

UGANDA MARTYRS UNIVERSITY
FACULTY OF EDUCATION

Year One Semester Two Examination for Post Graduate Diploma (Education)

PGDE 71202: EDUCATIONAL MEASUREMENT AND EVALUATION

Date: 23.05.2024

Duration: 3 Hours

Time: 9:30am – 12:30pm

Instructions:

- i) Attempt **ONLY FOUR** questions.
- ii) Uganda Martyrs University examination rules and regulations apply

1. a. Examine the difficulties in determining validity in performance-based assessments. (10 marks)
 - b. Explain how assessments can inform instructional practices in schools. (10 marks)
 - c. Explain how you would determine the difficulty index of a test item. (5 marks)
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- 2.a. How can assessment professionals mitigate biases to provide accurate and unbiased evaluations for children with disabilities? (10 marks)
 - b. Discuss the significance of summative assessments in a competency-based framework. (10 marks)
 - c. Explain the key differences between norm-referenced and criterion-referenced assessments. (5 marks)
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- 3a. Discuss the key factors to consider when constructing tests. (12 marks)
 - b. Discuss the concept of peer assessment and its effectiveness in evaluating student performance. (8 marks)
 - c. Discuss any five considerations in developing a table of specifications. (5 marks)
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- 4a. Discuss any seven strategies for assessing and evaluating higher-order thinking skills. (14 marks)
 - b. How does competency-based assessments differ from traditional assessments? (8 marks)
 - c. Describe the main components of the activity of integration used in assessment at lower secondary school in Uganda. (3 marks)
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- 5a. Assess the challenges of conducting oral exams as a form of assessment. (10 marks)
 - b. In a biology exam, a multiple-choice question was asked about cell structure. The question had four options (A, B, C, and D), with only one correct answer. Out of 100 students who took the exam, 70 students answered the question correctly, and 30 students answered it incorrectly. The distribution of correct answers among high-scoring students (top 30%) and low-scoring students (bottom 30%) is as follows:

High-scoring students: 20 out of 30 answered correctly.

Low-scoring students: 10 out of 30 answered correctly.

Calculate the discrimination index for the cell structure question. (3 marks)

c. Explain how the skewness impacts the placement of the mean, median, and mode within the distribution of students' scores. (6 marks)

d. Describe some of the measures that can be undertaken to prevent examination malpractice. (6 marks)

6a. Describe any five potential consequences of unethical assessment practices. (10 marks)

b. Discuss any five significances of providing feedback in improving student learning based on assessment results. (10 marks)

c. Describe any five considerations followed when creating effective multiple-choice questions. (5 marks)

7.a. Discuss the following techniques used in item analysis and their interpretation.

i. Difficulty Index (5 marks)

ii. Discrimination Index (5 marks)

iii. Point-biserial index (5 marks)

iv. Analysis of distractor effectiveness (5 marks)

b. Justify the inclusion of the course "measurement and evaluation in education" in the curriculum of teacher-trainees (5 marks)

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