

ASSESSMENT IN FOCUS



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Assessment in Focus is dedicated to dissemination of information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues, that would assist in the development and maintenance of up-to-standard and quality education at SMU, and at similar institutions of higher learning in Ethiopia.

Editors Note

As most of the articles in the present issue dwell on test item development and test planning, the editorial focuses on suggestions for writing appropriate test items.

In developing test items, test item writers need to keep in mind that they should employ language parameters, table of specifications, and other necessary components. To elucidate, when an instructor, an assessor, a teacher or an author, conceives an idea in his/her mind, and formulates and writes it on paper or on computer, it must be logically arranged so that it conveys the intended meaning to the reader. The same applies in test writing. Test item developers should also closely observe and employ proper capitalization, spelling, punctuation and word order (grammatical aspects) and see to it that their test writing satisfies qualities such as meaning, clarity, coherence, emphasis, conciseness and attractive rhythm.

To that end, it is advised to consider the purpose for testing in order to use appropriate methods, of testing, and prepare test items that allow students to show a range of learning achievements. For instance, an assessment item writer could choose to make use of criterion-referenced-assessment to measure the desirable qualities on the dimensions of a student's performance. This kind of assessment is used to measure how much a student has mastered what is expected of him/her at the end of the education and training that have been provided. But it should be noted that this does not represent the whole body of the knowledge and skills; however, it could focus on specific and key parts of the skills and knowledge acquired. This underscores the need for the importance of making appropriate test items in line with the objectives of the courses offered.

Moreover, test constructors are responsible for going through the test specifications based on the current knowledge and practices within their respective fields of study. The use of table of specifications in selecting items for an examination is one way to ensure test validity. Thus, test constructors should bear in-mind that they are responsible for making clear, precise and cohesive test items for each examination, which directly influence score reliability. Therefore, it is essential to the quality of examinations that test constructors use their subject matter expertise, their familiarity with the curriculum and their awareness of what is important in the field. To do this, the use of an effective language in writing self-

explanatory assessment tools is in no way compromisable, too. It would be proper here to focus and make a few remarks on criterion-referenced assessment as the MoE and higher institutions of learning in Ethiopia are moving along that trajectory.

Criterion - referenced assessment is used for many reasons. It can reinforce professional standards and practices, as it is based on the performance of the examinee. It helps students to aspire towards excellence, since they are forced to evaluate their standing viz-a-viz what is required of them in their line of discipline.

Criterion-referenced assessment helps students to get feedback on what their strengths and weaknesses are, and forces them to make continuous improvements. It also makes grade awards to students very transparent, and thereby enhances accountability

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SOME ACTIVITIES CARRIED OUT AT THE TESTING CENTER

*By Senait Getahun & Abera Hunde (SMU
Testing Center)*

1. Training on Test Planning and Test Item Development

Training on test planning and test item development was given by Dr. Wubishet Shiferaw to Regular Program academic staff of St. Mary's University, at the Mexico Campus on February 20, 2014. The aim of the training was to provide basic information on how to plan a test and develop quality test items.

2. Training on Blueprint and Test Item Development

Model exam developers of Grades 8, 10 and 12 Kidist Mariam Elementary, Secondary and Preparatory Schools were given training on test blueprint preparation and test item development for model exams. The model exam developers were drawn from Kidist Mariam Schools, the Testing Center (TC), and the College of Open & Distance Learning (CODL), SMU. The training was conducted at Kidist Mariam Secondary and Preparatory School, Gergi Campus, by the TC on March 17, 2014. The trainers were Dr. Wubishet Shiferaw, Ato Shenkute Mamo & Ato Gezahegn Zewdie of the TC. The

training was accompanied by active group discussions and experience sharing. Moreover, training materials on the following topics were distributed for further reference.

- Manual for test plan and test item development of model exams.
- Guide for planning a test.
- General guide for multiple-choice items.
- Bloom's Taxonomy of Educational Objectives.
- Sample national exams for all subjects of Grades 8 (Addis Ababa City Administration's Exam), 10 and 12.

