

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUNSELLING
FACULTY OF EDUCATION
OBAFEMI AWOLOWO UNIVERSITY Z-IPE
2008/2009 HARMATTAN SEMESTER EXAMINATION
EFC 303: TESTS AND MEASUREMENT

ISSTRUCTION: Answer ALL Questions in the provided answer sheet/booklet. Do NOT take Section A Question Paper Away.

SECTION A: Shade the appropriate answer in the answer sheet.

DURATION: 30 MINUTES

1. The process of quantifying the behaviour of learner is known as
a. Assessment b. Evaluation c. Measurement d. Scoring e. Test
2. Which of the following is provided by measurement?
a. Attribute of the object b. The score obtained c. Student success
d. The object involved e. Student's ability
3. Which of the following is an instrument used in the measurement of achievement?
a. Test b. Scoring c. Scale d. Questionnaire e. Marking guide
4. The process that gives one the opportunity of making judgment in respect of the desirability of a measure is?
a. Scoring b. Assessment c. Testing d. Evaluation e. grading
5. Educational evaluation involves which of the following?
a. Quantitative description b. Qualitative description
c. Quantitative and qualitative description d. Value judgment
e. quantitative and qualitative description plus value judgment
6. An evaluation process that provides reinforcement when successful learning takes place and also identifies weakness that needs remediation is referred to as
a. Diagnostic b. Formative c. Summative d. Progress e. Placement
7. A test designed to measure students' present level of knowledge is known as
a. Formative b. Summative c. Achievement d. Personality e. Aptitude
8. A person's potential for learning a given skill when provided with appropriate instruction is known as
a. Intelligence b. Achievement c. Personality d. Aptitude e. Attitude
9. Which of the following is the most important quality of a test?
a. Usability b. Reliability c. Validity d. Readability e. Accessibility
10. A test that measures what it is supposed to measure effectively is said to be
a. Usable b. Reliable c. Valid d. Accessible e. Readable
11. What type of validity is achieved with a set of test items that measures a representative sample of the subject matter and the expected behavioural changes?
a. Construct b. Criterion-related c. Content d. Predictive e. Concurrent

- a. Construct validity b. Content validity c. Criterion-related validity
d. Face Validity e. Predictive Validity

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13. Which of the following is not factor influencing test validity?
a. The test itself b. Test administration and Scoring c. Students test responses
d. Nature of the group of students tested e. Reliability of the test
14. The degree of consistency between two measures of the same thing determines the
a. Difficulty b. Validity c. Usefulness d. Reliability e. Worth
15. Which of the following pair is measure for estimating the internal consistency of test?
a. Test-retest and Split-half b. Equivalent form and Coefficient alpha
c. rest-retest and Equivalent form d. Kuder-Richardson and Test-retest
e. Coefficient alpha and Split-half
16. What is the reliability estimate of a test whose correlation coefficient of two halves is 0.85?
a. 0.79 b. 0.89 c. 0.90 d. 0.92 e. 0.93
17. A test that can be successfully employed by a classroom teacher without undue expenditure is said to be
a. Reliable b. Usable c. Valid d. Adequate e. Accessible
18. Which of the following is NOT a factor that is likely to influence reliability?
a. Test length b. Test items difficulty c. Objectivity of scoring
d. Group Homogeneity e. Students' response
19. Which of the following is NOT to be considered in determining the usability of a test
a. Students' readiness b. Ease of administration c. Ease of scoring
d. Cost of administration e. Ease of interpretation
20. What type of test is concerned with learning outcomes such as the ability to recall, organize and integrate ideas
a. Power test b. Speed test c. Essay test d. Objective test e. Intelligence test
21. Extended response type of essay question does not permit the student to demonstrate ability to
a. Call upon factual knowledge b. Evaluate factual knowledge c. Organize ideas
d. Present ideas in logical order e. Identify factual knowledge
22. Student spend most of their time thinking and reading when taking
a. Speed test b. Essay test c. Objective test d. Power test e. Practical test
23. The process of item construction should be preceded by carefully prepared
a. Set of specification b. Test blueprint c. Bloom taxonomy
d. Preference table e. Syllabus
24. Which is the lowest level of Bloom's taxonomy?
a. Application b. Comprehension c. Knowledge d. Synthesis e. Evaluation

