CHUKA   **UNIVERSITY**

UNIVERSITY EXAMINATIONS

EXAMINATION FOR THE AWARD OF POST GRADUATE DIPLOMA IN EDUCATION

PGDE 744: MEASUREMENT AND EVALUATION

STREAM: PGDE LIII BIII SB   **TIME: 2 HOURS**

DAY/DATE: FRIDAY 10/08/2018   **8.30 A.M – 10.30 A.M**

INSTRUCTION:

- **Answer question one and any other two questions**

1. (a) Distinguish between measurement and evaluation. [6marks]

    (b) Why is the mean a better measure of a test than mode and median as measures of central tendency? [4marks]

    (c) Use the Table below to answer the questions (i – iv)

70	71	60	53	41	48	47	61	81	65
60	94	53	51	57	55	49	62	88	72
90	90	76	61	92	69	65	70	67	94
40	50	80	68	61	71	77	80	59	97
50	50	82	67	64	80	93	71	42	66
70	49	89	58	48	51	91	55	49	48

(i)The above Table shows scores of form one class in chemistry in Kilimo high school. Calculate the class mean mark by using a class interval of 10 and having lowest class from 40 – 44 upwards. [10marks]

(ii) Determine the range of the class mark. [2marks]

(iii) Calculate the median score. [2marks]

(iv) Determine the mode of the class. [2marks]

(v) Determine the variance and standard deviation. [4marks]

2. (a) Describe the Bloom's taxonomy cognitive domains that guide teachers in planning a good test and show their relevance. [12marks]

(b) Describe any four measurement scales that are used in educational institutions.

[8marks]

3. (a) Distinguish :

(i) Percent correct scores from percentile rank scores. [4marks]

(ii) Stanines from grade equivalent scores. [4marks]

(b) (i) Define measures of dispersion. [2marks]

(ii) Identify three such measures in 3b (i) above and show what accurate inferences would parents make using them. [10marks]

4. (a) Compare and contrast these tests.

(i) Achievement and ability tests.

(ii) Speed and power tests.

(iii) Aptitude and performance tests

(iv) Objectives tests and subjective tests. [8marks]

(b) Describe six considerations a teacher should put in place when administering a test.

[12marks]