An Evaluation of English Ministerial Examinations for Sixth Preparatory Class According to the Cognitive Domain

Inst. Dr. FakhirMuhi Mahmood
Ministry of Education
General Directorate of Pre-service and In-service
Training and Educational Development

Abstract:

The present research aimed at evaluating of English ministerial examinations for the sixth preparatory class according to the cognitive domain. A checklist based on Bloom's Taxonomy was the instrument used to categorize the cognitive levels of these examinations questions. The sample implies exams papers of the academic years 2013-2014 and 2014-2015 first attempts. The researchers used proper statistics to rank the cognitive levels of these questions. The results showed that the highest percentage of the questions was in the level of knowledge with the frequencies of (16), and percentage of (53.33%), then followed by comprehension and application levels with the frequencies of (6) for each one, and with a percentage of (20%) also, synthesis level got (2) frequencies with percentage of (6.66%), whereas the analysis and evaluation levels both got (0). These results refer to the concentration of the test designers on the questions which measure the level of knowledge then comprehension and application more than other cognitive levels. This means that the questions of these final exams were mostly aimed to elicit the knowledge the students had accumulated before. Finally, some recommendations and suggestions are presented by the researcher to enhance examinations' procedures and the educational process in Iraq.

Section One: Introduction

Problem of the study and its significance

Evaluation of the ministerial exam questions is considered the major problems which draw the interest and attention of educators and experts of measurement and evaluation. It is a necessary state for learning and a vital element in the process of teaching.A wide interests calls for reform of the examinations systems appeared especially by the Ministry of Education in Iraq and the follow-up of such examinations. So, special importance has been given through many educational conferences and annual reports, (Republic of Iraq, 1981: 23-24, & ninth educational conference, 1986).Therefore, there must be a process of evaluation through which we

can judge the degree of success or failure in achieving the goals set for the educational process in general and the process of teaching English in particular, asEnglish is one of the compulsory subjects in all streams, it is a dominant language and a required international language of communication, science, information technology, business, and entertainment. Ebel (1972), as cited in Majeed(2007:240) asserts that "to teach without evaluating or testing, the results of teaching would be foolish". It is known that the curriculum content reflects the educational objectives which are planned in the virtue of several fields, and the cognitive domain enjoys a greater share from other areas by good feature of several factors including the grade level and nature of material content and the levels of students.

Sixth preparatory class is the last step in the secondary stage. Ministry of Education in Iraq takes care of this last class because the university acceptance depends on the average of it. So, the successful candidate also can move from school stage to the university program, a good outcome from Ministry of Education gives good incomes to Ministry of Higher Education. Also it prepares students for the knowledge and basic skills required to meet society's needs.

To measure what students acquire of knowledge and experiences, teachers use achievement test to carry out the purposes, so the achievement test contributes in improving the learning process.This test is a systematic procedure for determining the amount a student has learned. It should support and reinforce aspects of the instructional progress (Gronlund,1977:1).

There are several classifications in the field of evaluating questions of exams; one of them is the Bloom's Taxonomy of cognitive levels which is the most common one. Teachers and exam designers should adopt the whole cognitive levels in designing the tests. They should not design only tests to assess low levels like knowledge, comprehension, and application, but also to measure high levels and to use them in the lesson plans and tests.

The researcher has noticed that there are shortcomings in studying, analyzing and evaluating of English ministerial examinations questions of the sixth preparatory class, especiallyafter the introductionof the new curriculum of English (English for Iraq) for the first time at the beginning of academic year 2013-2014. The researcher finds there is a need to evaluate such questions to show their formulation in accordance with the extent of cognitive domain levels and their suitability for the mental capacities of the students. Thus, the present research attempts to evaluate

An Evaluation of English Ministerial Examinations for Sixth Preparatory Class According to the Cognitive Domain

English ministerial examinations questions for the sixth preparatory class in the light of Bloom's taxonomy of cognitive levels. So, the main question of the research is: **"To what extent is the availability of the cognitive domain levels, according to Bloom's taxonomy, in the English ministerial examination questions of the sixth preparatory class in Iraq?"**

Value of study

Evaluation leads to recycling the process of curriculum development, incorporating changes suggested by the results achieved and changes in educational thought (Jeffs and Smith, 2005: 85-92).Examinations occupy a significant importance in the educational process, and in account of the students' fate and their future. All schools can get benefit from examinations in any format, yet because changes in the learner which the education seeks to make cannot view them by naked eye, so there should be a way to show them. Examinations arean extreme toolto achieve this aim, and it is very important to reform them always in order to humor the educational process in its progress.