3. Training on Exam Administration

On March 15 and 29, 2014, as part of preparations for CODL Term 2006 A exams administration, academic and administrative staff of CODL and selected exam center representatives were trained on how to administer exams with special focus on the invigilation part. The training was aimed at enhancing awareness on standard procedures of exam administration, and was given by Dr. Wubishet Shiferaw of the Testing Center.

4. Refreshment Training on Editorial Problems, Test Item Development and Test Item Analysis

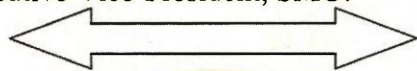
A refreshment training was held on April 15, 2014, for a half-day by the Testing Center for Assessors of the center, whose main duty is preparing assessment tools. They were trained on how to avoid major language errors while preparing assessment tools and develop quality test items. The major tasks

performed in item analysis were explained to the trainees, too. The training, which was supported by practical exercises for each topic, was carried out by Dr. Wubishet Shiferaw, Ato Degefa Burayou and Ato Gezahegn Zewdie.

5. A Half-Day Training Conducted

A half-day training was given to 59 public Secondary and Preparatory School academic department heads and teachers of Addis Ababa City Administration Education Bureau by the Testing Center, SMU. The training was conducted at SMU's Multipurpose Hall, Mexico Campus, on May 17, 2014.

It focused on test preparation, test item development and major salient points of item analysis. Group discussions and practical exercises were conducted, as well as guideline notes handed out. The trainers were Dr. Wubishet Shiferaw, Ato Gezahegn Zewdie and Ato Shenkute Mamo. A similar training had been given to another batch of department heads and teachers, during the last academic year, i.e. 2013. The training workshop was opened by Ato Tedla Haile, the Executive Vice-President, SMU.



GOOD NEWS !!

ST. MARY'S UNIVERSITY WILL BE ADMINISTERING ETS'S GRADUATE RECORD EXAMINATION (GRE) AT ITS TOFEL ADMINISTRATION CENTER, AS OF THE BEGINNING OF THE COMING NEW ETHIOPIAN YEAR (SEPTEMBER 2014). WE WILL START REGISTRATION SOON !!

EVALUATING TEST AND TEST ITEM CHARACTERISTICS

By Dr. Wubishet Shiferaw (SMU Testing Center)

Evaluating test and test item characteristics is an important means to improve instruction and future test development work. The quality of tools of educational assessment should be assessed to determine that the scores they yield have value for the purpose for which they were originally intended. Tests should be evaluated to insure that they get prepared with information about poorly performing test items and to give possible explanations and clearing up misunderstandings revealed by the test item data. By making use of information from item analysis, teachers/item setters can improve their item-writing skills and revise test items for future use, too. Eventually, a large pool of high-quality test items could be accumulated, and the ability to develop high-quality items will be enhanced in the process.

The Purpose of Item Analysis

The analysis of students' responses to objective test items is a powerful tool for test improvement and for accumulating a bank of high-quality test items. The basic purpose of item analysis is:

- To determine how efficiently the individual test item functions,
- To provide information about the power of each test question for discriminating between good and poor performing examinees,
- To provide information about the level of difficulty of each question item for the group, and
- To provide information about the plausibility (effectiveness) of incorrect alternatives or distracters.

Major Yardsticks for Evaluating the Quality of a Test

It is necessary to consider the following important factors in developing and evaluating tests regardless of the types of score interpretation.

- Relevance and Balance (content appropriateness and representativeness).
- Efficiency and Specificity (adequacy of item for testing and scoring and content specificity to objectives of instruction).
- Difficulty and Discrimination (relatedness of difficulty to the desired score interpretation and discrimination between high-and low-achievers).
- Variability and Reliability (exhibit variability in the distribution of scores and consistency of measurement).

The Process of Item Analysis

There exist many sets of analysis procedures which are in present use. The following procedure gives precise and clear understanding of the process of item analysis.

