



MASENO UNIVERSITY

UNIVERSITY EXAMINATIONS 2013/2014

**FIRST YEAR SECOND SEMESTER EXAMINATIONS FOR THE
DEGREE OF MASTER OF EDUCATION IN GUIDANCE &
COUNSELING; EDUCATIONAL PSYCHOLOGY & SPECIAL
NEEDS**

(REGULAR/SANDWICH - CITY CAMPUS)

EDU 802: MEASUREMENT AND EVALUATION

Date: 28th November, 2013

Time: 9.00 - 12.00 noon

INSTRUCTIONS:

- Answer Question ONE and any other TWO questions.
- Question ONE is COMPULSORY.
- Answer ONE Question, each from Section B and C.

SECTION A

- Q1. (a) Discuss any (3) functions of an educational test. (3 marks)
- (b) In the process of piloting a data collection instrument, a researcher administers it twice and obtains the following scores:

First Administration	Second Administration
15	40
18	42
22	50
17	45
19	43
20	46
16	41
21	41

- i) Discuss the method of reliability used by the researcher. (3marks)
- ii) Calculate the reliability coefficient index for the instrument using Pearson's r . (10 marks)
- iii) After piloting the instrument mentioned in Q1(b), the researcher realizes that its reliability coefficient index is below .70. He therefore decides to improve it three (3) times. What will be its new reliability coefficient index? (3 marks)
- iv) In a research, there were 900 respondents. How many respondents will the researcher require to pilot the research instrument. (1 mark)

SECTION B

- Q2. (a) Citing examples, distinguish between power and speed tests. (2 marks)
- (b) Measurement Error theory points to the source of errors in measurement while the Classical Test theory provides ways of reducing errors. Discuss. (11 marks)

(b) Discuss any seven (7) conditions a standardized test must meet.

(7 marks)

Q3. (a) Discuss any five (5) factors likely to influence index of item discrimination. (5 marks)

(b) Discuss the application of content validity method in research. (5marks)

(c) Discuss any five factors likely to influence validity of a research instrument. (5 marks)

(d) Researchers often make several mistakes when processing data. Discuss. (5 marks)

SECTION C

- Q4. (a) Discuss the application of Bloom's taxonomy of educational objectives in measurement (15 marks)
- (b) Explain five mistakes often made during test administration (5 marks)
- Q5. (a) Using relevant examples, discuss the dimensions of educational objectives (12 marks)
- (b) (i) Describe the hierarchical task analysis (3 marks)
- (ii) Discuss the importance of task analysis to educators (5 marks)