Ministerial exam is one of the most important tests faced by students in the preparatory stage. Because of their importance in determining their future, their scientific and humanitarian specializations in the university, and theseexams have a strong impact in controlling of the last two classes which preceding ministerial exam,the purpose of the exam have a significant impact on away corrected and the weights of the topics that focuses on measuring , which in turn affects the curriculum and methods of teaching and directs teachers to focus on specific aspects of the curriculum more than others, and the exams affect the students' activity and interests, and guide them towards the success(Al-Bahadli, 2009 : 8-9).Also, in which extent that the ministerial examinations achieved the cognitive educational objectives of knowledge,comprehension,application, analysis, synthesis, and evaluation,which provide accurate idea about the nature of the ministerial exams and how to achieve these objectives , and providing adequate information which regard as a feedback to teachers about the nature of the questions they put, which it benefits them in revising their method and the style of questions, and increase their interest in preparing these questions to meet the cognitive needs of the students .The researcher has chosen the sixth preparatory class for its importance in the secondary stage which embodied the future aspirations of the students.

The value of the present research can be summarized as follows:
1. The research serves to identify the strengths and weaknesses of the English ministerial examinations questions of the sixth preparatory class.

2. The research can be regarded as an access to improve the educational process because of the importance of the evaluation process.

3. Teachers of English can recognize the questions' classifications.

4. The research helps the exam designers through reliance on the levels of questions and criterion set by the present research.

5. The research helps decision-makers in the Ministry of Education in the future to motivate English teachers and exam designers to stay away from the forms of assessing the students which encourage them on rote, and memorization of information.

6. The research provides other researchers with some reliable instrument, action procedures, and experimental findings for use in future researches.

Aim

The present research aims to evaluateEnglish ministerial lexam in ationsquestions ofthe sixth preparatory class according to the cognitive level.

Limits

The present research is limited to the questions of English ministerialexaminationsof preparatory class for thetwo academicyears (2013-2014) and(2014-2015) first attempt in light ofBloom's Taxonomy of cognitive six levels: knowledge,comprehension,application, analysis, synthesis, and evaluation.

Procedures

To achieve the aim of the present research, the following procedures are adopted:

1- Collecting the required data from different sources in order to design the instrument of the research (checklist).

2- Obtaining face content validity of the instrument by giving it to a group of experts in the fields of assessment and evaluation, English teaching methods.

3- Asking two analysts to make sure of the reliability of the analysis that specialized in English and education.

4- Statistical treatment of data to find out the percentages and frequencies.

5- Analysis and discussion of results.

Definitions of basic terms

Evaluation:

There are various definitions of evaluation, one of them is the definition of Scriven. He defined it as follows: Evaluation refers to the process of determining the merit, worth, or value of something, or the product of that process. Terms used to refer to this process or part of it includes: appraise, analyze, assess, critique, examine, grade, inspect, judge,

rate, rank review, study, test .... . The evaluation process normally involves some identification of relevant standards of merit, worth, or value, some investigation of the performance of evaluands on these standards, and some integration or synthesis of the results to achieve an overall evaluation or set of associated evaluations (Scriven, 1991:139).

As used in the present research evaluation can be definedoperationally for the purpose of clarity and coherence as follows:It means the process of judging tests value on the basisof certain criteria specified for the purpose of making decisionsabout the efficiency of the English ministerialexaminations.

Ministerial Examinations:

Ministerial Exams (Baccalaureate) are conducted, managed and supervised by the Ministry of Education through the Directorate General of Exams which is responsible for the preparation of all details related to these examinations in all its aspects.They are applied at the end of the primary, intermediate and preparatory stages,i.e., sixth grade of the primary stage, the third grade of the intermediate stage, and the third grade of the preparatory stage.(Ministry of Education. Law No. (22) Year 2011).

Cognitive domain:

Cognitive domain in the Bloom's taxonomy is concerned with the intellectual abilities and operations. It includes six levels knowledge, comprehension, application, analysis, synthesis, and evaluation.Orlich& et al.(2004 cited in Abidin et al. 2013).

