**UNIVERSITI UTARA MALAYSIA**

**FINAL EXAMINATION**  
**SECOND SEMESTER 2008/2009 SESSION**

<table>
<thead>
<tr>
<th>CODE/COURSE</th>
<th>GDE3123 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>27TH APRIL 2009 (MONDAY)</td>
</tr>
<tr>
<td>TIME</td>
<td>12.30 – 3.00 PM (2 ½ HOURS)</td>
</tr>
<tr>
<td>VENUE</td>
<td>DMS</td>
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</tbody>
</table>

**INSTRUCTIONS:**
1. This exam paper contains **TWO (2)** sections in **THREE (3)** printed pages, excluding the cover page.
2. Section A contains **EIGHT (8)** structured questions. Section B contains **TWO (2)** essay questions. Answer **ALL** questions on the given answer sheets.
3. You are **NOT ALLOWED** to remove the exam paper from the examination hall.

**MATRIC NO.**:

**IDENTITY CARD NO.:**

**LECTURER:** EN. MOHD RCIJI BIN A. RAHMAN

**GROUP:** A

**TABLE NO.:**

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**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO**

CONFIDENTIAL
SECTION A (60 marks)

INSTRUCTION:
Answer ALL questions.

1. Define and give an example for each term.
   (a) test
   (b) measurement
   (c) evaluation
   (d) assessment
   (8 marks)

2. Describe FIVE (5) reasons for measurement, evaluation and assessment by Physical Education teacher.
   (10 marks)

3. What is meant when a test is described as having good reliability?
   (5 marks)

4. List FIVE (5) factors that affect the objectivity of a test.
   (5 marks)

5. Describe a test that has good validity and give an example.
   (5 marks)

6. Identify THREE (3) behavior areas commonly used in grading students.
   (3 marks)

7. Identify reasons for measuring:
   (a) Agility
   (2 marks)
   (b) Balance
   (2 marks)
   (c) Cardio Respiratory Endurance
   (2 marks)
   (d) Flexibility
   (2 marks)
(e) Muscular Strength, Endurance and Power (2 marks)
(f) Body Composition (2 marks)
(g) Physical Fitness (2 marks)

Choose ONE (1) of the Psychomotor Tests given below and describe the test based on the following aspects: Name of the Test, Test Objective, Equipment, Administration and Directions, and Scoring.

(a) Agility
(b) Balance
(c) Flexibility (10 marks)
SECTION B (40 marks)

INSTRUCTION:
Answer ALL questions.

1. (a) What is the purpose of a table of test specifications?
(b) Construct a table of test specification of a knowledge test for a primary school Physical Education classes based on a topic from Physical Education syllabus.
(c) Construct an item for each level of thought processes.

2. A Physical Education teacher administered a 50-item knowledge test to her 200 Year Six students. After scoring the tests, she determined the upper 27% and the lower 27% of the scores. She tabulated the following results for the first three items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Group</th>
<th>No. of Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Upper</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Upper</td>
<td>45</td>
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<tr>
<td></td>
<td>Lower</td>
<td>39</td>
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<tr>
<td>3</td>
<td>Upper</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>28</td>
</tr>
</tbody>
</table>

(a) Define Item Difficulty and Index of Discrimination.
(b) Calculate the Item Difficulty and Index of Discrimination for each item.
(c) Interpret your findings.

(20 marks)