

(A comparison between Objective and subjective tests)

المقارنة بين الاختبارات المقالية والموضوعية

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Abstract :

This paper aims at presenting a comparison between objective and subjective tests . This paper attemptsto shed light on these two aspects of tests and make do a compression by using suitable techniques for objective and subjective tests .

The paper compares between the two techniques used by the objective and subjective tests respectively, the time and efforts required by each type, the extent to which each type can be reliable, and the skills each type is suitable to measure.

The paper shows that objective tests, on the contrary of the subjective ones, encourages guess> Objective tests are used to test specific areas of language; subjective tests give an overall evaluation of the student's mastery of language.

The research investigates, in brief, the multiple- choice item being one of the widely used type of items in the objective tests: "answer these questions" being one of the widely used type of items in the subjective tests.

The paper ends with the most important conclusions as a result of the research.

1. **Introduction** :

Many researchers and applied linguists talked about objective and subjective tests and claimed many differences between them . The test can be classified into two groups according to scoring : objective test and subjective test and both objective test and subjective test are good for classroom test .

2. **Comparison between objective and subjective tests** :

Objective tests are so called according to their scoring which depends on personal judgments or opinions. Subjective tests are so called because their scoring depends on personal judgments or opinions, the techniques used in objective tests multiple – choice items (MCI) , True / false items , matching items , transformation sentences , re-arrangement items and fill the blanks or gap filling.

On the other hand, the techniques used in subjective tests include: essay writing, composition writing , letter writing, reading aloud, completion type and answer these – questions .

To answer an objective test, the testee has to select his answers from two , three , four or even more alternatives while subjective tests which [has] only one correct answer . Besides, to answer an objective test, the testee has to plan and write his own answer by using his own words and expressions .

Furthermore, objective tests need much time and effort to write the questions because the examiner has to provide the answers as well as the question so that objective test requires more careful preparations than

other types of test. But in subjective test the examiner needs to write few questions without answers .

In objective tests, it seems that kind is . more reliable because it gives a stable scoring . But in subjective test, it seems, it is not reliable because it doesn't give a stable scoring .

Objective tests are used to test structures, vocabulary, comprehension, and sound discrimination. On the other hand , subjective tests are used to test ideas, culture, coherence and creativity .

Objective tests encourage guessing and it is difficult to write simple to answer , easy to score , suit for a large number of testees , and this type of test can be scored by a machine .

Besides, subjective test doesn't encourage guessing easy to write, difficult to score and suit for a small number of testee . This type of test can't be scored by a machine .

Objective test can be used to test specific area of language, while, subjective test can be used to evaluate overall achievements. Furthermore, objective tests require recognition more than production but subjective tests require production as well as recognition. An objective test is a type of discrete point test, but subjective test is a type of an integrative point test .

Objective test is a type of close – ended atomistic, a system – referenced and it applicative test and replicative test. On the other hand, subjective test is a type open – ended test, a holistic and replicative and it isn't applicative.

Objective test depends on students' knowledge . It is a valid test which student's need a short time to answer than subjective test. But subjective test depends on student's experience. It is invalid test and student's need a long time to answer than objective test .

Finally, a good classroom test should be contained both subjective and objective. Heaton (1997:33) says that " always remember that most good test contains both objective and subjective types of item " .

3. **Multiple – choice item (MCI) :**

Multiple – choice item (MCI) is one of the most widely used type of items in objective test.(multiple) can provide a useful means of learning and testing in various learning situations provided that it is always recognized that such items , test knowledge of grammar, vocabulary, etc. rather than the ability to use language. Although they rarely measure communication . They can be proved to be useful in measuring student's ability to recognize correct grammatical forms.

Hence multiple – choice items can help both teacher and student to identify . (MCI) test implies the student's problem difficulties three or four answers are given. Only one of these answers is correct. By the way in this type of tests the examiner or the teacher isn't influenced by the neatness of the student's handwriting or the beauty of his expressions. The answers are scored rapidly and accurately by the teacherexaminer.

