UNAM
UNIVERSITY OF NAMIBIA

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FIRST OPPORTUNITY EXAMINATION

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INSTRUCTIONS TO CANDIDATE:

1. This question paper consists of (11) pages including the cover page.
2. Answer ALL the questions.
3. Number your questions correctly.
4. Read the questions carefully before you answer.
5. Please note that cheating in the examination will result in a Fail.

UNIVERSITY OF NAMIBIA EXAMINATION QUESTION PAPER

QUESTION 1

The statements or questions below are followed by four suggested answer options. Select the correct answer and indicate your answer by writing, e.g. 1 (a) in your answer booklet.

1.1 Which of the following is an example of a test with high content validity?
(a) The degree to which a test predicts future performance.
(b) The extent to which a test measures the entire content domain of the construct.
(c) The degree to which a test correlates with another measure of the same construct.
(d) The extent to which a test measures the intended construct in the most consistent way possible.

1.2 Construct validity refers to the extent to which a test
(a) Measures the entire content domain of a construct.
(b) Correlates with an external criterion.
(c) Measures the theoretical construct it is intended to measure.
(d) Yields consistent results across time.

1.3 Criterion validity is concerned with
(a) The consistency of test results over time.
(b) The extent to which a test correlates with a relevant external measure or criterion.
(c) The coverage of content in a test.
(d) The theoretical foundation of the test.

1.4 The consistency of a test's results over time refers to
(a) Reliability
(b) Validity
(c) Re-test reliability
(d) Internal reliability

1.5 Which type of reliability involves testing the same individuals at two different points in time?
(a) Inter-rater reliability.
(b) Test-retest reliability.
(c) Split-half reliability.
(d) Parallel forms reliability

1.6 Which of the following is NOT a measure of reliability?
(a) Test-retest reliability.
(b) Internal consistency.
(c) Criterion-related validity.
(d) Inter-rater reliability.

1.7 A class has the following scores: 50, 60, 70, 80, 90. Which value is both the mean and the median?
(a) 60
(b) 70
(c) 80
(d) 90

1.8 What is the term for a data set that has multiple entries with the same highest frequency?

(a) Unimodal
(b) Bimodal
(c) Skewed
(d) Uniform

1.9 The standard deviation of a data set is small. What does this indicate?

(a) Data is widely spread
(b) Mean is inaccurate
(c) Data is closely clustered
(d) Data is inconsistent

1.10 A class of student teachers had an average test score (mean) of 70%. If a new student joins the class and scores 100%, how will this affect the mean?

(a) It will decrease
(b) It will stay the same
(c) It will increase
(d) It will become the mode

1.11 A researcher is comparing test scores between two classes. One class has a mean of 75 and a standard deviation of 2. The other class has a mean of 75 and a standard deviation of 10. What does this indicate?

(a) Both classes performed similarly
(b) The second class is more consistent
(c) The first class has more varied scores
(d) The second class has more variation in scores

1.12 A university researcher surveys 100 student teachers and finds the mode of their preferred learning strategy is "group discussion." What does this imply?

(a) Most students prefer individual study
(b) The average preference is group discussion
(c) Group discussion was the most frequently chosen
(d) It is the best learning strategy

1.13 Which value is the outlier if a group of student teachers had the following marks: 60, 70, 75, 80, 85, 100?

(a) 60
(b) 100
(c) 70
(d) 85

1.14 Which form of statistic is illustrated if you are comparing the median scores of male and female student teachers in a statistics exam?

(a) Descriptive statistics
(b) Inferential statistics
(c) Predictive analytics
(d) Data entry

1.15 You randomly sample student teachers from 3 different universities to compare their average Grade Point Average. This study involves

(a) Descriptive statistics
(b) Inferential statistics
(c) Frequency distribution
(d) Measurement error

1.16 A test had a mean score of 60 and a range of 30. What is the highest possible score if the lowest score was 45?

(a) 60
(b) 75
(c) 90
(d) 85

1.17 Why is it important to report assessment results to parents and guardians?

(a) To increase school funding
(b) To maintain discipline
(c) To inform them about student progress
(d) To reduce teacher workload

1.18 A good assessment report should be

(a) Long and detailed, covering every aspect of the syllabus
(b) Confidential and shared only with the school principal
(c) Clear, accurate, and understandable to the audience
(d) Written using technical assessment jargon

1.19 Which of the following aspect should be avoided when reporting assessment results to guardians?

(a) Providing data without explanation
(b) Using simple and clear language
(c) Offering improvement suggestions
(d) Being open to feedback

1.20 Who has the legal right to access a student's assessment results?
(a) The media
(b) All school employees
(c) Authorized parents and the student
(d) All community members

