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Test, Measurement & Evaluation in Physical Education

(Paper-II)

AU-6619

Section – A

- Define Test.

Answer: It may be called as tool, instrument, equipment, procedure, question, set of questions, an examination which used to measure particular characteristics of an individual or group of individual.

- List down any four nature of evaluation:

Answer: It is a systematic process. It is continuous dynamic process. It identifies strength and weakness of a person. It is a decision making process.

- Write down the scope of evaluation related to students:

Answer: It determines the objectives. It is helpful to select the team, classify the students, helpful to select appropriate learning situation, motivate the students etc.

- What are the qualities of a tester?

Answer: He must have the knowledge of availability of instrument, knowledge of evaluation procedure, must have the knowledge of the objectives of the test, knowledge of statistics, knowledge to develop norms etc.

- What is objective type of test?

Answer: Which have a brief and specific response/answer to a particular question.

- What is the purpose of measurement and evaluation?

Answer: To frame the objectives. Realization of objectives. If the objectives are not achieved reframe the objectives. To understand the need, ability and capability of an individual. To evaluate the learner. To evaluate teaching. To evaluate programs, curriculum, subject matter etc. For the classification of the students. To check the

improvement of the learner from time to time. For the diagnosis of learning process.

- What is content validity?

Answer: It is a type of logical validity that emphasis a close relationship between teaching and testing. How well a test measures subject matter content and behaviour.

- What is teacher made test?

Answer: Constructed by the teacher for local purpose which may or may not have the scientific authenticity.

- What are the varieties of alternate choice questions?

Answer: True/False, Right/Wrong, Yes/No, Cluster and Correction variety.

- Drawbacks of standard test:

Answer: It is comparatively old test; it may not be suitable for all situations.

Section-B

Unit-I

2. Explain in detail the scope of *evaluation in the field of physical education* and sports.

Answer: The scope of evaluation is mainly divided into three parts: Related to Students, Related to Teachers and Related to Curriculum.

Related to Students: To frame the objectives, to develop the ability and capability of students, to find out the rate of improvement, for the classification of the students to check the improvement of the learner from time to time, for the diagnosis of learning process etc..

Related to Teacher: To determine the effectiveness of teaching, to adjust the content of course, to develop norms, to conduct research etc..

Related to Curriculum: Justify the physical education program at different level, evaluate the curriculum, to do continuous assessment, developing community interest, instructional procedure, total school program, for hiring and firing the teachers etc..

The above mentioned points are to be elaborated.

OR

Q. Distinguish among the terms test, measurement and evaluation.

Answer: Test is tool, instrument, equipment, procedure, question, set of questions, an examination which used to measure particular characteristics of an individual or group of individual.

Measurement is the collection of data or information in essential to make judgement or to take decision or it may be called a record or information of an individual.

Evaluation is a technique by which we come to know at what extent the objectives are being achieved or it is a use of measurement in decision making process. it is an integral part of education system.

Further its importance and objectives are to be mentioned separately.

Unit-II

3. Define validity. What are the types of validity? Explain with suitable examples.

Answer: Validity is the most important part of the technical standard. A test may be considered valid if it is measuring as accurately as possible what it is describe as measuring.

Followings are the types of validity:

Content validity: It is a type of logical validity that emphasis a close relationship between teaching and testing. How well a test measures subject matter content and behaviour.

Construct validity: It is the extent to which performance can be enterpreted.

Predictive validity: how well the test is able to determine students ability to perform skill or task at a later day/ date.

Concurrent validity: it is concern with the relationship of test score to be an accept criterian of performance on the validity that test is intended to measure.

The points are to be explained in detail with examples.

OR

Q. Explain in detail about the types of objective type test with examples.

Answer: These are the types of objective type of test:

Selection test items: In this the students are required to select one of the given number of alternatives. There are three types of selection test. a)) Alternate choice. (true/false, agree/disagree, right/wrong, yes/no, etc.) b)) Multiple choice question. (options are to be given.) c)) Matching.

Supply type test: This includes short answers, completion or fill in the blanks.

All points are to be elaborated with examples.

Unit-III

4. Briefly discuss about *Cooper's 12 minutes run/walk test with its objectives and equipment.*

Answer: *In the year 1968 the test was constructed by Kenneth Cooper with a Reliability of .94 and validity .90.*

Objective: *To measure cardio-respiratory Fitness.*

Level and gender: *The norms are based on 17years and above for both genders.*

Equipment and Space required: *An out door or indoor standard marked track is required.*

Procedure:

Students are instructed to run within the allotted time. The instructors will call out the time left after completion of eleven minutes. After the total duration of twelve minutes a long whistle will be blown and the students are to be stopped as and where they are.

Scoring: *The total distance covered within the twelve minute duration will be recorded into meters.*

Norms: *The raw scores will be converted into standard scores with the help of norms.*

The entire administration and procedure will be described in detail.

