

National University of Lesotho
Institute of Extra Mural Studies (IEMS)
Bachelor of Nursing Science (ODL Program)
BNE2303: Measurement and Evaluation

January 2023

Marks: 100

Time: 3 hours

INSTRUCTIONS:

1. Write legibly
2. Number your answers correctly
3. Answer all questions
4. Answer all sub-questions under the main question, **do not answer them separately.**

Question 1

For the following multiple choice questions select the most appropriate/ correct. Write the number and the correct answer. E.g. 1.100 (c)

1.1 In measurement the first step is:

- (A) Marking of the test
- (B) Administering the test
- (C) Decision of what to measure

1.2 The main purpose of the evaluation is to make:

- (A) Opinion
- (B) Prediction
- (D) Decision

1.3 Which type of evaluation is used to monitor the learning process:

- (A) Formative evaluation
- (B) Diagnostic evaluation
- (C) Placement evaluation

1.4. What is the purpose of evaluation?

- (A) To measure the achievement of students
- (B) To make a judgment about the quality of something
- (C) To assign a mark or score to a student

1.5 What is the purpose of formative evaluation?

- (A) Check the final status
- (B) Promotion to next grade
- (C) Monitoring progress of students

1.6 From the following in which question marking will be more reliable:

- (A) Multiple choice questions
- (B) Essay
- (C) Short answer

1.7 Which type of question is difficult to mark with reliability?

- (A) Structured essays
- (B) Unstructured essays
- (C) Short answer

1.8 Summative evaluation is basically used:

- (A) During the program
- (B) At the end of the program
- (C) At all times

1.9 Generally the summative evaluation is:

- (A) Ongoing
- (B) Continuous
- (C) Certifying judgment

1.10 Which tools of summative evaluation are frequently used?

- (A) Oral questioning
- (B) Teacher observation
- (C) Test

1.11 What is the main advantage of essay-type questions?

- (A) They can measure complex learning outcomes that cannot be measured with other types of question
- (B) Are easy to mark
- (C) The student can guess the answer

1.12 In multiple choice questions the statement of the problem is:

- (A) Stem
- (B) Distracter
- (C) Premise

1.13 In multiple choice questions the incorrect options are:

- (A) Responses
- (B) Answers
- (C) Distracters

1.14 In M.C.Q the correct option is:

- (A) Response
- (B) Answer
- (C) Distracters

1.15 Matching items have how many columns:

- (A) Two columns
- (B) One column
- (C) Five column

1.16 In which type of test the students' performance is compared with other students:

- (A) Objective referenced test
- (B) Norm-referenced test
- (C) Criterion-referenced test

1.17 If any item has difficulty index 5% then it is:

- (A) Difficult
- (B) Very easy

(C) Easy

1.18 In a paper the score of a student is:

- (A) Evaluation
- (B) Test
- (C) Measurement

1.19 In the true-false test the most significant advantage is:

- (A) Elimination of guessing
- (B) Wide sampling
- (C) Items validity

1.20 Which is the highest level of the cognitive domain?

- (A) Comprehension
- (B) Evaluation
- (C) Analysis

1.21 in the cognitive domain the lowest level of learning:

- (A) Synthesis
- (B) Application
- (C) Knowledge

1.22 In the cognitive domain the highest level of learning is:

- (A) Evaluation
- (B) Analysis
- (C) Synthesis

1.23 High and low achievers are mostly sorted out by:

- (A) Effectiveness of distracters
- (B) Discrimination power
- (C) Facility index

1.24 Good distracter is basically that which:

- (A) Does not attract
- (B) Attracts equally high and low achievers
- (C) Attracts low achievers more than high achievers

1.25 In education most of the tests used are:

- (A) Aptitude test
- (B) Personality test
- (C) Achievement test

1.26 What is the main purpose of classroom testing?

- (A) Compare student's performance
- (B) Improve instructions
- (C) Measure teacher's effectiveness

1.27 Which of following is **not** the strength of multiple-choice items:

- (A) Score reliability
- (B) Effective testing of higher cognitive levels
- (C) Content sampling

1.28. What is the most significant advantage of true-false items?

- (A) Ease of construction
- (B) Elimination of guessing
- (C) Wide sampling

1.29 In a structured test the best measure to avoid guessing is to use:

- (A) Matching items
- (B) Multiple-choice items
- (C) Completion items

1.30 Essay test has a great advantage over the objective test because they:

- (A) Provide adequate representation
- (B) Provide opportunities to organize knowledge
- (C) Have high consistency in marking

