

Guru Ghasidas Central University
Department of Education
Model Answer of M.ED Semester First
Subject :- Educational Measurement & Evaluation
Paper Code AS-2481

(Objectives Answer)

- 1 1 Its is done at the end of academic Session
- 2 2 Its does not provide Feed back

Ans.2 I Criterion referenced measures are those, which are used to ascertain an individual's status with respect to the same criterion i.e . Performance standard .Here the individual is compared with an established criterion. The score does not depend on relative comparison with others in the group. CRT relates a Student in score on achievement test to domain knowledge rather than students score.

Ans 3 Involves (i) **area** [reading books, listening music, cooking] and (ii) **level** (high, low, medium); (b) the items express preference in some activity, so the items must include – an action verb: **reading** books; (c) There is no correct answer for the interest test items– so inventories are used to measure interest; (d) includes rating scale, check–list, ranking, free response, (e) age norms are necessary (f) other characteristics of reliability or validity, etc. or any other relevant

Ans 4 Selection, placement, diagnosis, remedial teaching, programme/teacher/strategy evaluation, improving teaching-learning, etc.

Ans 5 Decreases

Ans 6 Increases if items are of same/ better quality as the initial tests

Ans 7 $Z=0.95$; $T=59.5$

Ans 8 Very easy and non–discriminating item

Ans .9 This grading is very convenient when the course objectives have been clearly specified and standards and mastery approximately set, the letter grades in an absolute system may be defined as the degree to which objectives have been attained . they can be discussed in the following ways

- 1 Pre established percentage scores
- 2 Criterion –referred grading
- 3 Numeral rating

Ans .10

The computer play important role in evaluation. computer show utility in various field

- 1 To create a Question Paper
- 2 To Collect a data
- 3 to compilation and collect information

4 to create Tabulation data

5 to create mark sheet and certificate

6 to improvement in Examination Reforms for research

Subjective Answer

Ans 2

Measurement is related to human race right the dawn of civilization, measurement means the description of data in terms of numbers . Measurement is very essential in the study of science .science is collection of information and observation about the natural or physical phenomena . Measurements assignments of numerals to objects or events according to certain rules are called measurement. Measurement is the formal process which is used in planned and objective ways

Evaluation is defined as a process of collecting evidences of behavioral changes and judging the direction and extents of such changes .This means that evaluation is free neither from instructional objectives' nor from the teaching learning .In face it is intimately related to objectives'

1 to motivate the children for better learning

2 to provide basis for guidance and counseling to children

3 to determine the rate of progress of the children

4 to measure the examination system

5 to improve the efficiency

6 to encourage the teacher

7 to collect the evidence

8 keeping the view and concepts

Ans 3 Comparison of (i) Subjective and objective tests should involve the issues of –purpose, flexibility in marking, effect of subjective judgement and conceptions of the evaluator in scoring, ease of preparation in terms of labour, time and expertise, ease of evaluation, coverage of content and objectives, biasness and errors, types of items

Comparison of

(ii) Construct and Criteria related validity should involve at least the issues of –

Construct	Criteria
The objective is to validate a Constructs, deliberately created by researchers in order to conceptualize the latent variable proposed as per a theory	The objective is to validate a measure by seeing the extent to which it is demonstrably related to concrete criteria in the "real" world, external to the measure
Validates the construct (as defined by the test-maker) of the test with respect to the outcome of other valid tests of the similar constructs	Validates the test with respect to the outcome of other valid tests on other constructs or external criteria
Brief reference to Discriminant, convergent, inter-dimensional validity	Brief reference to Predictive, concurrent validity
Mostly used in the psychological testing where validation of the construct is important; in defining new traits, giving new operational definition of traits few examples	Mostly used when the test results will be used to be compared with or to predict or tally with some other test on different variable; like Aptitude testing

Construct confounding or other constructs affecting the test–construct..., overlapping dimensions and inadequate item sampling from each dimension affects construct validity	Criteria contamination affects validation mainly
---	--

Ans 4 Does a good item fulfil the objectives of measurement?

Yes. Discussion is expected on at least *Measuring actual qualities possessed by the subject, Discrimination, Validity* along with other relevant issues (errors, etc.).

Briefly describe how you will select an item into an objective achievement test.

Discussion is expected on – (i) defining learning outcomes (ii) specification table and blue–print; (iii) preparing a pool of items on/as per the specification of each learning outcomes; (iv) pre–testing (v) item analysis (vi) item selection on the basis of difficulty value, discrimination index and distracter analysis (vii) analysing the results after item improvement (ambiguity, mis-keying, etc.) and second pre–testing

ANS 5 What are the (i) characteristics and (ii) uses of aptitude measurement?

