



**NATIONAL OPEN UNIVERSITY OF NIGERIA**  
**14/16 AHMADU BELLO WAY, LAGOS**

***SCHOOL OF EDUCATION***  
**MAY/JUNE 2013 EXAMINATION**

**COURSE CODE: EDU 423 (2 Units)**  
**COURSE TITLE: MEASUREMENT AND EVALUATION**  
**TIME: 2 HOURS**

INSTRUCTION: ANSWER QUESTION **ONE** AND ANY OTHER **TWO** QUESTIONS

1. (a) Teacher-made tests are loaded with shortcomings. Explain any FIVE reasons why standardised tests are preferable to teacher-made tests
- (b) (i) Define Table of specification. Give TWO reasons why it is essential for you as an educationist to construct a table of specification for every test.  
(ii) Complete the table of specification on an eighty (80) Research Methods multiple choice items

	<b>Knowledge (50%)</b>	<b>Comprehension (30%)</b>	<b>Reasoning (20%)</b>	<b>Total (100%)</b>
Research Design (15%)	6	4		<b>12</b>
Sampling (10%)	4	2	2	<b>8</b>
Literature Review (20%)	8		3	
Data Analysis (25%)		6	4	<b>20</b>
Report Writing (30%)	12	7		<b>24</b>
Total (100%)	<b>40</b>		<b>16</b>	<b>80</b>

- (c) Briefly write short notes on (i) Nominal and (ii) Ordinal measurement scales
2. (a) Subjectivity is the greatest disadvantage of essay tests. Discuss any FIVE ways you can reduce this to barest minimum
- (b) (i) List any FIVE types of objective test items. Give ONE example of each.  
(ii) Discuss TWO levels at which educational objectives can be specified.
3. (a) List any FIVE bodies that are charged with the responsibility of

- administering public examination in Nigeria.
  - (b) Tests are given in the classrooms for various purposes. Explain any SEVEN functions that test fulfil in Nigerian educational system.
- 4.
- (a)
    - (i) Differentiate between content and face validities
    - (ii) Enumerate any four factors to be considered by a teacher while considering what to include in a letter grade
  - (b) Describe TWO approaches for scoring each of the following:
    - (i) Essay test
    - (ii) Objective test