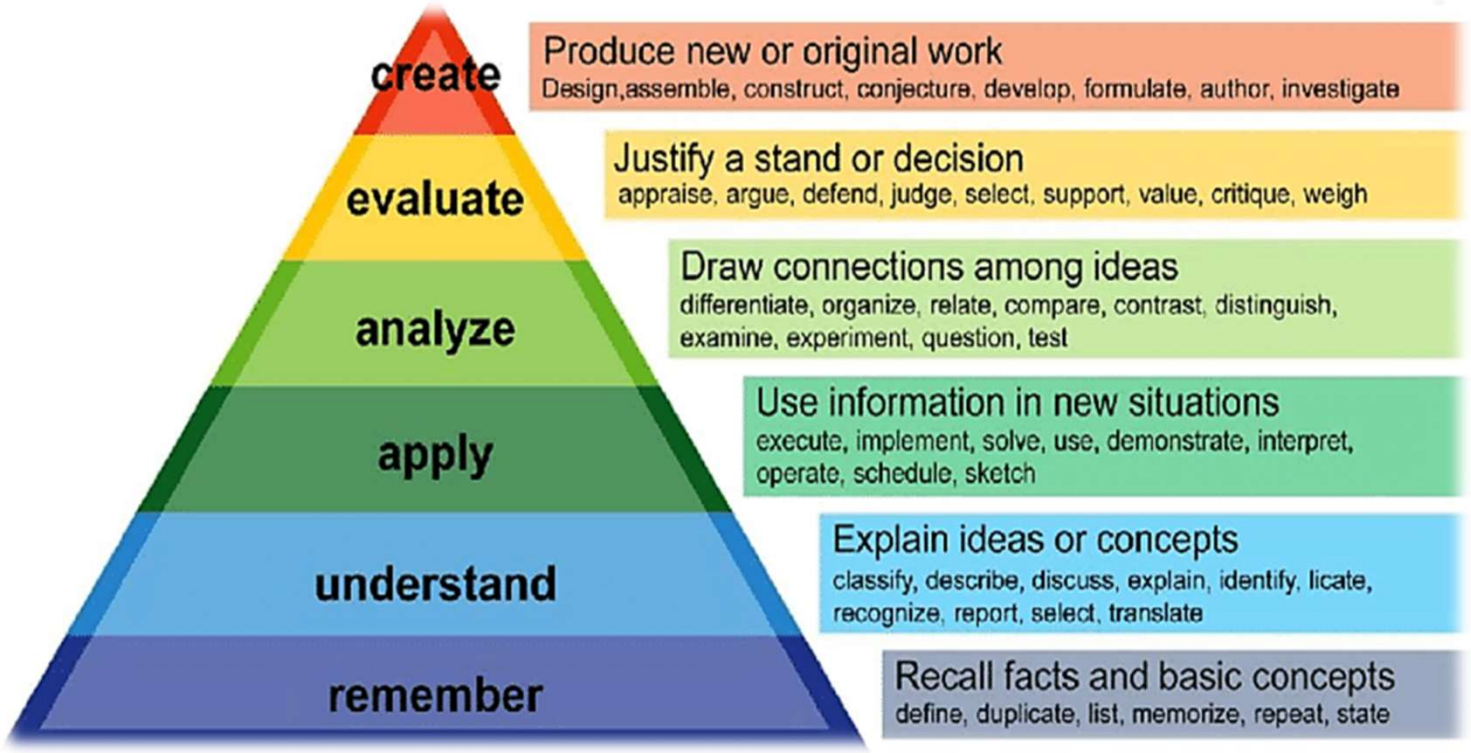
REVIEW

BLOOM'S TAXONOMY



Two important characteristics of tests are:

1. Reliability – to be reliable, the test needs to be consistent and free from errors.
2. Validity – to be valid, the test needs to measure what it is supposed to measure.

Objective test items include:

- Multiple choice
- True-false
- Matching
- Completion/Fill-in-the-blank

Objective test items are best used when:

- The group tested is large; objective tests are fast and easy to score.
- The test will be reused (must be stored securely).
- Highly reliable scores on a broad range of learning goals must be obtained as efficiently as possible.
- Fairness and freedom from possible test scoring influences are essential.

Subjective or essay items

- students present an original answer.
- These types of items are easier to use for higher order Bloom's (apply, analyze, synthesize, create, evaluate).

SUBJECTIVE TEST ITEMS INCLUDE:

- Short answer essay
- Extended response essay
- Problem solving
- Performance test items (these can be graded as complete/incomplete, performed/not performed)

Subjective test items are best used when:

- The group to be tested is small or there is a method in place to minimize marking load.
- The test in not going to be reused (but could be built upon).
- The development of students' writing skills is a learning outcome for the course.
- Student attitudes, critical thinking, and perceptions are as, or more, important than measuring achievement.

SUMMARY

- Objective and subjective test items are both suitable for measuring most learning outcomes and are often used in combination. Both types can be used to test comprehension, application of concepts, problem solving, and ability to think critically. However, certain types of test items are better suited than others to measure learning outcomes. For example, learning outcomes that require a student to ‘demonstrate’ may be better measured by a performance test item, whereas an outcome requiring the student to ‘evaluate’ may be better measured by an essay or short answer test item.

EXAMPLE

Table 3.3. Table of Specification for Science (Biology) Class—X

Instructional Objectives / Content Areas	Knowledge				Understanding				Application				
	SU.	MC.	MT	T.F.	SU	M.C.	M.T.	T.F.	SU.	M.C.	MT.	T.F.	TOTAL
1. Food	0	1	0	1	1	1	0	2	2	1	1	0	10
2. Food Deficiency Diseases	1	0	1	0	2	1	1	1	1	2	1	1	12
3. Diseases due to overtake of food	1	2	1	1	2	3	2	3	4	2	2	2	24
4. Food yields	2	3	1	2	6	2	7	2	6	3	6	2	42
5. Essentials for Good health	1	0	1	1	1	1	1	1	1	2	0	1	12
Total	5	6	4	5	12	8	11	9	14	10	10	6	100

Note : SU = Supply Type, M.C. = Multiple Choice type items, M.T. = Matching type items, T.F. = True false items.

QUESTION

Fig.—3.1 The item analysis card.

Subject ..... Unit .....
Class .....
Item No. .....

Group	No. of Pupils	Alternatives					Total No. of pupils respon-ded	Item diffi-culty	Item Dis. power
		A	B	C*	D	E			
Upper	16	0	0	15	1	0	16	66.67	.63
Lower	16	5	4	5	0	0	14		

*Correct answer.

REFERENCES

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