



(University of Choice)

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

**UNIVERSITY EXAMINATIONS
2021/2022 ACADEMIC YEAR**

FIRST YEAR, SECOND TRIMESTER EXAMINATION

**FOR THE DEGREE
BSC: HEALTH PROFESSIONS EDUCATION**

COURSE CODE: HPE 215

COURSE TITLE: ASSESSMENT OF COGNITIVE PERFORMANCE

DATE: FRIDAY 22ND APRIL 2022

TIME: 2:00-5:00 PM

INSTRUCTIONS TO CANDIDATES

All questions are compulsory

Section A: Multiple Choice questions (MCQ'S)

Section B: Short answer questions (SAQ'S).

Section C: Long answer questions. (LAQ'S)

TIME: 3 Hours

(20 Marks).
(40 Marks).
(40 Marks).

MMUST observes ZERO tolerance to examination cheating

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SECTION A: MULTIPLE CHOICE QUESTIONS

(20 Marks)

- Q1. Method of assessment is one which;
- A. Most effectively assesses the objectives of a unit of study
 - B. Is aligned with the overall aims of the program
 - C. May include the development of disciplinary skills
 - D. May not necessarily support the development of vocational competencies
- Q2. The following are broad outcomes which assessment methods are related with **except**;
- A. Developing and evaluating a curriculum
 - B. Solving problems and developing plans
 - C. Performing procedures and demonstrating techniques
 - D. Thinking critically and making judgments
- Q3. Which assessment method would be most preferred for performing procedures and demonstrating techniques?
- A. Make a video (write scripts and produce/make a video)
 - B. Reflective journal
 - C. Learning contract
 - D. Portfolio
- Q14. Written presentations, oral presentations and group work are assessment tools to measure
- A. Thinking critically and making judgments
 - B. Abilities in communication
 - C. Solving problems and developing plans
 - D. Performing procedures and demonstrating techniques
- Q5. Universally, the choice of assessment method largely depends on;
- A. The entry requirements to training of students
 - B. How much the students have achieved during the course work
 - C. The goal of the assessment
 - D. How long following the review stage of the curriculum in use.
- Q6. Multiple Choice Questions (MCQs), Modified Essay Questions, (MEQs), Patient Management Problems (PMPs) and Objective Structured Clinical Examinations (OSCEs) are;
- A. Validation methods
 - B. Assessment methods
 - C. Validation instruments
 - D. Assessment instruments
- Q7. Modified Essay Questions (MEQs);
- A. A number of open-ended questions about a developing situation
 - B. The candidate working out the responses for themselves
 - C. Clear options provided
 - D. Case scenarios presented to a candidate followed by related questions.
- Q8. Which is NOT true regarding assessment in the following options?
- A. Systematic method of obtaining evidence from tests, examinations, questionnaires, surveys and collateral sources used to draw inferences.
 - B. Process used to evaluate facilitators' skills in reading, writing and mathematics
 - C. Documenting, often times in measurable terms, knowledge, skills, attitudes and beliefs.
 - D. Often used in an educational context, but applies to many other areas as well
- Q9. Purpose, Measurement, Evaluation, and Use constitute
- A. Components of classroom assessment
 - B. Formative assessment/evaluation
 - C. Norm-referenced assessment/evaluation
 - D. Practicability/feasibility

Q3. Formative assessment

- A. Is continuous or progressive assessment
- B. Is given to students as the course progresses
- C. Provides feedback to the learners and teachers about the learners' strength and weaknesses hence improving learning and shaping competencies
- D. Rank-orders students and awards marks, grades or certificates

Q10. The extent to which the test or method resembles or mimics the real-life situation in which the characteristic is to be measured is

- A. Fidelity
- B. Practicability
- C. Validity
- D. Objectivity

Q11. The perspective of assessment in cognitive performance include all except

- A. Classroom assessment including the environment
- B. Cognitive domains of learning and Blooms taxonomy of learning
- C. Reliability and validity of OSCE as instruments of assessment
- D. Hierarchies of learning (surface and deep processing)

Q12. Establishing learning targets takes into consideration of

- A. Types of learning
- B. Sources of learning targets
- C. Criteria for selecting learning target
- D. The size of the class of learners

Q13. Which of the following does NOT constitute appropriateness of assessment methods

- A. Fairness
- B. Positive consequences
- C. Practicability
- D. Time of assessment during training

Q14. In constructing quality classroom assessments, health professions' educators must demonstrate understanding of factors influencing assessment approaches including;

- A. Curriculum outcomes, domains of learning and types of learners
- B. Types of assessment instrument, grading criteria and requirements of the regulators
- C. Institutional examination policy, time provided for the examination process, validity and reliability considerations
- D. Financial inputs in the preparation, the time of administering the examination and the number of candidates taking the examination.

Q15. Which set best describe effective assessment of deep understanding and reasoning?

- A. MCQs, Viva voce, Listing and Definitions
- B. Long Answer Questions. PMPs, MEQs
- C. Portfolios, Reflective journals, Research projects
- D. OSCEs, Community diagnosis and Aptitude tests.

Q17. Formative evaluation, summative evaluation and content evaluation are

- A. Assessment and evaluation methods used in a variety of settings
- B. Examination and assessment methods used in a variety of settings
- C. Assessment and testing methods used in a variety of settings
- D. Test and examination methods used in a variety of settings

Q18. MCQs, Short Answer Questions (SAQs) and Long Essay Questions (LEQs) constitute

- A. Written examination
- B. Viva voce
- C. Portfolio
- D. Reflective journals

Q19. Mean, Mode, Standard deviation and Analysis are methods of

- A. Interpretation of results
 - B. Collating of examination results
 - C. Reporting of test and assessment results
 - D. Presentation of test and assessment results
- Q20. Consider; the question itself or the stem, the correct response to the question and distracters or the incorrect responses among the choices;

- A. Patient Management Problems (PMPs)
- B. Modified Essay Questions (MEQs)
- C. Objective Structured Clinical Examination (OSCEs)
- D. Multiple Choice Questions (MCQs)

SECTION B: SHORT ANSWER QUESTIONS (SAQs) (40 Marks)

Q1. On assessment;

- a) Define the term assessment from the perspective of classroom teaching (5 Marks)
- b) Explain factors influencing choice of assessment techniques (5 Marks)

Q2. Explain the meaning of the following concepts;

- a) Objectivity (3 Marks)
- b) Subjectivity (3 Marks)
- c) Criterion-referenced assessment/evaluation (4 Marks)

Q3. Explain four (4) objectives of assessment (10 Marks)

Q4 .In preparing an examination, assessment and tests, which steps considered in ensuring;

- a) Validity of assessment instrument (5 Marks)
- b) Reliability of assessment instrument (5 Marks)

SECTION C: LONG ANSWER QUESTIONS (40 Marks)

Q1. Regarding OSCE as an innovative assessment instrument;

- 1) Explain four perspectives of its merits and four elements favouring this type of instruments (8 Marks)
- 2) Outline what happens during an OSCE examination process (12 Marks)

Q2.Explain the role of tables and figures in demonstrating understanding analysis of test and assessment results for interpretation in presentation during an examination. (20 Marks)