

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

FINAL EXAMINATION PAPER 2006

TITLE OF PAPER : MEASUREMENT AND TESTING

COURSE NUMBER : EDF 321 PGCE

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:
1. THERE ARE **TWO** SECTIONS IN THIS PAPER:
SECTION A AND SECTION B
 2. ANSWER ALL ITEMS ONE (1) TO FOURTY (40) IN SECTION A. THERE IS ONLY **ONE** CORRECT ANSWER TO EACH ITEM. PUT A CIRCLE AROUND THE CORRECT RESPONSE ON THE ANSWER SHEET PROVIDED.
 3. YOU ARE ADVISED TO SPEND **45 MINUTES** ONLY IN SECTION A
 4. ANSWER ANY **TWO** QUESTIONS IN SECTION B.
 5. A TOTAL OF **THREE** QUESTIONS MUST BE ANSWERED IN THIS SUPPLEMENTARY EXAMINATION PAPER 2006

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

ITEM 1: Measurement is often defined as :

- (a) Systemic approach to science
- (b) Systematic assignment of numbers to attributes .
- (c) Quantification of test scores
- (d) Interpretation of test scores
- (e) Manipulation of statistical process in behavioural science .

ITEM 2 : Which of the following is not a scale of measurement ?

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

ITEM 3: Psychological assessment may be described as the :

- (a) Development and utilization of measurement and evaluation procedures
- (b) Development and utilization of techniques such as observation ,interview and appraisals
- (c) Development and utilization of tests , measurements and evaluation.
- (d) Developments and utilization of measures or methods for decision making .
- (e) Development and utilization of psychological and behavioural traits .

ITEM 4 : Measurement is often distinguished from Evaluation in the sense that evaluation :

- (a) Provides information on which individuals performance can 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
- (e) Is an index of the effectiveness of the teaching programme .

ITEM 5 : Which of the following definitions of intelligence is most adequate ?

- (a) Innate capacity for intellectual development .
- (b) Ability to profit from experience .
- (c) Ability to perform well in IQ tests .
- (d) Predisposition to academic success .
- (e) Rate of mental development .

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ITEM 6 : Which of the following is not a characteristic of intelligent behaviour ?

- (a) Awareness
- (b) Deception
- (c) Exploratory ability
- (d) Perception of defaults
- (e) Meaningfulness of the pattern of manifested behaviour .

ITEM 7 : Which of the following is not among the sort of abilities African culture – fair tests should test?

- (a) Technological ability .
- (b) Physical capacities .
- (c) Intelligence
- (d) Latitude disposition .
- (e) Creativity

ITEM 8 : 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) Has uniform procedure for administration for all testees .
- (d) Scoring is objective
- (e) It is usually accompanied by a manual.

ITEM 9 : Norms present

- (a) Acceptable performance for a given age
- (b) Actual performance for a given age and grade
- (c) Minimum acceptable performance for a given age and grade .
- (d) Average goals to be attained by each class at a certain age or grade.
- (e) Goals to be attained by each child at a certain age or grade.

ITEM 10 : The academic achievement test is designed to :

- (a) Measure personality traits that make for effective use of one's ability.
- (b) Identify the type of activities of individual as tendency to select.
- (c) Estimate the student's capacity to profit from academic instruction.
- (d) Appraise the present academic ability of the student.
- (e) Estimate the student academic performance in the future.

ITEM 11 : Which of the following is not a characteristic feature of continuous assessment ?

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

ITEM 12 : Which of the following is the most acceptable evidence of the validity of a test ?

- (a) A test covers a wide variety of topics.
- (b) Average students tend to obtain average scores on the test.
- (c) The test scores form a bell – shaped curve.
- (d) The items bear directly upon the objectives of instruction.
- (e) One half of the test correlates highly with the other

ITEM 13 : 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
- (e) Objectivity in administration and scoring.

ITEM 14 : Which of the following would be the most probable explanation of a pupil getting 62% on a teacher – made test one day and 80% on a similar test covering the same material a couple of days later ?

- (a) He studied in the interim .
- (b) The two tests were not of equal difficulty.
- (c) The tests were not reliable.
- (d) The tests were not valid.
- (e) He was not motivated when he took the first test.