Section Two: Theoretical Background
Evaluation:

Evaluation is defined variously, depending on the subject matter, applied methodology or the application of its results. It is often defined as an activity that judges worth. Brooks and Friedrich (1973:128) defined it as a major component of the teaching-learning process on whose results many grave decisions are taken concerning the methods of teaching adopted, the material in use and the effectiveness of the total language program in serving the objectives of that program. Some definitions include the notion of improvement. For example: Evaluation is a set of research questions and methods geared to reviewing processes, activities and strategies for the purpose of improving them in order to achieve better results (Kahan&Goodstadt 2005).The real purpose of an evaluation is not just to find out what happened, but to use the information to make the project better. It is the reflective link between the dream of what should be and the reality of what is.(Kahan&Consulting, 2008:11).In the field of education, evaluation is regarded as an integral part of all aspects of the educational

process, and its major purpose is to improve instruction and student learning. Different authors have different notions of Education evaluation. Tyler (1951) asserts that "Education evaluation is the judgment process for the educational goal (behavioral objectives) realized through education and class activities". Stufflebeam et al, (1971) describe it as a " process of delineating, obtaining and providing useful information for decision makers". Cronbach (1984) says that "Education evaluation is the process of information gathering and treatment necessary to make a decision for an education program."(Mondal, A. and Mete, J .2013:123).

Types of Evaluation:

According to the education process or program evaluation method, Scriven (1967: 39-83) articulated the idea that there were two types of evaluation, formative evaluation which focused on evaluating implementation, and summative evaluation which focused on evaluating the impact of the program.

1- Formative Evaluation: This evaluation accumulates information to enhance methods and optimize education while the education is in progress.

2- Summative Evaluation: This final, total evaluation, which takes place after fixing and repairing by Formative Evaluation, gives a diversified decision about a completed education process or the total result or effectiveness of program.

Phases of Educational Evaluation:

1. Create the Evaluation Plan:Because the contents and methods of evaluation differ by evaluation plan, confirm the evaluation goals or necessity, and set up the evaluation plan and design by arranging for phases such as setting education goals, stating methods, selecting the evaluation design, producing the evaluation tools, collecting evaluation data, analyzing evaluation results, and applying evaluation results.

2. State the Evaluation Goal: Decide on the evaluation goal, and select the best statement methods possible, based on the goals that the evaluation process is to achieve. Confirm the evaluation goal, state it, analyze and evaluate the stated goal, and create a dual classified table.

3. Select an Evaluation Design:Create a specific design, according to the evaluation goal, to collect, analyze, and compare the data expected to be received during the evaluation. Set up tests,composition of sample space, evaluation time, number of evaluations, and the relative standards for evaluation results.

4. Produce Evaluation Tools:Decide on the evaluation methods or measuring tools that will be used to collect data or information, and produce the best evaluation tool possible.

5. Collect the Evaluation Data:After selecting and producing the evaluation tools, collect the actual information and data by acquiring the necessary labor, facilities, and time; check and improve the given condition.

6. Analyze the Evaluation Results:Arrange and grade the information and data collected during the fifth phase to obtain the mean, variance, and standard deviation. Analyze the collected data qualitatively and quantitatively, according to the evaluation goal.

7. Report the evaluation results.

8. Apply the Evaluation Results:Based on the evaluation results, improve the education methods, induce motivation to learn, apply the various evaluation results according to the evaluation goals, and check the end result.(Lee,1999:3).

Bloom's taxonomy:

In (1956) Bloom and his colleagues presented their taxonomy of educational objectives as a basis for planning educational objectives, teaching-learning activities and assessment items. Bloom's taxonomy is a classification system of educational objectives based on the level of student's understanding that is necessary for achievement or mastery. The Bloom's cognitive domain consists of six levels of knowledge, comprehension, application, analysis, synthesis, and evaluation from lower order to higher order thinking, with the principle that competence at a higher level implies a reasonable degree of competence at the lower levels:

1-Knowledge: Knowledge is defined as the remembering of previously learned material. Knowledge represents the lowest level of learning outcome in the cognitive domain.

2- Comprehension:Comprehension is defined as the ability to grasp the meaning of the text.