- Rank the scored answer sheets from the highest to the lowest score.
- Separate two sub-groups of the test paper (higher & lower groups consisting of 27% or more of the total group who took the test).
- Tabulate the number of pupils in the upper and lower groups who selected each alternative of each item.
- Estimate the difficulty level of each item (percentage of pupils who got the item right).
- Estimate the discriminating power of each item (differences between the number of pupils in the upper and lower groups who got the item right).
- Evaluate the effectiveness of distracters in each item (attractiveness of the incorrect alternatives).

Estimating Item Difficulty Level and Discrimination Power

For Estimating Item Difficulty, the formula is

$$\text{Difficulty index} = \frac{R}{T} \times 100.$$

R = the number of pupils who got the item right (total of upper & lower groups).

T = the number of pupils who tried the item

For Estimating Item Discrimination, the formula is $\text{Discriminating power} = \frac{RU - RL}{\frac{1}{2} T}$

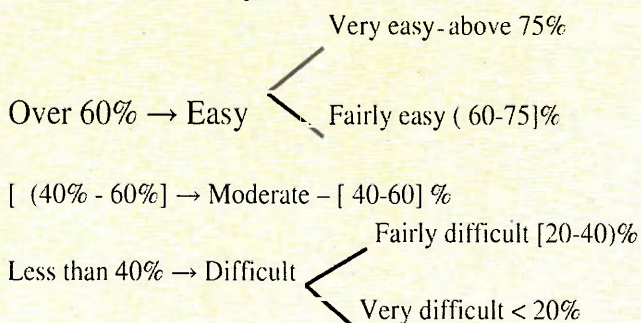
RU = the number of pupils from the upper group who got the item right.

RL = the number of pupils from the lower group who got the item right.

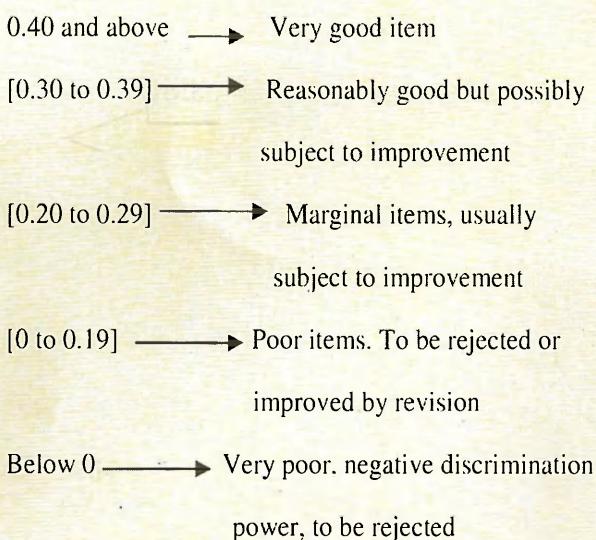
$\frac{1}{2} T$ = half of the total number of pupils included in the item analysis

Evaluation of Item Difficulty & Discrimination Index

Index of Difficulty and Item Evaluation



Index of Discrimination and Item Evaluation



Example of Item Analysis

Alternatives	The correct answer				
	A	(B)	C	D	Om its
Upper 50 pupils	0	50	0	0	0
Lower 50 pupils	8	20	12	10	0

To illustrate the method of item analysis, let us suppose that we have just finished scoring 100 test papers and considered all papers for item analysis (100%) and the data is as indicated below.

$$\text{Item difficulty level} = \frac{R}{I} \times 100 = \frac{50 + 20}{50 + 50} \times 100$$

$$= \frac{70}{100} \times 100 = 70\%$$

Item discrimination index =

$$\frac{RU - RL}{\frac{1}{2}T} = \frac{50 - 20}{50} = \frac{30}{50} = 0.60$$

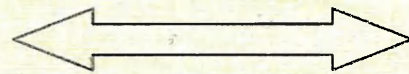
Regarding the effectiveness of distracters, the following comments could be given:

- The item has a lower level of difficulty,
- The item discriminates positively distinguishing between high and low achievers, and
- Distracters (alternatives, A, C & D) appear to be operating effectively, and are selected by lower group.