ITEM 15 : The first step in the construction of a teacher- made test to cover a given course is :

- (a) Analyzing the content of the course.
- (b) Determining the kind of test item to use.
- (c) Determining the emphasis to be placed on each aspect of the course.
- (d) Clarifying the objectives of the course in terms of the behaviour change to be promoted.
- (e) Deciding the rough distribution of grades the test is expected to give.

ITEM 16 : Evaluation is distinguished from measurement in that the purpose of the former is:

- (a) To compare individual performance with national standards.
- (b) To determine the extent of the relative attainment of the objectives of the school.
- (c) To determine the extent of relative attainment of moral and ethical values.
- (d) To determine the effectiveness of the teacher's teaching.
- (e) To interpret measured performance in the light of certain criteria of acceptability and adequacy.

ITEM 17 : The major purpose to be served by standardizing a test is :

- (a) To make scoring 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 .
- (e) To provide the basis for comparing educational proficiency in various regional areas.

ITEM 18 :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
- (e) sampling

ITEM 19 : The most advantageous aspect of the essay – type examination is:

- (a) Its high reliability
- (b) Its high validity
- (c) Its inherent emotional appeal
- (d) The kind and quality of studying that it promotes.
- (e) The total economy of teacher time which it requires.

ITEM 20: An objective test is one :

- (a) For which definite norms have been established on the basis of which to evaluate student performance objectivity.
- (b) In which teacher judgment in the construction of the test is eliminated .
- (c) On which equally adequate answers get the same ratings.
- (d) Whose items reflect directly upon the objectives of the course.
- (f) Which makes a systematic (valid) coverage of the objectives of the course.

ITEM 21 : The primary purpose of the school's evaluation programme is :

- (a) To permit more valid grading and reporting.
- (b) To permit more effective counseling and resolution of pupil problems.
- (c) To permit greater coordination of the school's efforts in directing the child's growth .
- (d) To provide the basis for the evaluation of the effectiveness of the school's efforts on behalf of the child.
- (e) To provide the basis for decisions in the area of promotion and direction.

ITEM 22 : Test data are most validly used in :

- (a) Determining grades
- (b) Evaluating the effectiveness of instruction
- (c) Diagnosing pupil activity
- (d) Motivating students to greater effort
- (e) Orienting instruction and expectations at the level of the child

ITEM 23 : Which of the following is not a legitimate use of test data ?

- (a) Determining optional grade placement
- (b) Evaluating what constitutes adequate growth
- (c) Serving as the basis for reporting to parents , the administration and the community.
- (d) Locating areas in need of re-teaching or review
- (e) Determining teacher effectiveness

ITEM 24 : Which of the following is the least legitimate use of examinations ?

- (a) Research and instructional methods
- (b) Diagnosis of individual weaknesses
- (c) Guidance of individual students
- (d) Maintenance of academic standards
- (e) Improvement of instruction

ITEM 25 : 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
- (e) Both are important but they have different purposes

ITEM 26 : The best way of making testing an integral part of the instructional programme of the school is :

- (a) To devise the test first and make the material needed to answer the test available to students
- (b) To devise the objectives , the test ,and the instruction from the prescribed textbook .
- (c) To devise both the instruction and the test from the objectives
- (d) To make the test items directly covering each aspect of the instruction.
- (e) To use departmental examinations based on the best thinking of the department staff.

ITEM 27 : Which of the following effects would having a variety of items in a test have upon its reliability and validity and upon the discrimination of its items ?

- (a) Increase the reliability but decrease the validity
- (b) Increase the validity of the test and the discrimination of the items
- (c) Increase the validity of the test but decrease the discrimination of the items
- (d) Increase the reliability but decrease the discrimination of the items
- (e) Increase all three : the reliability and the validity of the test and the discrimination of the items

ITEM 28 : Which of the following statements concerning test validity and reliability is most accurate?

- (a) A test cannot be valid unless it is reliable.
- (b) A test cannot be valid , unless it is objective
- (c) A test cannot be reliable unless ; it is valid.
- (d) A test cannot be reliable unless it is standardized.
- (e) A test cannot be standardized unless it is reliable.

