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MODEL ANSWER

M.P.Ed.-I Semester (Session 2013-14)

Test, Measurement & Evaluation in Physical Education (Paper-II)

AS-2528

Section – A

1. Which of the following has nothing to do with a test?

Answer: CREATIVITY.

2. Motor qualities are the foundation stone of.

Answer: SPORTS SKILL.

3. What is knowledge test?

Answer: It refers to the behavioral test that are characterized by remembering either by recognition or recall of ideas, phenomena or material. Behavior here means that the pupil actively responds to the teacher's request to recognize or recall subsequently learned information.

4. Write down the items of JCR test?

Answer: Vertical Jump, Chinning and 10x10 yard shuttle run.

5. Define evaluation.

Answer: It is the process of grading and ranking. (Barrow and McGee)

It is a systematic process to determine at what extent the objectives are achieved. (Frank and Venducci)

6. Mention the levels for which Oregon motor fitness test was constructed?

Answer: Upper elementary, junior high school and senior high school.

7. What do you understand by evaluation cycle?

Answer: First framing the objective second plan the process third implementation and fourth is evaluation and the same process will go on.

8. What are the educational applications in test selection?

Answer: There are three educational applications i.e. Physical, Mental and Social.

9. What are the factors that affect reliability?

Answer: The main factors are: number of test items, objectivity, heterogeneity of the group, length of the test, administrative procedure, equipment, level of test etc..

10. Explain about content validity.

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

Section-B

Unit-I

2. *Identify the needs of measurement and evaluation in the field of physical education.*

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.
- Prediction of the future performance.
- For screening and selection purpose.
- Essential for guidance and counseling purpose etc.

(All the points are to be explained clearly)

OR

3. What is the difference between motor fitness and general motor ability?

Answer:

Motor Fitness refers to the capability of an athlete to perform effectively at their particular sport. The components of motor fitness are: agility, balance, co-ordination, power which entails speed and strength and finally reaction time. (components are to be mentioned).

Motor ability is a genetically defined personal characteristic or trait, such as manual dexterity and reaction time which contributes to proficiency. The concept that an athlete's ability to perform different motor skills is determined by one general ability. Thus, a person with high general motor ability would tend to learn motor skills more quickly than a person with low general motor ability. This concept is disputed by those who believe that an athlete has a large number of specific independent motor abilities. (Components are to be mentioned).

Unit-II

4. *What is construct validity? Briefly explain the factors affecting validity.*

Answer: It may be explained as the extent to which performance can be interpreted. e.g. two different known groups taken who differs significantly in some characteristics, good, middle class. Administer the test to both the group. Find the difference if it is significantly good then the test having construct validity.

Factors affecting validity:

- Specificity of the group
 - Instruction of the test construction
 - Differential familiarity and traits
 - Test reliability and objectivity
 - Relevance of the test
 - Pattern of answer
- (All the points are to be explained clearly)

OR

5. *Explain the different types of objectivity? Briefly explain the factors affecting it*

Answer:

(i) Intra judge objectivity:- If one judge take the same test. It consists in scoring when a tester scores a same test two or more times. e.g. after grading one test grade it again at a later date by the same tester/person.

(ii) Inter judge objectivity: - It is the consistency between two or more independent judgment of same performance. It is important in gymnastic events.

Factors affecting objectivity:

- Judgment criteria
 - Order of performance
 - Quality of measuring instrument
 - Motivation factor
 - Nature of examinees
 - Environmental conditions
- (All the points are to be explained clearly)

Unit-III

7. *Write down the administrative procedure of Harvard step test and its modification.*

Answer: the Harvard step test was originally constructed for college men by Lucien Brouha in 1943. The purpose of the test was to measure physical efficiency of college students. Equipment needed is stop watch, 20 inch high bench, metronome (optional), stethoscope (optional).

Procedure: the subject steps up and down for 30 times a minute on a bench of 20 inch high. Each time the subject should step all the way up on the bench with body erect. The stepping process is performed in four counts as count 1,2,3,4. The steps may be timed with a metronome or count as up, up down, down with one by one leg complete up and down. The stepping exercise continues for 5 minutes unless the subject is forced to stop himself. In either case the duration is recorded in seconds. Immediately after completing the exercise the subject sits on a chair, the pulse is counted 1-1¹/₂, 2-2¹/₂, 3-3¹/₂ minutes after the stepping ceases.

A physical efficiency index is computed utilizing the formula:

$$PEI = \frac{\text{Duration of exercise (in seconds)} \times 100}{2 \times \text{sum of pulse counts in recovery}}$$

(Clear illustration should be given with norms and validity)

Modification for girls and women with a height of 18 inch bench for the duration of 3 minutes should be mentioned.

Unit-IV

8. (a) *Johnson Basketball test:*

Answer: It is probably the oldest but the most commonly used test, constructed in the year 1934 by Johnson during his research work. Two batteries test were proposed initially but usually used only one battery to measure the following:

- Basic basketball skill test items
- (i) Field goal speed test
 - (ii) Basketball throw for accuracy
 - (iii) Basketball dribble test

(Equipment, measurement and procedure has to be mentioned accurately for each item)

Reliability=.89 and validity .88

(b) *Miller Badminton test*

Answer: This test was developed in 1951 for college men and women also useful for school students to measure the ability to use the clear shot in badminton with reliability of .94 and validity .83.

(Equipment, measurement and procedure has to be mentioned accurately for wall volley test)

OR

9. Explain in detail the testing procedure of minimum muscular fitness test for strength.

Answer: It is also known as Kraus-Weber muscular test constructed in 1954. The test was originated in a posture lab or clinic. The test was further developed as a basic means of measurement in the treatment of low back pain. It consists of six items:

- (i) Abdominal plus psoas or A+
- (ii) Abdominal minus psoa or A-
- (iii) Psoas and lower abdominal
- (iv) Upper back (UB)
- (v) Lower back (LB)
- (vi) Length of back and hamstring muscle (BH) floor touch test.

(Equipment, measurement and procedure has to be mentioned accurately for each item)

Unit-V

10. 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

11. 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:

- 1) Foot mechanics Test
- 2) Standing test
- 3) Sitting test
- 4) Walking Test
- 5) Stooping to pick up light object test

6) Ascending and Descending test

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

(Each items will be explain clearly)
