



NATIONAL OPEN UNIVERISTY OF NIGERIA

91Cadastral Zone, NnamdiAzikwe Expressway, Jabi, Abuja

FACULTY OF EDUCATION

FEBRUARY/MARCH EXAMINATION 2018

COURSE CODE: EDU423

COURSE TITLE: MEASUREMENT AND EVALUATION

CREDIT UNIT: 2

TIME ALLOWED: 2 HOURS

INSTRUCTION: Answer question ONE and any other TWO

1. (a) Describe with any FIVE reasons why standardised tests are preferable to teacher-made tests (10 marks)
 - (b) (i) What is test blue print. Give TWO reasons why it is essential for you as a teacher to construct a test blue print for every test you conduct. (5 marks)
 - (ii) Discuss two ways through which you could interpret classroom test scores. (5 marks)
 - (c) Mr Clifford gave 5 multiple choice items test to his students with options A – E. Hauwa got 4 of the items right. Calculate the actual score of Hauwa after correction had been made for guessing. (10 marks)
2. (a) Discuss any FIVE ways you can reduce subjectivity essay tests. (10 marks)
 - (b) (i) List any FIVE types of objective test items. Give ONE example of each. (5 marks)
 - (ii) Discuss TWO levels at which educational objectives can be specified. (5 marks)
3. (a) What is public examination? List any FIVE bodies that conduct public examination in Nigeria. (10 marks)
 - (b) Tests are given in the classrooms for various purposes. Explain any FIVE functions that tests fulfil in Nigerian educational system. (10 marks)
4. (a) (i) Differentiate between content and face validities (5 marks)
 - (ii) Enumerate any FOUR factors to be considered by a teacher while considering what to include in a letter grade (5 marks)
 - (b) Describe TWO approaches for scoring each of the following:
 - (i) Essay test
 - (ii) Objective test(10 marks)
5. (a) Briefly write short notes on (i) interval and (ii) ratio measurement scales with specific example (10 marks)
 - (b) Explain any FIVE guidelines for developing a multiple marking and reporting system in secondary schools. (10 marks)