OR

Q. Discuss the testing procedure of Oregon motor fitness test.

In the year 1962 the state department of education, Oregon constructed a motor fitness test

batteries separately for boys and girls for three levels i.e. upper elementary, junior high school and senior high school.

Objective: To measure motor fitness ability.

Components:

- *Arm and shoulder girdle muscular endurance*
- *Muscular power*
- *Running speed*
- *Circulatory respiratory endurance*
- *Trunk hip flexibility*

For boys battery the components are:-

<i>Upper elementary</i>	<i>Junior high school & Senior high school</i>
<ul style="list-style-type: none"> • Standing broad jump • Floor push ups • Knee touch sit ups 	<ul style="list-style-type: none"> • Jump and reach • <i>Pull ups</i> • <i>160 yds potato race</i>

For Girls battery the components are:-

<i>Upper elementary & Junior high school & Senior high school</i>
<ul style="list-style-type: none"> • Hanging arm flexed position • Standing broad jump • Crossed arm curl up

Procedure and administration of all test items will be explained in detail.

Unit-IV

5. Discuss about Roger's physical fitness index.

Answer- Roger's strength index is the sum of six strength test plus lung capacity. It is included the large muscles of the body.

Objectives: To measure physical fitness

Test items:

- Right hand grip strength
- Left hand grip strength

- Leg strength
- Back strength
- Pull ups (For Girls administration will be different)
- Push ups (For Girls administration will be different)
- Lung capacity

Procedure and administration of all test items will be explained in detail.

Scoring:

$$\text{Physical fitness index (PFI)} = \frac{\text{Strength index (S.I.)}}{\text{S.I. norms for age, height and weight}} \times 100$$

OR

Q. Explain Harbans Singh field Hockey test in detail.

Answer: To measure the playing ability of feild hockey.

Procedure, administration, equipment and scoring patterns of both test categories will be explained in detail with diagram.

Unit-V

6. What is mental health analysis? Discuss the methods of mental health analysis.

Answer: It is process to analyze uncovering psychiatric illness, anxiety, depression, suicide, self-harm, aggression through various clinical methods. The examination of a person by a psychiatrist is a condition precedent to the involuntary detention and treatment of a person considered to have a mental illness.

A mental health assessment can be completed by a psychiatrist, psychiatric registrar or clinician within the mental health service. A comprehensive mental health assessment will involve clinical assessment and information gathering in the following areas:

- Presenting problems
- History of presenting problems (onset, duration, course, severity)
- Current functioning (across domains for example, employment/education, family, social)
- Relevant cultural issues (personal and family)

- Previous assessments and interventions
- Psychiatric history (personal and family history)
- Current medications
- Medical history
- Family history

Methods of Mental Health Analysis

- Analytical Methods
- Medical Screening
- Interview
- Questionnaire

Mental health Questionnaires consisted following test items for measuring various psychological factors.

- I feel trapped in a relationship that feels totally unsatisfying
- My partner and I have severe difficulty when it comes to communicating and solving problems together.
- I am in a personal relationship that is emotionally, physically.
- I am in a romantic relationship in which either my partner or I rely on the other as our sole source of emotional well-being and self-worth.
- I am in a personal relationship in which I frequently experience painful emotions.
- I felt very sad, unhappy and low for most of the day, nearly every day.
- The activities that used to interest me no longer provided pleasure and enjoyment.

- I had severe trouble sleeping or slept too much.
- I felt agitated and unable to sit or stand still.
- I had recurrent thoughts of death, dying, and suicide.
- I unintentionally gained or lost more than five percent of my original body weight.
- The above symptoms caused problems in my life or were distressing to me.
- I have experienced episodes of the above symptoms on more than one occasion, with more than two months in between episodes.

Scoring: The scoring range from 30 items between 0-30

OR

Explain the directions, criteria and scoring pattern of walking and sitting test of IOWA posture test.

Answer: The **Iowa Tests** are [standardized tests](#) provided as a service to schools by [University of Iowa](#). The tests are administered to students in [kindergarten](#) through [eighth grade](#) as part of the Iowa .State-wide Testing Programs, a division of the Iowa Testing Programs (ITP).

Developers: [E. F. Lindquist](#), Harry Greene, Ernest Horn, Maude McBroom, and Herbert Spitzer first designed and administered the tests, originally named the Iowa Every Pupil Test of Basic Skills.

Test equipments and Floor Space: Ten Chairs arranged in a row about 2 feet apart. Open space for walking, Dress swimsuits.

Test items:

- Foot mechanics Test
- Standing test
- Sitting test
- Walking Test
- Stooping to pick up light object test
- Ascending and Descending test

Scoring: Normal =3 Moderate=2 Marked deviation=1

(Each items will be explain clearly)