As indicated above, assessing the quality of tools of measurement and analyzing test scores are important means to improve instruction and methods of evaluation. In this regard, St. Mary's University Testing Center is aggressively working on item analysis and is providing the necessary feedback to all concerned bodies of the university.

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SOME GENERAL SUGGESTIONS FOR TEST CONSTRUCTION

By Gezahegn Zewdie (SMU Testing Center)

When constructing a test, instructors, teachers and assessors need to be concerned that the test measures an adequate sampling of the content and levels of the materials that were taught. If, for instance, what we want to test is student achievement of the cognitive domain, the table of specifications (TOS) can help instructors, teachers and assessors map the amount of class time spent on each objective with the cognitive level at which each objective was taught, thereby helping them to identify the types of items they need to include on their tests. A table of specifications (TOS) is a framework used when designing test plans. It identifies the objectives, knowledge and skills which are to be tested and the relative weight given to each specific content of the course intended to be evaluated. The development of such a table of specifications is the crucial first step in the test development process.

Selection of test item types/formats need to be based on the kinds of skills or knowledge to be measured and not on some personal likes or dislikes for a particular item format. The use of multiple-choice questions, for example, may make sense for large group testing on knowledge of the mechanics of English. This kind of item format is not generally appropriate, as a direct measure of writing skills. If the intent is to determine whether an examinee can write a clear and coherent essay, then an essay or free-response format is clearly more appropriate than a multiple-choice format. There is no inherent goodness or badness in any kind of question format. The choice must be made on the basis of the behavior to be tested. One issue which sometimes constrains the selection of test item format is the need for fast and relatively inexpensive scoring. In general, scoring fixed-response items, such as multiple-choice items, can be done faster and inexpensively than scoring free-response items such as fill-in-the-blanks, short answer or essay items. This is particularly true when there are large number of examinees whose examination need to be scored quickly.

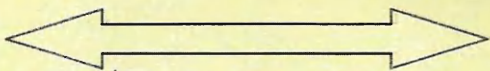
Test constructors are responsible for reviewing the test specifications based on the current knowledge and practices within their respective fields. Implementing these specifications in their item selection for an examination is one method to ensure test validity. They are also responsible for constructing clear, precise and cohesive

group of test items for the examination, which directly influences score reliability. Therefore, it is essential to the quality of examinations that test constructors use their subject-matter expertise, their familiarity with the associated curriculum and their awareness of what is important in the field.

Here are a few general guidelines that can help you in the construction of tests:

- **Consider your reasons for testing.** Before constructing a test, you need to ensure that what you are planning will fulfill the demands that you wish to make in the test. Will this test challenge examinees to apply the concepts learned so far? The reason (s) for giving a test will help you determine features such as length, format, and level of details required in answers, and the time frame for returning results to the examinees.
- **Maintain Compatibility.** Compatibility between objectives for the course, methods of teaching, and the tests used to measure success or failure needs to be maintained. If, for instance, the material learned emphasizes review and recall of information, then so can the test. On the other hand, if material learned emphasizes analysis and synthesis, then the test can also be designed to demonstrate how well examinees have learned these things.

- **Use testing methods that are appropriate to learning objectives.** For example, a multiple-choice test might be useful for demonstrating memory and recall, and the objective of the test may also require an essay or open-ended problem-solving for the examinees to demonstrate more independent analysis or synthesis.
- **Help examinees prepare themselves.** Most examinees will assume that the test is designed to measure what is most important for them to learn in the course. You can also help examinees prepare for the test by clarifying course objectives as well as reviewing material. This will allow the test to reinforce what you most want your examinees to learn and retain.
- **Use consistent language** (in stating objectives, and in writing test questions). Consistent language is important to describe expected outcomes. If you want to use words like *explain or discuss*, be sure that you use them consistently and that examinees know what you mean when you use them.
- **Design test items that allow examinees to show a range of learning.** That is, examinees who have not fully mastered everything in the course should still be able to demonstrate how much they have learned.



