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MAASAI MARA UNIVERSITY

**REGULAR UNIVERSITY EXAMINATIONS 2016/2017 ACADEMIC YEAR**

**THIRD YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION**

**COURSE CODE: PSY 311**

**COURSE TITLE: MEASUREMENT AND EVALUATION**

**DATE: 11TH JULY, 2017 TIME: 0830 – 1030HRS**

**INSTRUCTIONS TO CANDIDATE**

Answer question 1 (ONE) and any other 2 (TWO) questions

***This paper consists of 3 printed pages. Please turn over.***

**QUESTION ONE (COMPULSORY)**

1. Using examples, define the following terms:
2. Statistics
3. Reliability
4. Evaluation
5. Measurement **(8 marks)**
6. Given the following distribution of scores obtained from a Form IV English test:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27 | 33 | 26 | 16 | 25 | 24 | 31 | 28 | 16 |
| 22 | 24 | 31 | 30 | 26 | 18 | 26 | 27 | 22 |
| 19 | 21 | 14 | 19 | 23 | 23 | 20 | 25 | 21 |

1. Calculate mode, median, mean, range, variance and standard deviation **(10 marks)**
2. Using the measures of central tendency found in b(i) above, describe the shape of the distribution of scores and performance of students on the test **(2 marks)**
3. Give TWO uses of table of specifications in test construction **(2 marks)**
4. Explain FOUR purposes of educational evaluation **(8 marks)**

**QUESTION TWO**

1. Using examples, explain discrete and continuous variables **(4 marks)**
2. Differentiate between item difficulty and item discrimination **(4 marks)**
3. Using examples, explain the following scales of measurements
4. Nominal scale
5. Ordinal scale
6. Interval scale
7. Ratio scale **(12 marks)**

**QUESTION THREE**

1. Explain the following item formats
2. Paper/Pencil exams
3. Matching
4. Essay **(6 marks)**
5. Give THREE advantages and THREE disadvantages of multiple choice examinations

**(6 marks)**

1. Explain FOUR factors that affect the choice of item format (or type) a teacher will use in making classroom test **(8 marks)**

**QUESTION FOUR**

1. Identify FIVE qualities of a good test constructor **(10 marks)**
2. The following scores were obtained when a group of ten (10) Form III students were tested in chemistry and physics

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students | A | B | C | D | E | F | G | H | I | J |
| Maths | 14 | 14 | 16 | 16 | 18 | 18 | 20 | 20 | 22 | 22 |
| Business studies | 14 | 15 | 15 | 16 | 16 | 17 | 17 | 18 | 18 | 19 |

1. Compute Spearman Rank Order Correlation Coefficient for the two sets of scores **(8 marks)**
2. Interpret the correlation coefficient value obtained in (i) above and comment on the results **(2 marks)**

**QUESTION FIVE**

1. Explain FIVE qualities and skills a teacher should possess to be a successful item constructor **(10 marks)**
2. In a biology test, the mean score was 48 and the standard deviation was 5 for a group of 100 form II students.
3. How many students scored above 43 marks **(5 marks)**
4. If 90% of the students were to be selected using these scores, what will be the cut-off marks for them to be selected **(5 marks)**

***…………………………………………..END……………………………………………***