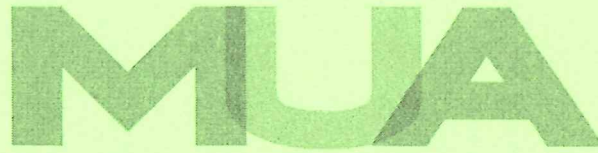


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

EDP 302 : EDUCATIONAL TESTS AND MEASUREMENTS

DATE: 7TH AUGUST 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT write on this question paper.**
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

CLASS FEED BACK IN TEACHING

Everybody sees the value of feedback. Students understand things better when they are provided with clear, usable advice from an expert.

Our issue is time. To give feedback consistently well, you have to step away from reading every page and every word and make the most of wider approaches that have the biggest impact on learners. If you find ways to provide feedback more quickly, you are simply able to give more of it or to spend the time you save improving other areas of your teaching.

The first consideration when simplifying your feedback is to stop thinking of it as a process that needs to be done outside of lessons after learning has taken place. Look for misconceptions as they arise, while the learners are working. Track them using a simple sheet as a memory aid. It saves you looking at books outside of the lesson.

Be proactive while pupils work and circulate, check and react, making the most of your time in lessons – it will save hours outside lessons.

The second consideration is how you give feedback to the learners. What mode is best? There are a number of methods that have been used over the years. Two that **work in complete unison** and strip complexity right back are live feedback and whole-class feedback.

Live feedback is a simple process and the process involves you giving feedback as learners are completing tasks, meaning they actively respond and are able to overcome misconceptions in context, not in isolation. It allows you to give individual feedback quickly and efficiently. Simply posing questions or even giving prompts in books means that you can help learners overcome obstacles really efficiently.

Whole-class feedback relies on identifying common misconceptions. Of course, not all learners will have the misconception, but that doesn't mean they will not still gain from regular reminders.

I keep the delivery incredibly simple – the sheet or format doesn't need to be complicated. What is most important is that you build good routines and habits for learners to seamlessly complete the tasks set.

Much like any changes in your classroom, you need to be very clear on the reasons and applications. So plan your marking and feedback time with the learning and take the time to explain and teach the students how to respond to what you are giving them.

By building effective habits and routines, the processes will become even more streamlined. It may take time, but it is time well spent.

Also, do not try to simplify everything at the same time. Try new approaches and test what works well for you and your classes.

Required:

- a) Justify the importance of assessments in teaching **(9 marks)**
- b) Explain advantages of multiple choice test items in Educational tests and measurements. **(4 marks)**
- c) Midterm scores in a Mathematics class were as follows:

52, 55, 71, 75, 81, 83, 89, 90, 90, 99, 100, 100

Find the Interquartile range (IQR) for the above scores. Show clear steps and calculations. **(12 marks)**

QUESTION TWO

- a) Defining Median, explain how the measures of central tendency are selected basing on the properties of a given data. **(6 marks)**
- b) The following data set is a distribution of age of patients in a hospital: 40, 38, 35, 33, 32, 30, 29, 27, 26, 24, 23, 22, 19, and 17. Find the mean of this distribution. Show and explain your answer. **(9 marks)**

QUESTION THREE

- a) Explain the main uses of regression in Educational tests and measurements **(6 marks)**
- b) Defining positive correlation, examine two limitations of correlation in teaching. Use examples **(9 marks)**

QUESTION FOUR

- a) Differentiate Reliability and Validity in instruction with aid of examples
(7 marks)
- b) Examine qualities of a good test in education assessment
(8 marks)

QUESTION FIVE

- a) Defining Evaluation, explain the advantages of restricted response items when constructing subjective tests assessments
(5 marks)
- b) Examine the importance of short answer tests in Education evaluation
(10 marks)

QUESTION SIX

In your subject area of teaching construct an objective test for Form two assessments.
(15 marks)