A FEW POINTS ON CRITERION- REFERENCED ASSESSMENT

By Shenkute Mamo (SMU Testing Center)

We can generally classify assessment instruments in use into two main groups. These are: norm-referenced and criterion-referenced assessments.

Norm-referenced assessment is a test or other type of assessment designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group. And criterion-referenced assessment is a test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

Of the two types of assessments, this article dwells on criterion-referenced assessment, and presents a few points on it.

Criterion-referenced tests include items that are directly relevant to the learning outcomes to be measured, without regard to whether the items can be used to discriminate among students. No attempt is made to eliminate easy items or alter their difficulty. If the learning tasks are easy, then test items will be easy. The goal of the criterion-referenced test is to obtain a description of the specific knowledge and skills each student can demonstrate. This information is useful for

planning both group and individual instruction.

Criterion-referenced interpretations can be made in various ways. For example, we can (1) describe the specific learning tasks a student is able to perform (e.g., count from 1 to 100), (2) indicate the percentage of tasks a student performs correctly (e.g., spells 65 percent of the words in the word list), or (3) compare the test performance to a set performance standard and decide whether the student meets a given standard (e.g., performed at the proficient level).

- **Criterion-referenced assessment** evaluates students' assignments against criteria, defined as desirable qualities or dimensions of a student's performance, whereas norm-referenced assessment compares students' performance with that of their peers.

- **Criteria** are task-specific; as for instance, the desirable qualities of an essay will necessarily differ from those of a laboratory experiment. Criteria can express expectations of student performance that relate to required knowledge, as well as information literacy, application, analysis, evaluation and synthesis skills. They may also address other academic and graduate skills or skill groups including, research, communication, decision-making, problem-solving, creativity and management.

- **Criteria** may explicitly address separate parts of an assignment. This approach suits components of assessment tasks that have a

clearly prescribed function or structure, such as an introduction, a data analysis section, a graph(s), a conclusion or a reference list.

There are multiple ways to score a criterion-referenced exam. These include: checklists, rating scales, grades, rubrics and percentages.

- **Criterion-referenced assessment** allows for some definition of learning standards when you combine assessment criteria with descriptions of expected student performance for each grade (grade descriptors).

Why adopt criterion-referenced assessment?

Criterion-referenced assessment is adopted and made use of for many reasons, among which the following are common. It can make disciplinary norms and practices transparent. It can help students to internalize professional understandings of excellence, and to begin evaluating their own individual performance against them. It can assist student learning by explicitly profiling disciplinary knowledge and skills that they are expected to demonstrate. Criterion-referenced assessment helps to obtain subsequent feedback, too, focusing on specific points for commendation or improvement.

On top of that, criterion-referenced assessment helps to grade students according to explicit criteria and standards; it encourages all students to strive for high standards because there is no predetermined grade distribution. Furthermore criterion-referenced assessment enhances the assessor's accountability in that

the descriptive qualities and standards allow the assessor to make transparent and defensible moderation decisions about which grade should be awarded.

Using criterion-referenced assessment effectively

- Assessment criteria should be aligned with stated course objectives, including knowledge and skills.
- Assessment criteria should be specific to the task being assessed. It is difficult to communicate expected performance qualities and standards with very generic or misaligned assessment criteria.
- Each assessment criterion should be weighted using either a raw percentage or a percentage-based allocation of available marks.
- Assessment criteria can be supplemented by marked student trial product, learning activities and dialogue between teaching team members, and between staff and students.
- The same assessment criteria should be used consistently within disciplines and programs for comparable tasks.
- Assessment criteria are used in combination with grade descriptors, which describe expected levels of student performance for each grade.