1.31 While constructing multiple-choice items, it is best to:

- (A) Make all options of the same length
- (B) Repeat keywords of the stem in options
- (C) Put the main idea in items

1.32 Basically multiple-choice questions provide a broad sampling of:

- (A) Content
- (B) Comprehension
- (C) Learning

1.33 In the cognitive domain the main focus is:

- (A) Attitudes and interests
- (B) Physical and motor skills
- (C) Intellectual skills

1.34 From the following which domain is concerned with physical and motor skills?

- (A) Affective domain
- (B) Psychomotor domain

(C) Cognitive domain

1.35 Attitudes, values, and interests are reflected by which domain:

- (A) Affective domain
- (B) Psychomotor domain
- (C) Cognitive domain

1.36 Assessment is

- (A) a process of assigning numerals to objects, quantities or events in order to give quantitative meaning to such qualities
- (B) the progress students have made towards a given educational goal at a point in time.
- (C) It is the estimation of the worth of a thing, process or programme in order to reach meaningful decisions about that thing, process or programme

1.37 Measurement is

- (A) a process of assigning numerals to objects, quantities or events in order to give quantitative meaning to such qualities
- (B) the progress students have made towards a given educational goal at a point in time.
- (C) It is the estimation of the worth of a thing, process or programme in order to reach meaningful decisions about that thing, process or programme

1.38 Evaluation is

- (A) a process of assigning numerals to objects, quantities or events in order to give quantitative meaning to such qualities
- (B) the progress students have made towards a given educational goal at a point in time.
- (C) It is the estimation of the worth of a thing, process or programme in order to reach meaningful decisions about that thing, process or programme

1.39 The purpose of evaluation is to determine

- (A) the extent the broad objectives of a programme have been achieved
- (B) areas needing modifications or improvement in the teaching-learning process
- (C) if the programme's objectives are achievable

1.40 Cognitive domain

- (A) involves understanding and remembering previously learnt matter.
- (B) relates to interests, appreciation, attitudes and values.
- (C) deals with motor and manipulative skills

(40 marks)

Question 2

For the following statements indicate whether **true** or **false**. Write the number and indicate whether true or false in full e.g. 20.1 True. No T or F.

2.1 Summative assessment is used to provide opportunity for remediation for both individuals and the class.

2.2 A criterion – referenced interpretation is an achievement assessment that can be used to provide a relative ranking of students.

2.3 Action verbs are used in specific learning outcomes to delineate what a student should be able to do.

2.4 The process of using test results in order to compare a student's progress against an objective standard is known as norm-referenced interpretation.

2.5 As a teacher you would be better off to give students a unit test the day before Christmas break then given it earlier in the month because the students would be motivated

2.6 Instructional objectives provide a description of the intended learning outcomes in performance

2.7 Effective assessment does not need a grading and reporting system that is in harmony with assessment procedures

2.8 The best time to decide how many assessment activities you will have for a unit and what form they will take is while you teach the unit

2.9 The process of using test results in order to compare a student's progress against others is known as criterion-referenced interpretation.

1.10 Difficult, complex, and ambiguous questions are barriers in constructing effective tests.

(10 marks)

Question 3

Match the statements in Column A with the terms in Column B. Write the number and the corresponding letter, e.g. 4.1 A

3.1 Incorrect options in multiple choice Questions (M.C.Qs)	A. Test
3.2 Have the lowest reliability in scoring	B. Knowledge
3.3 The statement of the problem in M.C.Qs	C. Evaluation
3.4 Defines the knowledge and skills you want to assess	D. Difficulty index
3.5 Influenced by a general impression of the student or feelings	E. Matching
3.6 Highest level of the cognitive domain	F. Distractors
3.7 Two parallel columns	G. Halo effect
3.8 Probability that students will answer a test item correctly	H. Test blue print
3.9 Frequently used tool of summative evaluation	I. Essay
3.10 Lowest level of learning in cognitive domain	J. Stem

(10 marks)

Question 4

4.1 Compare and contrast norm referenced and criterion referenced testing addressing definition, purpose, content, item characteristics, administration, score reporting and score interpretation. (14 marks)

4.2 Describe general rules for writing test items (20 marks)

4.3 Outline six principles when constructing true –false items (6 marks)