

**AKENTEN APPIAH-MENKAH UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT (AAMUSTED)
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
DEPARTMENT OF INTERDISCIPLINARY STUDIES
END OF SECOND SEMESTER EXAMINATIONS – AUGUST, 2021**

INDEX NUMBER:

Programme.....

COURSE TITLE	EDUCATIONAL MEASUREMENT, EVALUATION AND STATISTICS
COURSE CODE	EDC 362
DURATION	1 hour, 45 minutes
NAME OF LECTURERS	Kwamina Arhin, Philip Boateng & Abraham Yeboah
INSTRUCTIONS	Attempt ALL questions by circling the most correct responses

1. Which of the following statement about “assessments, measurement, testing and evaluation” is **not** true?
 - A. Assessment is not an aspect of teaching and learning.
 - B. For a teacher to evaluate students’ learning, he/she must test the students.
 - C. The concept of measurement is broader than that of testing.
 - D. When you measure students’ learning, you are not assessing them.
2. The scale of measurement which depicts that the zero point does not mean the absence of the trait is.....
 - A. interval.
 - B. nominal.
 - C. ordinal.
 - D. ratio.
3. The classification of tests under purpose includes all **except**.....
 - A. essay.
 - B. objective.
 - C. speed.
 - D. spread.
4. The measurement of any attribute or trait involves.....
 - A. determining the set of procedures by which trait is to be measured.
 - B. establishing a set of procedures for quantifying the trait being measured.
 - C. identifying and providing a clear definition of trait to be measured.
 - D. providing rules for assignment of numbers to trait being measured.
5. The principal concern in the classroom that informs judgement on the effectiveness of teaching and learning may be termed as
 - A. Assessment.
 - B. Evaluation.
 - C. Measurement.
 - D. Summative

6. Continuous assessment has the following characteristics EXCEPT.....
 - A. comprehension.
 - B. cumulative.
 - C. diagnostics.
 - D. systematic.
7. The strengths of continuous assessment includes all **except**.....
 - A. enables the measurement of the three important domains in education
 - B. helps to maximize students fears and anxieties about failure in examinations.
 - C. helps to provide parents with clearer picture of their wards performance.
 - D. provides an excellent picture of a student's performance in school.
8. All those activities undertaken by teachers and learners which provide information to be used as feedback to modify the teaching and learning processes reflect:
 - A. assessment as learning.
 - B. assessment for learning.
 - C. assessment of learning.
 - D. assessment to learning.
9. The system designed to provide schools with an internal assessment system is.....
 - A. continuous assessment.
 - B. educational assessment.
 - C. school-based assessment.
 - D. standard-based assessment.
10. The broad, generalized statements that describe the competences, skills and attributes to be attained by a learner is
 - A. educational goals.
 - B. educational objectives.
 - C. instructional goals.
 - D. instructional objectives.
11. A 'B' in an English test in a criterion-reference interpretation means a student
 - A. would be in the middle group in the class
 - B. has a mastery with most of the science topics
 - C. had difficulty with most of the topics taught in class
 - D. is ranked second in the class
12. The ability to grasp the meaning of previously-learned material by translating material from one form to another is called....
 - A. analysis.
 - B. application.
 - C. comprehension.
 - D. knowledge.
13. The ability to use sensory cues to guide motor activity depicts.....
 - A. mechanism.
 - B. perception.
 - C. receiving.
 - D. set.

14. An English grammar teacher wants to see how well the grades she assigns her students correlate with their recent scores on a standardized-based in an English test. Which of the following evidence should she be interested in?
- A. Concurrent validity evidence
 - B. Internal consistency evidence
 - C. External validity evidence
 - D. Predictive validity evidence
15. A learner's ability to amend motor skills to fit a new situation is.....
- A. adaptation.
 - B. guided response.
 - C. mechanism
 - D. perception.
16. When assessing students some principles should be followed EXCEPT.....
- A. clearly specifying the intended learning goals.
 - B. selecting assessment techniques that match the learning goals.
 - C. selecting assessment techniques that serve learners needs.
 - D. using single indicator of achievement for each learning goals.
17. Assessment for learning lays emphasis on all the following **except**.....
- A. a variety of information sources.
 - B. occurring throughout the learning process.
 - C. teachers checking on understanding of students to modify teaching.
 - D. teachers giving grades to students' performance.
18. The procedure of obtaining relevant information that is used for making decisions about students, schools, curricula and programmes and educational policies is.....
- A. assessment.
 - B. evaluation.
 - C. measurement.
 - D. test.
19. The diagnostic decision that asks the question, what learning activities will best adapt to help students to attain the chosen learning target is....
- A. counselling and guidance decisions.
 - B. instructional management decisions.
 - C. placement decisions.
 - D. selection decisions.
20. The assessment decision that provides information to put students in courses and classes where they are likely to succeed in the future is.....
- A. certification decisions.
 - B. classification decisions.
 - C. placement decisions.
 - D. selection decisions.