Which of these methods of estimating reliability requires the computation of a correlation coefficient?
a. Kuder Richardson b. Cronbach Alpha c. Test-retest d. Coefficient Alpha e. Frangan

26. What a test measure is more a function of?
a. What the item writer writes b. The item format c. The item difficulty
d. The item psychometric properties e. What is taught

Use the data provided in the following table of specification to answer questions 27-25

Content	Cognitive Level						
	Knowledge 30%	Comprehension 25%	Application 20%	Analysis 10%	Synthesis 10%	Evaluation 5%	Total
Numeration 35%	G	5	A	2	3	1	8
Shapes 25%	4	4	C	2	1	1	15
Algebra 20%	4	D	3	1	1	E	12
Decimals 20%	F	G	2	1	1	1	12
Total	11	1	12	6	6	3	60

27. What is the total number of items that is to be set on Numeration?
a. 19 b. 20 c. 21 d. 22 e. 23

28. What is the value of A?
a. 6 b. 5 c. 4 d. 3 e. 2

29. How many application questions are on shapes?
a. 5 b. 4 c. 3 d. 2 e. 1

30. How many comprehension questions are on Algebra?
a. 5 b. 4 c. 3 d. 2 e. 1

31. What is the value of E?
a. 4 b. 3 c. 2 d. 1 e. 0

What is the total number of questions to set on Comprehension?
a. 17 b. 16 c. 15 d. 14 e. 13

33. How many comprehension questions are to be set on Decimals?
a. 1 b. 2 c. 3 d. 4 e. 5

34. The Knowledge level of Cognitive has how many questions
a. 17 b. 18 c. 19 d. 20 e. 21

35. Find the value of F
a. 1 b. 2 c. 3 d. 4 e. 5

Group	Items	Alternatives			
		A	B	C	D
Upper	1	*6	1	2	1
	2	5	*4	0	1
	3	2	*7	1	0
	4	2	2	2*	4
	5	*7	1	1	1
	6	2	2	2	*4
	7	*5	3	1	1
	8	4	*4	1	1
	9	0	9	1*	0
	10	7	*2	0	1
Lower	1	*3	4	2	1
	2	4	*4	0	1
	3	4	*j	1	0
	4	3	2	*2	4
	5	*3	3	1	1
	6	3	2	2	*4
	7	*2	4	1	1
	8	4	*5	1	1
	9	2	7	1*	0
	10	7	*0	0	1

NOTE: * Represent the number of students that chose the key for each item.

36. Which of the following pairs respectively represent the difficulty and discriminating index of item 1?
a. 0.25 and -0.10 b. 0.35 and 0.30 c. 0.40 and 0.30 d. 0.45 and 0.3 e. 0.60 and 0.2

37. Which of the ten items is the most difficulty?
a. Item 2 b. Item 3 c. Item 8 d. Item 9 e. Item 10

38. Which of the following represent the discriminating power of items 3, 6 and 10 respectively
a. 0.2, -0.2 and 0.1 b. 0.2, 0.1 and -0.2 c. -0.2, 0.1 and 0.2
d. 0.0, 0.2 and -0.2 e. -0.1, 0.1 and 0.2

39. Calculate the average difficulty index of the whole test.
a. 0.35 b. 0.36 c. 0.37 d. 0.38 e. 0.39

40. What is the average discriminating power of the test?
a. 0.10 b. 0.11 c. 0.18 d. 0.19 e. 0.2

0.45
0.4
0.6
0.2
3.5
6.4
0.35
0.45
0.1

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