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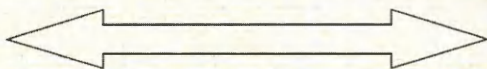
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THE USE OF LANGUAGE PARAMETERS IN WRITING ASSESSMENT TOOLS

By Degefa Burayou (SMU Testing Center)

No one can write anything before thinking because what is pen-marked on paper is the reflection of what is directed by our mind or spoken; and writing is aimed at conveying a given message which needs to be understood by the reader without the assistance of anyone (Barass, 2009). This reminds one that correct language usage is of the essence in any piece of writing. Correct language depends on various factors, among which the following are important. It is essential to underline the need to observe the necessity of capitalization, spelling, word order and punctuation in order that what is written gives the intended meaning. These elements are considered as distinguishing parameters in writing test items. For example, an improper capitalization may imply unnecessary emphasis, misused punctuation may mean uncertain meaning, and an improper mechanics may indicate disorganized writing.

Supplement to these, such basic qualities as meaning, clarity, coherence, emphasis, conciseness and rhythm of language are considered crucial, as their absence may



discredit the value of the items in such a way that it is difficult to make anything out of them. In other words, we need to examine what we have written to make sure that each item is clear, concise, forceful and free of mistakes.

As a guide, one should know the basic parts of a sentence and how they are combined and arranged in so many ways (Seely, 2004). This idea makes clear that knowing the links between word classes is very important, in which case we need to look not only at the word but also at its meaning, position and use in a sentence. Together with the knowledge of word classes, sentence building and sentence combination, it is important to recognize that knowing punctuation rules is equally important as knowing the laws of grammar. Of course, learning grammar rules and the mechanics of writing are critical components of learning to write.

One authority on the issue has put it this way; “Today, we think it well to make each issue as nearly self-sufficient as is reasonable so that the reader does not feel the need for a research staff to help him/ her understand the day’s news.”

This verifies that a piece of writing needs to be written as correctly as possible, even though it depends on the rhetorical situation of a person. Thus, no significant piece of writing – whether a college paper, a report to a boss, or a business letter can be considered

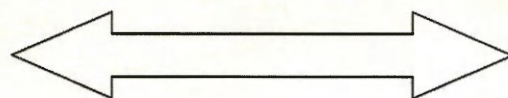
complete until it has been carefully proofread at least twice or thrice for errors. That is also true for any assessment tool writing. Lapses in capitalization, grammatical usage, punctuation and spelling are great dangers to be avoided.

However, it must be noted that though correctness is desirable, it is also likely that it can inhibit one’s writing. Therefore, we should not allow space for excessive worry to dominate our experience of writing. Contrarily, it would be misleading, too, to say correctness does not matter, for basic errors in writing will distract and turn off even the most determined examinees. Therefore, it is good to work hard to master the rules as quickly as possible to feel secure about what we write.

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Favorite Quotes on Assessment

“We cannot discover what ought to be the case by examining what is the case. We must decide what ought to be the case.” Paul Taylor

“For changes to be of any true value, they’ve got to be lasting and consistent.”
Tony Robbins

Source: Quoted in
Design, Monitoring and Evaluation: Quotes
Related to
[Design monitoring evaluation.blogspot.com
/.../quotes-related-to-evaluation](http://design-monitoring-evaluation.blogspot.com/.../quotes-related-to-evaluation)

“Validity, reliability, comparability, and fairness are not just measurement issues, but social values that have meaning and force outside of measurement wherever evaluative judgments and decisions are made.”

Source: Quoted in
Quotes in Quotes about evaluation/ E-Valution-
UBC Blogs
blogs.ubc.ca/evaluation-category/quotes-about-evaluation/

“All assessment is a perpetual work in progress.” Unknown

Source:
Quotes on ASSESSMENT –FaCET
[www.wku.edu/teaching/db/quotes/byassess.
php](http://www.wku.edu/teaching/db/quotes/byassess.php)

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