21. The formal procedure of assessment includes.....
- A. interviews.
 - B. observations.
 - C. oral questioning.
 - D. pencil and paper test.
22. Which type of evaluation involves judging the worth of teaching and learning at the end of the period of instruction?
- A. Assessment.
 - B. Formative.
 - C. Measurement.
 - D. Summative.
23. The question "how well does the individual perform on a task" is answered by.....
- A. education.
 - B. evaluation.
 - C. measurement.
 - D. test.
24. It is the kind of assessment trend that allows students to take more responsibilities for learning and monitoring future directions.
- A. assessment as learning.
 - B. assessment for learning.
 - C. assessment of learning.
 - D. formative assessment.
25. The standard error of measurement of a test is 3. A student obtained a score of 70 on the test. How would the student's test score be interpreted? The student's
- A. observed score would be raised to 73.0
 - B. obtained score would be between 63.5 and 73.5
 - C. true score probably lies between 67.0 and 73.0
 - D. student's true score would be reduced to 67.0
26. Esi obtained 89 in EDC 121 quiz. It is known that the error score for the quiz was 3.0. What is the estimate of the true score of Esi?
- A. 3
 - B. 86
 - C. 89
 - D. 92
27. One of the following is **not** the role of the teacher in assessment for learning.
- A. Demonstrate the standards learners are to acquire.
 - B. Develop learners' self-assessment skills.
 - C. Explain the learning aims to learners.
 - D. Give any feedback to learners.
28. The teacher's role in assessment of learning is to provide
- A. a range of alternative mechanisms for assessing outcomes.
 - B. descriptions of the assessment process should be clear.
 - C. defensible reference point for making judgement is not available.
 - D. transparent approaches to interpretation must be made.

35. A major disadvantage of using the multiple-choice test items in the classroom is
- A. its ability to test all levels of learning from knowledge to evaluation
 - B. its ability to provide a more comprehensive subject material
 - C. that it encourages guessing by testees
 - D. ensure demonstration of knowledge beyond the range of options provided
36. An English grammar teacher wants to see how well the grades she assigns her students correlates with their recent scores on a standardized-based English assessment. Which of the following evidence should she be interested in?
- A. Concurrent validity evidence
 - B. Content validity evidence
 - C. Internal consistency evidence
 - D. Predictive validity evidence
37. Which of the following activities in classroom test construction needs to be done by the teacher first before proceeding?
- A. Stating the objectives to be assessed
 - B. Stating the content to be assessed
 - C. Stating the purpose of the test
 - D. Stating learning target to assessed
38. Which of the following abilities can be assessed by short answer items?
- A. Analysis of facts
 - B. Application of facts
 - C. Evaluation of facts
 - D. Knowledge of facts
39. When your short answer items fail to follow your assessment plan the most probable effect is to lower the
- A. magnitude of students' scores
 - B. objectivity of your scoring
 - C. reliability of your students' scores
 - D. validity of your students' scores
40. The split-half method of estimating reliability is a measure of the
- A. internal consistency of a test
 - B. inter-rater consistency of a test
 - C. stability of scores over time
 - D. validity of the results of the test
41. In writing multiple choice test items which of the following must be ignored?
- A. Create dependent items
 - B. Focus on items to assess specific learning target
 - C. Write a concise correct alternative
 - D. Write distractors that are plausible

42. Which of the following learning outcomes is least meaningfully assessed by using the multiple-choice test format?
- A. Ability to think well
 - B. Ability to construct
 - C. Declarative knowledge
 - D. Procedural knowledge
43. A lecturer in mathematics scored students' responses in the end-of-semester examination, item by item. Which of the following effects is *reduced*?
- A. Bluffing
 - B. Carryover
 - C. Halo
 - D. Rater-drift
44. The most appropriate method for establishing the validity of admission tests is
- A. Concurrent validity
 - B. Construct validity
 - C. Content validity
 - D. Predictive validity
45. Which of the following methods of estimating reliability is a measure of internal consistency?
- A. Inter-rater Method
 - B. Kuder-Richardson Method
 - C. Split-half Method
 - D. Test-retest Method
46. The ability to put parts together to form a new whole which involves the production of a unique outcome is.....
- A. analysis.
 - B. application.
 - C. comprehension.
 - D. synthesis.
47. The revised version of the Bloom's Taxonomy involves.....
- A. remember-understand-analyse-apply-evaluate-create.
 - B. remember-understand-apply-analyse-evaluate-create.
 - C. remember-understand-create-analyse-apply-evaluate.
 - D. remember-understand-create-apply-analyse-evaluate.
48. The domain which deals with manner whereby we deal with things is....
- A. affective.
 - B. cognitive.
 - C. psychomotor.
 - D. synthesis.

56. Under what criterion is this question, "What material is the test measuring?" considered when evaluating a test?
- A. Clarity
 - B. Efficiency
 - C. Fairness
 - D. Practicality
57. How best can carry over effects be minimised in scoring essay?
- A. All responses for one student are scored in the in the order they appear on the test.
 - B. All responses of one student are scored in the order they appear on the test
 - C. All same essay questions are scored for all students before scoring the next question
 - D. Responses to different essay questions for all students are read over twice before scoring.
58. The standard error of measurement refers to the standard deviation of persons'
- A. error score about their observed score
 - B. observed score about their true score
 - C. true score about their error score
 - D. true score about their observe score
59. Three multiple-choice tests were constructed to cover the same subject matter content. Test A has 20 items. Test B has 40 items and Test C has 60 items. What is the most accurate statement that can be made about the reliability of these tests.?
- A. All the three tests will have the same reliability coefficient
 - B. Test C will be three times as reliable as Test B and Test B will be twice as reliable as test A
 - C. Test C will have the highest reliability and Test A will have the lowest reliability
 - D. Test B will have the best estimate of reliability since is lies between Tests A and B.
60. When your short answer items fail to follow your assessment plan, the most probable effect is to lower the
- A. magnitude of the students' scores on the test
 - B. objectivity of your scoring the test
 - C. reliability of your students' scores
 - D. validity of your students' scores