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# **UNIVERSITY EXAMINATIONS**

## **2021/2022 ACADEMIC YEAR**

**FOURTH YEAR SECOND SEMESTER REGULAR MAIN  
EXAMINATION**

**FOR THE DEGREE OF BACHELOR OF  
EDUCATION (ARTS)**

**COURSE CODE: ENG 421E**

**COURSE TITLE: LANGUAGE TESTING AND EVALUATION**

**DATE: 30 MAY,2022**

**TIME: 2 – 5PM**

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### **INSTRUCTION TO CANDIDATES**

- SEE INSIDE

**THIS PAPER CONSISTS OF FOUR PRINTED PAGES**

**PLEASE TURN OVER**

REGULAR – MAIN EXAM

ENG 421E: LANGUAGE TESTING AND EVALUATION

STREAM: BED (Arts)

DURATION: 3 HOURS

INSTRUCTIONS TO CANDIDATES

- I. Answer Question ONE and any other TWO questions.
- II. Do not write on the question paper.

**Question One**

The language teacher must adhere to the process of conducting assessment regardless of the specific assessment tool that is being utilized to determine the language abilities of the learners. However, these must be selectively employed based on various factors, hence:

- a) Outline **six** qualities of a good examination paper (6 marks)
- b) Describe **five** factors a teacher would consider in examination administration (10 marks)
- c) Study the language assessment tool below and answer the questions that follow:

One ..... (1) Njeri was walking home..... (2) school. She stopped at the..... (3) center to buy a kilo of sugar for..... (4) mother.

As the sugar was weighed, Njeri saw two bees struggling to come out of the sugar. The shopkeeper did not see the bees as he concentrated on his work. The bees crawled on the shopkeeper's hand and tried to fly away but ..... (5).

They fell down on the sugar. The shopkeeper went on with..... (6) business of putting some sugar on the scales without noticing what was..... (7) The sugar was now on the weighing machine.

Satisfied it was one ..... (8) the shopkeeper was about to scoop and put the sugar into a brown paper..... (9) when Njeri drew his attention to the bees. He removed them with a ladle and thanked Njeri ..... (10) much.

**Source:** <https://www.atikaschool.org/kcse-english-grammer/cloze-tests-kcse-english-questions-and-answers>

- i. Explain THREE factors to consider when preparing this kind of language assessment tool. (6 marks)

- ii. State TWO advantages of using this kind of language assessment tool (2 marks)
- iii. Prepare a marking key/scheme for this language assessment tool (6 marks)

### Question Two

Language tests should deliver positive experiences to students and also build their confidence and also build learning experiences, hence they should be well designed and appropriately administered. In this connection:

- a) Define the following concepts as would be applied in language testing:
  - i. Language Assessment
  - ii. Language Testing (4 marks)
- b) State FOUR assessment and evaluation principles that a language teacher should consider and practice to ensure their effectiveness (4 marks)
- c) Examine SIX factors that you would consider in order ensure the Practicality of your test. (12 marks)

### Question Three

Test item analysis is likely something teachers do both consciously and unconsciously on a regular basis. In this regard:

- a) Define the following terms as used in test item analyses processes:
  - i. Item analysis
  - ii. Item difficulty
  - iii. Item discrimination
  - iv. Frequencies and distribution analysis
  - v. Item Behaviour (10 marks)
- b) Describe FOUR benefits of a teacher conducting test item analysis after the test has been scored and graded (8 marks)
- c) Provide an item analysis for the following essay item: "Explain the significance of Chinua Achebe's novels." (2 marks)

### Question Four

Before the teacher of English embarks on the actual preparation of the test paper, several components must be considered. Hence:

- a) Examine FOUR principles of "assessment for learning" (8 marks)
- b) Explain how the following guides the preparation of language test papers:
  - i. Content (6 marks)
  - ii. Time availability (2 marks)
  - iii. Teaching (2 marks)
  - iv. Resources (2 marks)

### Question Five

Assessment of both short and long language essays is one of the most engaging and challenging areas for the teacher of English. Hence the teacher must critically think about the most valuable assessment feedback mode to use based on the objectives and purpose of testing. Based on this:

a) Describe the following types of marking that a teacher could use:

- i. Analytic grading
- ii. Holistic grading
- iii. Primary trait grading

(6 marks)

b) Evaluate SEVEN ways through which the teacher of English will ensure valuable and reliable feedback to the learners' essay marking and grading

(14 marks)