1.21 Which of the following channel is often used by the then Namibian Ministry of Education, Arts and Culture to disseminate national exam results?
(a) Social media influencers
(b) National newspapers
(c) Personal blogs
(d) SMS from private companies

1.22 What is one limitation of relying solely on newspapers for disseminating results in Namibia?
(a) High printing quality
(b) Limited accessibility in rural areas
(c) Too much coverage
(d) Newspapers are free

1.23 Which of these assessments deals with knowledge and skills needed to function in the real world?
(a) Authentic
(b) Traditional
(c) Summative
(d) Performance-based

1.24 Which of the following sets of tasks best represents performance-based assessment?
(a) Writing a letter to the editor
(b) Completing a worksheet
(c) Watching a video
(d) Solving multiple-choice questions

1.25 What ethical concern arises when assessment results are shared with unauthorized individuals?
(a) It improves student motivation
(b) It supports transparency in grading
(c) It breaches student confidentiality
(d) It enhances collaboration among teachers

1.26 Which of the following is an unethical practice in assessment reporting?
(a) Using codes to protect student identity
(b) Publishing student rankings on public notice boards
(c) Providing written feedback to learners
(d) Sharing results during individual parent meetings

1.27 When a teacher designs assessment tasks that favor certain students, which ethical issue arises?
(a) Lack of validity
(b) Train learners to answer questions
(c) Unfair discrimination
(d) Enhanced student engagement

1.28 Which step should follow after identifying poorly performing test items through item analysis?
(a) Repeat the same test in the next assessment
(b) Replace the entire test with multiple-choice questions
(c) Revise the flawed items for future use
(d) Publish the item analysis report for students

1.29 Which of the following statements describe the definition of teacher self-evaluation best?
(a) An external review of a teacher's performance by supervisors
(b) A teacher's reflection and judgment of their own teaching practices
(c) Student feedback on a teacher's performance
(d) Comparing teacher performance to national averages

1.30 One main purpose of teacher self-evaluation is to
(a) Collaborate with colleagues
(b) Fulfill government regulations
(c) Identify areas for professional development
(d) Reduce classroom workload

1.31 What is the first step in planning a self-evaluation?
(a) Writing a final report
(b) Identifying areas of focus
(c) Informing the principal about the planning
(d) Asking for student feedback

1.32 Mr. Ganeb wants to improve his classroom management. He sets a goal to reduce disruptions and records his strategies daily. Which step of self-evaluation is he performing?

(a) Collecting feedback from students
(b) Reflecting and identifying focus areas
(c) Submitting evaluation forms
(d) Planning how to teach the curriculum

1.33 Ms. Mosimane notices her students are disengaged during group work. She begins journaling her lesson experiences and analyzing her instructional choices. What form of teacher development is Ms. Mosimane practicing?

(a) Formal performance appraisal
(b) Peer observation
(c) Teacher self-evaluation
(d) Teacher self-reflection

1.34 Mr. Sitali reviews student performance data, reflects on his lesson plans, and decides to adjust his teaching strategies. What is the likely purpose of this process?

(a) To prepare for administrative inspection
(b) To plan a test for students
(c) To engage in teacher self-evaluation for professional growth
(d) To prepare student for the next lesson

1.35 As a student-teacher preparing lesson plans for your practicum, you decide to use ongoing feedback to help learners improve their writing portfolios. Which type of assessment are you applying?

(a) Diagnostic assessment
(b) Summative assessment
(c) Continuous assessment
(d) Traditional testing

1.36 Which approach of learning if a final-year education student, was asked to facilitate a peer-teaching workshop using student experiences and group collaboration?

(a) Summative learning
(b) Constructivist learning
(c) Behaviourist instruction
(d) Traditional teaching

1.37 What is a major limitation of behaviourist approaches to teaching when applied in university classrooms?

(a) They focus excessively on abstract thought
(b) They neglect learner autonomy and critical thinking
(c) They are too subjective
(d) They encourage excessive reflection

1.38 Final-year education students must understand that in constructivist learning, assessment should
(a) Prioritize learner autonomy and application
(b) Be based only on final exams
(c) Reward factual recall
(d) Use cooperative learning to enforce discipline

1.39 You are reviewing an exam paper that heavily relies on factual recall. As a final-year student, you note its limitation as
(a) overlooking applied knowledge
(b) encouraging high-level thinking
(c) fostering social interaction
(d) allowing flexible responses

1.40 Which approach is illustrated by your lecturer that encourages you to reflect weekly on your learning and teaching strategies?
(a) Constructivist assessment
(b) Behaviourist assessment
(c) Norm-referenced testing
(d) Traditional evaluation

1.41 Which SACMEQ feature is demonstrated when during a policy workshop, a student asks why Namibia participates in Southern Africa and Eastern Consortium of Monitoring Education Quality (SACMEQ).
(a) Compare quality education across the region
(b) Cross international benchmarking
(c) Individual learner tracking
(d) School funding distribution