3- Application:Application refers to the ability to use learned material such as rules, methods, concepts, principles, laws and theories in new and concrete situations.

4- Analysis:Analysis refers to the ability to breakdown material into its component parts so that its organizational structure may be understood this may include the identification of parts, analysis of the relationship between parts, and recognition of organizational principles.

5- Synthesis:Synthesis refers to the ability to put parts together to form a new whole.

6- Evaluation:Evaluation refers to the ability to judge the value of material, the solution to problem or the facts about particular cultures.

The above cognitive taxonomy is the most commonly used in the area of education. Krathwohl (2002: 212) states that:

"Bloom saw the original taxonomy as more than a measurement tool. He believed it could serve as means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted".

Education systems often describe the outcomes they expect from students as knowledge, skills and attitudes. Knowledge refers to mental skills or cognitive domain of learning. Skills refer to psychomotor or manual skills that need to be developed by school aged members of society. Attitudes are the growth in affective or emotional areas. The origins of the (knowledge, skills and attitudes) can be traced back to the research of Benjamin Bloom and his colleagues in the 1950s (John, Stephen, et al.2013).

Evaluation Types Based on Domain:

Bloom (1956) suggested taxonomy of educational objectives, setting standards on the content of education and behavior dimensions, and dividing into goals of cognitive, affective, and psychomotor domains but the cognitive domain, which focuses on the ability to think, is the foundation and the most important domain due to its direct affiliation with knowledge:

1- Evaluation of the Cognitive Domain: This evaluation measures the achievement of cognitive education goals that can be achieved by conceptual process such as memorizing, understanding, and reasoning on the educational contents specified in the educational goals.

2- Evaluation of Affective Domain: This evaluation looks at changes or improvements in interest, merit, confidence, and attitude, or characteristics such as a spirit of cooperation, responsibility, law-abiding nature, sociality, and self-consciousness.

3- Evaluation of Psychomotor Domain: This evaluation measures the achievement of education goals that can be achieved by using whole of parts of the body such as hands, feet, legs, and shoulders.

Charles et al. (2014:33) say that "such evaluation helps to provide feedback to the students on their progress or performance and to measure the effectiveness of teaching style, content of lesson and to succeed motivation in students."

Classification of the Exams Questions:

The exams questions can be classified according to the six levels of the cognitive domain of Bloom's taxonomyinto two levels:

1) Lower-order thinking skillswhich includes knowledge, comprehension and application.

2)Higher-order thinking skills which include analysis, synthesis and evaluation. (Bloom, et al., 1956).

So, the exam questions related to these two levels as follows:

1- The lower cognitive level questions are those which ask the students only to recall actual words exactly in their own words material previously read or taught by teachers. They are referred to in the literature as fact, closed, direct, recall and knowledge questions.

2- The higher level questions are defined as those which ask students to mentally manipulate information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry; inferential and synthesis questions. (Cotton, 1988:5).

Thus, the exams questions of the lower levels are suitable for evaluating students' preparation, and comprehension, diagnosing students' strengths and weaknesses, and revising or summarizing contents. The exams questions of higher level are more practical for encouraging students to think deeper and for stimulating them to seek information on their ownTarlinton,(2003 cited inQashoa, H, S. 2013:55).

Section Three: Procedures and Methodology

Since the current research aims to evaluate English ministerial exam questions of the sixth preparatory class according to Bloom's cognitive levels, the descriptive approach seems the appropriate approach to achieve such aim. The researcher adopted content analysis method, which is one of the types of survey studiesin the descriptive approach. Content analysis is one of the types of surveys in the descriptive approach which refers to surveying physical documents such as books, periodicals and exams questions (Van Dalen, 1984:318).Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorff, 1980: 21).Downe (1992:314) says that "the goal of content analysis is to provide knowledge and understanding of the phenomenon under study".

Population and sample

The population of the research is the English ministerial examinations papers of the sixth preparatory class in Iraq. The sample of the research consists of English ministerial examinations papers for the last

two academic years (2013-2014 and 2014-2015) first attempt that are prepared by the Iraqi Ministry of Education (Table:1).

