



KENYATTA UNIVERSITY
UNIVERSITY EXAMINATIONS 2015/2016

INSTITUTIONAL BASED PROGRAMME (IBP) – DECEMBER 2015 SESSION
EXAMINATION FOR THE DIPLOMA IN PRIMARY TEACHER EDUCATION
EPS 206: EDUCATIONAL MEASUREMENT AND EVALUATION

DATE: Thursday, 28th April 2016

TIME: 2.00 p.m. - 4.00 p.m.

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN BOTH SECTION A AND B

SECTION A: (40 MARKS)

1. Distinguish between (5 Marks)
 - i) Measurement and evaluation
 - ii) Test and examination
 - iii) Test reliability and test validity
 - iv) Restricted response items and extended response items
 - v) Negative skewness and positive skewness.

2. State the scale/level of measurement involved in the following: (5 Marks)
 - i) Admission numbers of university students
 - ii) Position of students in class 8 using end term results
 - iii) Height of lecturers in Kenyatta University.
 - iv) Marks obtained in English test by Std. 8 pupils.
 - v) Age of Std. 8 pupils
 - vi) Categories of gender based on numbers e.g. male 91) Female (2).

3. a) Highlight two functions of educational objectives in the assessment process. (2 Marks)
 - b) Outline 4 advantages of multiple choice tests. (4 Marks)
 - c) Describe 2 ways that teachers can use to ascertain reliability of tests. (4 Marks)
 - d) Explain two uses of tests.

4. The following scores were obtained by 60 students in an English test.

66	70	46	68	71	46	64	68	67	58
62	60	70	59	78	47	66	48	61	66
80	50	54	48	53	61	60	46	64	56
45	61	46	66	81	59	78	69	59	49
48	77	50	53	72	60	67	59	76	50
60	69	59	48	63	66	70	67	71	59

Required

- Taking the lowest class to be 45 - 49, construct a grouped frequency distribution, including real limits in each class interval, mid point, tally, frequency and cumulative frequency below columns. (5 Marks)
- Using the following frequency distribution in (a) calculate the following:
 - Mean (3 Marks)
 - Median (3 Marks)
 - Mode (1 Mark)
 - Interquartile deviation (3 Marks)
 - Variance (3 Marks)
 - Standard deviation (2 Marks)
- Explain 5 purposes of evaluation. (5 Marks)

SECTION B

- Discuss three types of evaluation in education. (6 Marks)
 - Explain two types of test validity. (4 Marks)
 - Given below are scores obtained by 10 students in standard eight in English and Kiswahili.

Student	A	B	C	D	E	F	G	H	I	J
English	6	4	8	3	5	4	7	9	10	2
Kiswahili	2	8	9	3	4	5	7	10	6	11

- Compute the Pearson's product moment correlation coefficient (α_{xy}) for the above data. (5 ½ Marks)
- Interprete the value of computed Pearson's product moment correlation coefficient (α_{xy}). (5 Marks)
- Compute the Spearman's Rank Order Correlation Coefficient α_s for the data. (4 Marks)

6. The table below gives a summary of students responses on two multiple choice items

Item	Group	Options					
		A	B*	C	D	Omits	Total
Item 1	Upper group	8	62	7	0	0	77
	Lower group	5	45	22	2	3	77
Item 2	Upper group	57*	6	7	7	0	77
	Lower group	49	6	15	7	0	77

Note: for item 1, B* is the key
For item 2 A* is the key

- i) Calculate the item difficulty index and discrimination index of each item.
(6 Marks)
- ii) Comment on the quality of each item based on the item analysis data obtained in (i) above.
(4 Marks)