1.42 You are teaching a final-year education student about SACMEQ. What would you say is its mission?
(a) Develop global curriculum models
(b) Create uniform textbooks for all African countries
(c) Improve educational quality through data-informed policy
(d) Replace national exams with SACMEQ tests

1.43 Which of the following is the benefit of SACMEQ for Namibia?
(a) import foreign teachers to fill gaps
(b) identify strengths and weaknesses in learners' competencies
(c) train all Grade 6 teachers in curriculum design
(d) provide extra funds for public schools

1.44 As part of your research project, you are evaluating SACMEQ's impact on policy. You note that its findings have helped Namibia improve teacher training programmes. This illustrates SACMEQ's goal of

(a) Providing statistical modeling other countries
(b) Political influence in educational governance
(c) Use of evidence to inform education reform
(d) Role in exam paper design

1.45 Which type of assessment is most appropriate when a teacher wants to gauge learners' prior knowledge to adapt the new topic before the beginning of the lesson?

(a) Summative assessment
(b) Placement assessment
(c) Diagnostic assessment
(d) Formal assessment

1.46 Which type of assessment is appropriate, when after presenting a unit on ecosystems, a final project was used to assess learners' overall understanding?

(a) Formative assessment
(b) Summative assessment
(c) Placement testing
(d) Diagnostic testing

1.47 Which type of assessment is illustrated when a teacher create a structured rubric to conduct an oral presentation assessment with predetermined criteria?

(a) Formal assessment
(b) Informal assessment
(c) Diagnostic testing
(d) Measurement

1.48 Which approach would be most suitable if teachers are tasked with assessing learners' attitudes toward collaborative learning?

(a) Measurement
(b) Placement testing
(c) Informal observation
(d) Diagnostic evaluation

1.49 One principle of assessment is fairness. In practice, this means

(a) Giving the same test to every learner
(b) Giving feedback to prevent bias
(c) Ensuring assessments are accessible to all learners
(d) Letting learners choose their own project supervisor

1.50 Which of the following is the most effective method for communicating assessment results to less educated guardians?

(a) Printed report cards
(b) Email updates
(c) Face-to-face meetings
(d) Text messages (50)

QUESTION 2

Identify the theory/concepts that are described by the following statements in Column A to the theory or concepts in Column B. (5)

Column A	Column B
1. Assessment is applied by means of tools that are valid and reliable.	A. Constructivist theory
2. The results are to be used internally by those involved in the learning process	B. Assessment
3. It is used when student and/or instructor knowledge of progress is needed to determine the subsequent progression of activities.	C. Evaluation
4. "The flower is purple and is too short with not enough leaves."	D. Behaviourist theory
5. Learners pose their own questions and seek answers to their questions via research and direct observation.	E. Continuous assessment
	F. Formative

(5)

QUESTIONS 3

As a student who has done Assessment and Evaluation module, you covered a lot of topics during the course of your study in this module which put you in a favourable position in terms of classroom assessment compared to the other student teachers.

Now, answer the following questions by demonstrating your understanding of the underlying assessment concepts, assessment approaches, and quality assessment.

3.1 Define assessment and evaluation, and briefly explain how they are related in terms of classroom assessment. (5)

3.2 Explain how a behaviourist and/or a constructivist approach would influence your design of an assessment task. (6)

3.3 Differentiate between traditional assessment and authentic/performance assessment and provide an example for each. (6)

3.4 Do teachers need to limit themselves to one type of assessment? Explain your answer. (3)

3.5 Explain how traditional and authentic assessment can complement each other in the classroom assessment. (5)

3.6 Depending on your subject, design an assessment task based on the constructivist paradigm that aligns with authentic assessment principles. Describe how you would evaluate its success. (8)

[33]

QUESTION 4

Differentiate between teacher-self-evaluation and reflective practice. (4)

QUESTION 5

Study each scenario below and identify the type of validity or reliability that is either illustrated or lacking. Justify your answer where possible. [10]

5.1 If you give a math test designed to measure problem-solving skills, but the test mostly asks about rote memorization of formulas. (2)

5.2 Imagine a math test that only asks about geometry but doesn't cover algebra or statistics, even though all are part of the curriculum. (2)

5.3 A college entrance exam, such as the Standard Achieved Test (SAT), is designed to predict how well students will do in college. (1)

5.4 If the test is given to the same group at different times, it should yield consistent result (1)

5.5 If different raters grade the same test, their scores should be similar. (1)

5.6 The items within the assessment should measure the same underlying concept and be consistent with each other. (1)

5.7 A company gives its employees a personality test to assess their leadership potential. However, the test asks questions that are more about personal preferences than leadership skills. (2)

[10]

TOTAL 100