(Table. 1)

The sample of English ministerial examinations papers for years (2013-2014 and 2014-2015) first attempt

Years	Number of Questions	Number of Branches
2013-2014	5	9
2014-2015	5	11
Total	10	20

Description of the instrument

The research instrument is determined by the nature of the research and its requirements. As the current research aims at evaluating the English ministerial exams papers of the sixth preparatory class in the light of Bloom's taxonomy, the researcher has adopted the cognitive domain of Bloom's taxonomy six levels (knowledge, comprehension,application, analysis, synthesis, evaluation). A checklist has been constructed to achieve the aim of the present research. Meherns and Lehmann (1984:117) believe that "the checklist is considered a scientific and reliable method to provide evaluative results when prepared carefully and accurately".The instrument is designed in the light of differentevaluation checklists and analytical lists, a review of educational literature and previous studies related to the subject of present research. Also, the researcher has consulted a group of experts and specialists in the fields of English as a foreign language, evaluation and assessment. The instrument is composed of a table with four columns. The first column contains the serial number of the question and its text, second one containsbranches numbers, the third column contains the three lower levels of cognitive domain (knowledge, comprehension, and application), while the forth one contains the three higher levels (analysis, synthesis,and evaluation), (Appendix:1).

Face validity:

The checklist was displayed to (5) jurors in the fields of evaluation and measurement, and English teaching methods in order to determine the face validity of the instrument (Appendix: 2). In this respect,Ebel (1972: 556) indicates that "the best way to ensure validity is that some specialists should decide the extent to which the items represent the quality or qualities that needed to be measured." Thus, to achieve the face validity, percentage method was used to explain the agreement and disagreement of the jury members about the checklist items. The result was (80%), and this

achieved the face validity. So, the instrument is appropriate for evaluating English exams papers according to Bloom's taxonomy.

Steps of Examination Questions analysis:

1. Reading the questionsand answerthem.
2. The question thathas severalbranches, each branchof whichis treated asan independent question.
3. Analyzing themaccording tothe sixcognitivelevels of Bloom's Taxonomy.
4. Rebate theresults of the analysisto determinethe number of frequencies and percentages of the analyzedquestions.

Reliability:

We mean by reliability is getting almost the same results when reapplication of the tool on the sample itself or other equivalent sample. Anastasi (1982:26) defined reliability as "the consistency of scores obtained by the same persons when retested with the identical test or with an equivalent form of the test." The researcher followed the following steps to find a reliability coefficient steps: first, the researcher selected random sample amount (54%) of the total English ministerial exams questions of the two mentioned years which were (16) questions. They wereevaluated by the researcher and after a period of fifteen days the researcher re-evaluated the questions again to find the percentage of the agreement between the researcher and himself across the time, so the researcher got thepercentage of(81%). Second, the researcher selected two evaluators□ workindependently to re-evaluate the selected random sample, and by following the same steps to find out the agreement between both evaluators, Scott equation was used to find the evaluation stability, so the researcher got the percentage of agreement between both evaluators which was (78%). Thirdly, through following the previous procedures and using Scott equation to find out the agreement, the researcher found coefficient of agreement between him and the first evaluator was (81%), and second one was (87%), thus amounted to stability evaluation coefficient rate was (90%). This means that the checklist of the present research is suitable for application.

Statistical Means:

Percentage was used to find out the agreement and disagreement among the jury members in order to achieve face validity of the checklist. While, Scott equation was used to find a stability of evaluation (Scott, 1968:195). Both mentioned statistical means have been used to achieve the aim of the present research.

1- Ieqbaal Majeed Hameed. Teacher/ Teacher Training Institute, Genaral Directorate of Education/ Al- Rusafa1. M.A.

2- Adel Esma'eel. Teacher/Secondary school of Distinguish – General Directorate of Education/Al-Karkh1. M.A.

Section Four: Results analysis

Following is the description of the exam papers and the results gained through the research instrument and the discussion.

The researcher analyzed the English ministerial examinations questions papers of sixth preparatory class for academic years (2013-2014 and 2014-2015) first attempt in the light of cognitive domain of Bloom's taxonomy. The total number of the exam questions papers is (2) papers, these two papers included (10) main questions and these questions included (20) branches as shown in table (1).

