



**MASINDE MULIRO UNIVERSITY OF SCIENCE
AND TECHNOLOGY
(MMUST)**

**MAIN & NAIROBI CENTRE PAPER I
UNIVERSITY EXAMINATIONS**

**2017/2018 ACADEMIC YEAR
FIRST YEAR, SECOND TRIMESTER EXAMINATION**

**FOR THE DEGREE
OF BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
EDUCATION**

COURSE CODE: : HPE 215

**COURSE TITLE: ASSESSMENT OF COGNITIVE
PERFORMANCE**

DATE:

TIME:

INSTRUCTIONS TO CANDIDATES

Answer all Questions

Sec A: Multiple Choice Questions (MCQ) 20 Marks

Sec B: Short Answer Questions (SAQ) (40 marks)

Sec C : Long Answer Questions (LAQ) (40 marks)

TIME: 3 Hours

OK

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of --- Printed Pages. Please Turn Over.

*Bel
Moderated 8/7/2018*

SECTION A: MULTIPLE CHOICE QUESTIONS (20 marks)

- Q1. The concepts associated with assessments is
- OSCE, Summative
 - Norm-referenced test, criterion- referenced tests
 - Multiple choice questions, formative assessment
 - OSCE, norm-reference
- Q2. Cognitive assessment is designed to
- Provide final scores
 - Test knowledge
 - Measure procedures
 - Assess after a course
- Q3. Multiple Choice Questions measure all except
- Procedures and principles
 - Application and principles
 - Knowledge of procedures
 - Understanding of procedures
- Q4. Cognitive assessment should be done
- Formatively
 - Summatively
 - As a final test
 - After acquisition of competencies.
- Q5. An assessment is credible if it meets the following
- Valid, practical, objective
 - Practical, reliable, visible
 - Validity, reliability, visible
 - Feasible , reliable, objective
- Q6. Cognitive assessment includes
- MEQ's , Viva voce, rating scales
 - Practical tests
 - OSCE assessment
 - Case studies, demonstrations
- Q7 An outcome based assessment is determined by the following **except**
- Understanding and Doing tasks
 - Solving problems and demonstrations
 - Giving facts and solutions
 - Performing procedures
- Q8. One the following describes assessment of knowledge
- Thinking critically and making judgments
 - Solving problems and performing tasks
 - Demonstration of knowledge
 - Performing procedures and demonstrating techniques
- Q9. The choice of assessment method largely depends on
- The course requirements to training of students
 - How much the students have achieved during the course work
 - The principles of assessment

d) How long following the review stage of the curriculum in use

Q10. Feedback in assessment

- a) Should be given immediately
- b) Should consist of pass or fail
- c) Depends with teachers view
- d) Is presented in a variety of settings

Q11. Assessing competencies

- a) Allows flexibility in learning and assessment
- b) Prepares a list of clinical choices
- c) Is specific to practice
- d) Tests understanding of skills

Q12. In criterion-referenced tests individual performance is judged by

- a) Degree of acceptable assessment to standard
- b) Degree of scores attained
- c) Identifying high and low performing students
- d) The scores specified

Q13. The best method to assess learning contracts is by using

- a) Portfolios, self-assessment
- b) PMP's , portfolios
- c) Cognitive assessments and portfolios
- d) MEQ's, OSCE/OSPE

Q14. MEQ is a term that means

- a) Modified questions
- b) Modified essay quality
- c) Modified essay tests
- d) Multiple essay questions

Q15. An outcome based assessment is determined by the following **except**

- e) Examining and Doing tasks
- f) Solving problems and demonstrations
- g) Giving facts and solutions
- h) Performing procedures

Q16. One the following describes assessment of knowledge

- e) Thinking critically and making judgments
- f) Solving problems and performing tasks
- g) Demonstration of knowledge
- h) Performing procedures and demonstrating techniques

Q17. The choice of assessment method largely depends on

- a) The course requirements to training of students
- b) How much the students have achieved during the course work
- c) The principles of assessment
- d) The review stage of the curriculum in use