Multiple – choice items (MCI): is usually divided into three groups or parts :

- 1- The Stem
- 2- The correct choice or correct answer
- 3- The distracters .

1- The Stem,the initial part of each multiple – choice items is known as the stem. It can be completed statement, an incompleted statement and question.

- 2- The correct choice or correct answer, or correct option or key.
The answer can be a word or a group of words.
- 3- The distracters , incorrect options or incorrect answer. The distracters can be two or three or four options.

They are the options which surrounded the answer so that the students with inadequate knowledge cannot find the answer .

4. Answer These Questions :

The term 'answer these questions, is used to refer to these questions which elicit a completely subjective response on the part of the testees. The response requires a range from one – word answer to one or two sentences.

Marking for answer these questions which requires answers in sentences, it is frequently advisable to award at least two or three marks for each correct answer.

Finally, a reading comprehension passage may by one or two multiple – choice items, several True / false items , a few completion items and one or two open – ended items .

Conclusion :

Objective items : require students to select the correct response from several alternatives or supply a word or short phrase to answer a question. It includes multiple – choice, True / false, matching and completion items .

Advantages of multiple choice questions can measure all level of student ability from memory to synthesis. It enables wide sampling of subject content. Quick and easy to score, thus, can be analysed for effectiveness .

Disadvantages of multiple choice questions are difficult to construct good items .

Objective assessments :

Assuming that all students in a classroom are taught the same material, these assessments are good for recalling factual knowledge. This test tends to be more reliable than the subjective test.

Subjective items: require students to write and present an original answer. It includes short – answer essay, extended – response essay, problem solving, and performance tasks .

Advantages of subjective tests are higher learning skills are utilized by learners , for example synthesis, analysis and evaluation . Brevity and consciousness, precious of expression is developed among learners. It can quickly and easily constructed and eliminates guessing .

Disadvantages of subjective tests are subjectivity the same piece of work can get different marks . Students with poor language prowess tends to fail .

Time is consumed when answering these questions, usually it is limited in scope, and thus it doesn't cover much content .

Subjective assessments :

The examiner's judgment determines the final grade .

Throughout the research, it has been found that although objective testes are reliable when designed effectively; they still don't offer a true sense of the student's comprehension, while subjective testes like essay writing can demonstrate student understand of a topic and show his ability to expand on areas of familiarity .

The research recommends taking both subjective and objective tests for a classroom test . The universal adoption of a combination objective / subjective testing format would tend to sharpen writing and organizational skills .

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المقارنة بين الاختبارات المقالية والموضوعية

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يهدف هذا البحث إلى عقد مقارنة بين الإختبارات المقالية والموضوعية. وتسعى هذه الورقة البحثية إلى تسليط الضوء على مختلف جوانب هذين النوعين من الإختبارات والمقارنة بينهما باستعمال التقنيات المناسبة لكل من الإختبارات المقالية والموضوعية.

وتقارن هذه الورقة البحثية بين نوعي التقنيات المستخدمة في الإختبارات المقالية والموضوعية والوقت والجهد اللذين يقتضيهما كل نوع منهما ومدى امكانية الإعتماد على نتائج كل منهما والمهارات التي يمكن قياسها بكل واحد منهما.

وتبين الورقة ان الإختبارات الموضوعية، على خلاف الإختبارات المقالية، تشجع الحدس والتخمين. وتستخدم الإختبارات الموضوعية لإختبار مجالات محددة من اللغة، فيما تستخدم الإختبارات المقالية للتقويم الشامل لقدرات الطالب اللغوية.

كما تستعرض الورقة البحثية، بإيجاز اختبار الخيارات المتعددة بصفته الإختبار الموضوعي الأكثر شيوعاً و"أجب على هذه الأسئلة" بصفته الإختبار المقال الأكثر انتشاراً.

وتنتهي هذه الورقة البحثية إلى جملة من النتائج المهمة التي خلص إليها البحث.