→ APTITUDE is ‘Ability’ on specific learning domains; Aptitude is measured to predict individual’s success in some correlated Task. When we have to select a group based on specific abilities, suitable for a process: we use Aptitude→ hence, Pre–instructional/ process; *like teaching ability before B.Ed.*

→ The nature of aptitude measurement may be Differential: *vocational aptitude test– this aptitude test measures differences in aptitude in different specific abilities areas. Total test=sum of subtests*

→ Aptitude is innate as well as acquired/learnt: *So, we should also consider testing of untrained or uneducated people who may have some inborn ability.*

→ Aptitude may involve cognitive tasks as well as skill performance tasks:

Hence, to measure aptitude, we may develop –Paper pencil test and also a performance test, Verbal test and also a Non–verbal test (for them who can’t read and write), Sensory Tests (visual, auditory, etc.): Pilots; Nurses; Tea/Food–Tasters; Teachers

→ Aptitude generally increases with class level: *So, Age Norms are necessary*

→ Time is generally an indicator of ability: *Time limit should be mentioned generally*

→ Difficulty may also be an indicator of ability: *Items may have increasing difficulty*

→ Aptitude tests may be general (like General Aptitude Test/ MAT) or Specific (Clerical/mechanical aptitude tests) or Very Specific (Sensory)

→ **Reliability:** 1. Equivalence and Delayed equivalence may be used *if the researcher has time and resources*; 2. Test–retest: *as aptitude is a stable trait over time and do not generally vary drastically within a reasonable time period*; 3. Internal consistency may be used (Generally high split half and KR coefficients.) if homogeneous items are there, or, the items are of increasing difficulty and there (like the nature of power test).

Inter–dimensional validity may be considered if it is a differential aptitude test to show the uniqueness of Aptitude Area–I in comparison to the Aptitude Area–II.

→ **Validity:** 1. Construct Validity should be ensured as it is a psychological variable and hence, you have to prove that it is ‘aptitude’ not ‘attitude’ or anything else; 2. Content Validity must be considered as it is related to testing ‘ability’ in particular domain of learning. For Musical aptitude, the items should be related to the contents of ‘Music’, not of ‘mathematics’; 3. Most crucial/important is the predictive validity: Correlated variables are Marks, Grade point, Score in any entrance tests, Success in any job, salary, promotion etc.

Uses:

1. **Selection** for a course/ profession/ vocation: Graduate Record Examination (GRE) is a scholastic aptitude test; NET; Teaching Aptitude Test for teachers/B.Ed. aspirants;

2. **Predicting success:** in different programmes 3. **Career & Vocational Guidance:**

4. **Placement:** to identify and place the most suitable person for a Task/Post;

5. **Diagnosis:** (1) to know readiness of learners to learn a particular thing before instruction–to guess the kind of problems they have: we can ‘guess’ that a particular child will have problems in English in class X as he has low verbal aptitude at the end of class IX; this will help us to design appropriate learning environment and remedial treatment beforehand; (2) it acts as the foundation of–(i)developing need–based curriculum, (ii) providing individual instruction (PI),

6. **Identification of Gifted children:**

Ans 6

In a semester system there is not enough time to develop a topic as a result students have limited knowledge to apply in the working world when they graduate. Students are rushed through topics because lecturers have to complete the syllabus. Whereas in an annual programme lecturers can spend more time on topics to give students well rounded knowledge and make them better prepared for work. Semester system is easy or should i say a sweet dish, for students who like to get their toes up. Best point of semester system is, if some student not having a good time with his/her teacher, the interaction is just for half a year. Everything changes too quickly, the demand of today's world;) Annual system, slow and dull, just hate it. Annual system has been proven to be dramatically flawed I think ur progress should be continuously evaluated along the way rather than judging ur entire performance at the end of year So annual system perhaps wins but then the curriculum being taught must be good enough to cover all aspects of the and the development of the student.

Ans 7 Practicability of a measuring tool– should be referred to discussion on practical considerations like (i) ease of administration (less requirement of training for use, few sub-parts of the test, clear instructions) (ii) relatively lesser time consumption in administration (iii) ease of scoring and interpretation (key, manual, clear norm description), (iv) availability of equivalent forms (v) cost of testing (reusable booklets, quality of papers and materials), etc Use of (i) scale: (i) when no correct / specific answer; (ii) when responses involve degree of strength or range; (iii) when interested in ordinal data (iv) self/teacher/programme evaluation, etc. use of (ii) questionnaire: (i) when specific/correct answer, (ii) when interested in specific information, description, (iii) when information is not much controversial and complex; (iv) To gather data about knowledge, beliefs, attitudes, and activity behaviours; (v) When resources are limited and data is needed from many people, etc.

Dr Sunil Kumar Sain
Assistant Professor
Department Of Education
GGV Bilaspur
Mob :- 09926196776