

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

**ITEM 32 : 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 33: 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 34: Which of these is evaluation?**

- (a) All the pupils got the same scores in maths.
- (b) Grace is top of the class
- (c) Stella scored 90 out of 100 in English
- (d) Everyone is doing well in statistics

**ITEM 35: 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 36: 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 37: 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 38: A test whose items are arranged in order of difficulty is said to be**

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

**ITEM 39: 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 40: 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 41: Evaluation given to pin-point pupils' learning problems is called**

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

**ITEM 42: A test that does not sample most of what has been taught may lack**

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



**ITEM 43: 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 44: Which of the following is not a scale of measurement ?**

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

**ITEM 45: 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 46: 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 47: 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 48: 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 49: 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 50.**

**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)

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

**QUESTION ONE**

What the specific and general uses of Tests are in schools [20 marks]

List at least five and briefly explain three of the functions of tests in education [20 marks]

**QUESTION THREE**

(a) Mention five people in connection with the history of test and measurement [10 marks]

(b) Who developed the following:

- i. The first mental test?
- ii. Pearson product moment correlation coefficient

10 MARKS

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