

KABARAK



UNIVERSITY

UNIVERSITY EXAMINATIONS

2009/2010 ACADEMIC YEAR

FOR THE DEGREE OF BACHELOR OF EDUCATION SCIENCE

COURSE CODE: EDUC 222

COURSE TITLE: MEASUREMENT AND EVALUATION

STREAM: SESSION III

DAY: MONDAY

TIME: 9.00 – 11.00 A.M.

DATE: 09/08/2010

INSTRUCTIONS:

1. Answer ALL questions in **section A** 30 marks
2. Any TWO questions in **section B** 40 marks

PLEASE TURNOVER

SECTION A: 30 MARKS

QUESTION 1 - 15 MARKS

- (a) Explain the need for educational measurement a classroom teacher (5Mrks)
- (b) Explain the following terms (4Mrks)
- (i) Measurement
 - (ii) Assessment
 - (iii) Assignment
 - (iv) Test
- (c) (i) What does standardized test imply (2Mrks)
- (ii) Give **four** useful information provided by a standardized test (4Mrks)

QUESTION 2 - 15 MARKS

- (a) Describe **four** principles of student assessment (4Mrks)
- (b) State **five** functions of Kenya National Examination Council (5Mrks)
- (c) Explain **three** purposes for test terms analysis (3Mrks)
- (d) State three advantages essay tests (3Mrks)

SECTION B 40 MARKS

QUESTION 3 – 20 Marks

- (a) Describe **four** types of educational evaluation (4Mrks)
- (b) i) Differentiate the following types of tests
- (a) Performance test
 - (b) Oral test
 - (c) Observation test (3Mrks)
- ii) State **two** disadvantage of performance test (1Mrk)
- (c) Identify and explain the different levels of Blooms taxonomy of cognitive skills.
State one objective in each level. (12Mrks)

QUESTION 4 - 20 MARKS

- (a) Compare the select and supply type of test items. (8Mrks)
- (b) Explain the following types of scales of measurements
 - (i) Nominal
 - (ii) Ratio
 - (iii) Interval
 - (iv) Ordinal(4Mrks)
- (c) Open –book tests are more advantageous than closed book test. Discuss (8Mrks)

QUESTION FIVE 20 MARKS

- (a) Explain the following terms
 - (i) Discrimination index
 - (ii) Difficulty value(2Mrks)
- (b) The following table shows the responses of students to two multiple choice test. The students are divide into high and low groups depending on their performance. The high group performed better than the low group.

Item	Group	Alternatives	Omit	No of students
1	High	A B C D 0 45 10 5	0	60
	Low	5 40 12 3	0	60
2	High	1 30 20 2	7	60
	Low	12 10 18 9	11	60

The key to both items is B

- (i) Calculate the difficult and discrimination indices of both items. Comment on the Result. (9Mrks)
- (ii) Comment on the efficiency of the distractors (4Mrks)
- (c) Outline **five** factors that affect the validity and reliability of a test (5Mrks)