



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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MAIN EXAMINATION

MAY – JULY 2015 TRIMESTER

FACULTY OF EDUCATION

DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

BROOKHOUSE PROGRAMME

DED 509: EDUCATIONAL ASSESSMENT AND TEST DEVELOPMENT

Date: JULY 2015

Duration: 2 Hours

INSTRUCTIONS: Answer Question ONE and ANY OTHER THREE Questions

- Q1. a) Distinguish between the following concepts
- i Assessment and evaluation
 - ii Achievement and aptitude tests
 - iii Formative evaluation and summative evaluation. **(6 marks)**
- b) Explain the relevance of a table of specification in construction of a test. **(5 marks)**
- c) Outline THREE characteristics of Good measurement in education. **(3 marks)**
- d) Give TWO ways of increasing the reliability of a test. **(4 marks)**
- e) Differentiate an arbitrary zero point from an absolute zero point. Give an example of each. **(4 marks)**
- f) List THREE factors that would influence the validity of a test. **(3 marks)**

- Q2. Analyze the implications of using the standardized mean score as criteria for evaluating learning in educational institutions in Kenya. **(15 marks)**
- Q3. “Criterion referenced assessment has no place in African educational institutions” Critically analyze this statement. **(15 marks)**
- Q4. The assessment of attitudes in schools is an effort in futility. Critically analyze this statement. **(15 marks)**
- Q5. Most educationists are arguing for the abolition of the national examinations at primary school level. Examine the feasibility and implication of such a proposal. **(15 marks)**
- Q6. Justify the teaching of educational assessment and evaluation to student teachers. **(15 marks)**

END