

M.A. Semester-III Examination 2016
Education
Course : EDN- 232
(Measurement and Evaluation in Education)

Time : Three Hours

Full Marks : 40

Questions are of value as indicated in the margin

Answer all Questions

1. What do you mean by 'scales of measurement'? Enumerate the characteristics of these scales. What statistics can be used to analyze the data measured by each one of these scales? 2+4+2=8

Or

What is a percentile point? Find out the percentile ranks for the following set of scores obtained in a Reading Test:

Raw Scores	19	20	21	22	23	24	25	26	27	28	29	30	31
Frequencies	3	5	7	10	15	28	27	20	14	11	8	6	3

Interpret the percentile rank for the raw score of 22 and 28.

1+6+1=8

2. Describe the steps of constructing an 'Attitude of Students towards Non-Detention Policy Scale' following procedures suggested by Thurston. 8

Or

Determine the difficulty and discrimination indices of the following items of a verbal Reasoning Test and justify their suitability for final inclusion in the said test. Students given against the items have correctly answers the same items. 8

Item	Upper Group (n=33)	Middle Group (n=34)	Lower Group (n=33)
1	25	10	5
8	14	14	14
15	7	20	29
20	30	12	32

3. What is semester system? Do you prefer semester system of examination over the annual system of examination? Justify your answer. 8

Or

Delineate the structure and instructions to respond the items of Premila Ahuja Intrelligence Test. How far is it relevant today to measure the intelligence of young children in India? 6+2=8

4. Answer any **four** questions of the following 4x3=12

(a) Explain in detail the 'Comprehensive Component' and 'Continuous Component' of the Comprehensive and Continuous Evaluation in any School Board/Council.

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(2)

- (b) Define intelligence. Find out the differences between verbal and non-verbal tests of intelligence, if any.
- (c) Critically analyze the guidelines to write items of any standardized test.
- (d) Why does a test constructor analyze items of a given test?
- (e) Estimate the reliability coefficient of a Mathematics Achievement Test from the following scores obtained from its two equivalent forms administered to a group of eighth grade learners one after another with minimum time interval:

Learner	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11
Form:A	21	17	18	21	14	33	29	34	24	16	21
Form:B	19	25	17	20	16	31	30	35	22	19	10

- (f) Distinguish between ‘developmental norms’ and ‘group-within norms’.

5. Chose the best alternative for the following items:

1x4=4

I. A highly reliable test may not be valid due to the presence of :

- (a) High constant error variance (b) High measurement error variance
- (c) Low constant error variance (d) Low measurement error variance

II. In analysis of yes-no type item of any test in education, the following statistical measure is used:

- (a) Pearson correlation (b) Spearman correlation
- (b) Point-Biserial correlation (d) Tetrachoric correlation

III. In any criterion-referenced test the performance of an individual is compared with:

- (a) A standardized group’s average behavior (b) An arbitrary desired behavior
- (c) A standardized group’s behaviour (d) A standard desired behavior

IV. Grade equivalents for fifth grade range:

- (a) 5.1 to 5.12
- (b) 5.0 to 5.10
- (c) 5.1 to 5.10
- (d) 5.0 to 5.12