ITEM 29 : Which of the following best describes the factor of validity in a test ?

- (a) Accurate measurement of the ability to be appraised.
- (b) Consistent measurement of whatever ability the test measures.
- (c) Freedom from subjective (chance) factors.
- (d) Internal consistency of the items of the tests.
- (e) Standardization of administrative routine.

ITEM 30 : The first step in the construction of a teacher – made test to cover a given course is :

- (a) Analyzing the content of the course
- (b) Determining the kind of test item to use.
- (c) Determining the emphasis to be placed on each aspect of the course.
- (d) Clarifying the objectives of the course in terms of the behavior changes to be promoted.
- (e) Deciding the rough distribution of grades the test is expected to give.

ITEM 31 : The first and final steps in preparing a teacher – made test are :

- (a) Specifying objectives and ascertaining psychometric properties
- (b) Preparing the test blue-print and carrying out item analysis.
- (c) Preparing test blue- print and specifying objectives
- (d) Specifying objectives and item analysis.
- (e) Consulting experts and item analysis.

ITEM 32 : In relation to test administration , “rapport” refers to :

- (a) Kindness shown by the examiner to the testees.
- (b) Proctor’s knowledge of testing condition.
- (c) The exactness of testing instruction.
- (d) Insight as to the goal of testing.
- (e) The establishment of good working relations with testees.

ITEM 33 : If a student obtains 85% in an objective achievement test ,one can conclude that :

- (a) He has done well in the test.
- (b) He has obtained a score equivalent to the 85th percentile
- (c) He is ranked 85th in his class
- (d) He has obtained a raw score of 85.
- (e) He has obtained a score far above average.

ITEM 34 : Descriptive statistics does all the following to data except :

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

ITEM 35 : One of the most frequent pitfalls in the use of completion – type items is the tendency :

- (a) To require to much recall
- (b) To ask questions answerable in several different ways.
- (c) To permit guessing
- (d) To permit subjectivity in scoring.
- (e) To restrict the test to the measurement of facts.

ITEM 36 : An important advantage of the multiple choice type is :

- (a) Its wide sampling.
- (b) Its ease of construction.
- (c) Its adaptability to the measurement of appreciation and discrimination.
- (d) Its requirement of organization by pupils.
- (e) Its emphasis upon recall rather than recognition.

ITEM 37 : The “inventory” is used primarily to evaluate :

- (a) Intellectual and academic growth
- (b) Intelligence and special aptitudes
- (c) Physical and motor development
- (d) Interests and personality adjustments
- (e) Sociological and sociometric status.

ITEM 38 : When a distribution of achievement test scores is positively skewed , one might infer that the test was :

- (a) Too easy
- (b) Too hard
- (c) Unreliable
- (d) Poorly standardized
- (e) Incorrectly administered

ITEM 39 : The standard deviation is best thought of as :

- (a) A measure of the degree of relationship between two variables
- (b) A standard or average error of the items in tabulated data
- (c) The mid point of the 16th and the 18th percentile .
- (d) The square root of the mean of the of the deviation about the mean
- (e) A measure used to specify half the spread of the middle 50% of the cases of a given distribution.

ITEM 40 : How can the potential test user judge the quality of a standardized instrument ?

- (a) By the frequency with which it is used , i.e its sales .
- (b) Only through reference to Buros' Mental Measurement Yearbooks.
- (c) By careful study of the test itself and its manual
- (d) By reference to articles in professional journals in which it was used as a research tool.
- (e) By careful study of publishers' circulars.

Total = [40 Marks]

SECTION B

INSTRUCTION : Answer any TWO Questions only from this section.

QUESTION 2

- (a) Describe **FOUR** features of standardized tests. [15 Marks]
- (b) Explain **FIVE** conditions for the usage of standardized tests [15 marks]

Total = [30 Marks]

QUESTION 3

- (a) What are the goals of **EVALUATION** within the school system ? [15 Marks]
- (b) List the issues one needs to take into consideration when planning an evaluation scheme.

[15 Marks]

Total = [30 Marks]

QUESTION 4

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

[30 Marks]