- Q 18. Assessment that draws on evidence of professional competence is characterized by
- Providing feedback
 - Self-learning
 - Assessing competencies
 - Teacher- centred
- Q19. In student's assessment, cognitive entails
- The clinical aspects of an health worker
 - Performing a clinical examination
 - Examination to assess understanding
 - The role of a nurse/clinician/doctor
- Q20. The following summarizes the objectives of MCQ **except**
- Assess for competent health workers
 - Helps in the learning process of students
 - Allow meaningful research for policy making
 - For validity and reliability

SECTION B: SHORT ANSWER QUESTIONS (40 MARKS)

- Explain the following terms
 - Criterion reference tests (2marks)
 - Evaluation (2 marks)
 - Summative assessment (2marks)
 - Test Validity (2marks)
 - Norm- grading (2marks)
- Differentiate between methods of assessment and instruments of assessment (marks)
- With examples Explain five (5) assessment instrument suitable for assessing cognitive learning (10marks)
- Explain the purpose of formative and summative assessment (10marks)

SECTION C: LONG ANSWER QUESTIONS (40 Marks)

- Programmes that employ Mastery Testing Systems are oriented towards competency-based education.. Discuss (20marks)
- Construct one Patient Management Problem instrument and explain how it should be Administered (20 marks)

HPE 215: Assessment of Students' Cognitive Performance (3 Units)

Purpose

The purpose of the course is designed to enable students understand concepts, principles, and develop assessment instruments to assess students learning. This should prepare student teacher to identify, develop, administer, assess and evaluate students in health professions programmes.

Learning outcome

- i. Explain the concepts and principles of students assessment
- ii. Explain the process of developing cognitive assessments
- iii. Describe various assessment and measurement techniques used in health professions.
- iv. Identify factors influencing assessment methods
- v. Construct assessment tools eg MCQ's, Essay Questions, oral questions to measure students understanding in health professions training
- vi. Determine the reliability and validity of different assessment tools.
- vii. State the characteristics of good assessment tests.
- viii. Demonstrate ability to develop assessment tests.

Course content

Assessment of Students' Cognitive Performance: Integrating instruction and assessment; components of classroom assessment; purpose, measurement, evaluation and use. Assessment standards; establishing learning targets- types, sources of learning targets, criteria for selecting learning targets. High quality classroom assessment - Appropriateness of assessment methods, validity, reliability, fairness, positive consequences, practicability. Assessing deep understanding; Assessing understanding and reasoning.

Assessment and evaluation methods used in a variety of settings: formative and summative evaluation; content evaluation; factors influencing selection of assessment methods; reliability and validity of assessment instruments/tools. Developing assessment tests: written examination- MCQS type i, ii, iii; Short answer questions (SAQS), Long Essay questions (LEQ), Viva voce(oral exams).

Development of various types of tests: procedures; factors considered; collating and presentation of results; interpretation of results- mean, mode, standard deviation and analysis; Designing tests characteristics and critical analysis of test items

Teaching-learning strategies

Lectures, reading assignments, small discussions, plenary presentation in classroom, independent study,
Self-directed learning.

Assessment strategies

The use of formative and summative assessments will be applied

- 3 Continuous Assessment tests , practical work reports
- End of trimester examination using MCQ, short essay questions, long essay questions

Reading resources

1. James H. McMillan (2004). *Classroom Assessment: Principles and practice for Effective Instruction*. 3rd Edition Virginia Commonwealth University. USA.
2. Linn, R.L. & Gronlund, N.E (2000) *Measurement and assessment in teaching*. 8th ed. Upper Saddle River, N.J. Prentice Hall.
3. Webs, Janet (1998) *Health Assessment in Nursing*, Philadelphia Lippincott.
4. McDonald, M.E.(2000). *Systematic Assessment of learning Outcome: Developing Multiple choice Exams*. Jones and Barlett