Table (2)

Analysis of examinations questions in the light of cognitive domain of Bloom's taxonomy of sixth preparatory class for the academic years 2013-2014 & 2014-2015

Years	Main Questions	Branches	Cognitive levels	Frequency	Percentage
2013-2014& 2014-2015	10	20	Knowledge	16	53.33%
			Comprehension	6	20%
			Application	6	20%
			Analysis	0	0%
			Synthesis	2	6.66%
			Evaluation	0	0%

It is evident from the above table that the highest percentage of the questions in the academic years 2013-2014 and 2014-2015 was in the level of (knowledge) with the frequencies of (16), and percentage of (53.33%), then followed by (comprehension) and (application) levels with the frequencies of (6) for each one, and with a percentage of (20%) also, (synthesis) level got (2) frequencies with percentage of (6.66%), whereas the (analysis) and (evaluation) levels both got (0) frequency with a percentage of (0%).

Discussion

  The above adopted results refer to the concentration of the test designers on the questions which measure the level of knowledge then comprehension and application more than other cognitive levels. This means that the questions of these final exams were mostly aimed to elicit the knowledge the students had accumulated before. The calculated percentages are not accepted because this distribution reflects a fact that there is imbalance for the rest of the high levels in the questions, as well as the lack of consistency in the frequencies and the percentages within the same levels and the general cognitive levels of Bloom's Taxonomy. Concentrating on the low level leads to the real problem which is that the students are motivated to remember and makes English teachers imitate the questions, neglect the high levels, and focus on the low level. These results are contrary to what the most sources confirm it, which is that the focus should be on questions of all cognitive domain levels especially the higher ones, which help to develop critical thinking among the students, because higher Levels raise a student thinking on a different mental processes such as joining, derivation, make judgments, and reaches to generalizations. Stoynoff (2009: 1-40) asserts that "as learners become more competent, test items should focus more on higher levels of thinking". But the researcher believes that there should be a moderate weight for both higher and lower cognitive questions.   So, it was better for the test designers focus on all levels at suitable rates at least in order to develop these levels which have been addressed by the low rates or not covered in the questions such as analysis, synthesis and evaluation. The researcher thinks that the reason behind overusing of lower cognitive items in these exams is that the test designers may not have enough knowledge about cognitive dimension of items based on Bloom's taxonomy.

Conclusion and suggestions

        The data from the present research indicated that the test designers in Iraq designed the English ministerial examination questions for the sixth preparatory class at the lower cognitive levels of Bloom's taxonomy.So, the researcher recommends that the test designers should be made aware of the cognitive levels of thinking in general and of Bloom's taxonomy of educational objectives in particular, and they should be provided tangible and comprehensive test construction training for this purpose. The results might assist evaluators to evaluate English ministerial exams questions of second attempts of the sixth preparatory class for the same mentioned academic years, and primary and intermediate stages as far as new English textbook (English for Iraq) was implemented, also the researcher suggests

to evaluate these new English textbooks of all stages to check the appropriateness of these textbooks and their adjustment with Bloom's taxonomy. The findings may also assist the English teachers to design their questions at different cognitive levels and select materials in the way to develop higher order thinking skills in students.

References:

Abidin, S. Zainal. Bahrin, S. Kamarul, Abdul Razak, N. Firdaus. (2013). *Defining the Cognitive Levels In Bloom's Taxonomy Through the Quranic Levels of Understanding- Initial Progress of Developing An Islamic Concept Education.* International Journal of Asian Social Science, 2013, 3(9):2060-2065.

Anastasi, A. (1982). *Psychological Testing.* New York: Macmillan Publishing Company.

Al-Bahadli, Muhammad, Ibrahim. (2009). *Evaluation the Ministerial questions of Secondary Stage in Chemistry and Building a Model in the light of Mental Capacity.* Unpublished Dissertation. Baghdad University, College of Education Ebn Al Haitham.

Brooks, W. and Friedrich, G,W. (1973). *Teaching Speech Communication in the Secondary School*. Boston: Houghton Mifflin Co.

Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals:* Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Bloom, B., Englehart, M., Furst, E., Hill, W., &Krathwohl, D. (1956). *Taxonomy of Educational Objectives:The Classification of Educational Goals.* Handbook I: Cognitive domain. New York: Longman.

Charles, J., S.Kalpana, L., Max, J, S., D.Shantharam (2014). *A Cross Sectional Study On Domain Based Evaluation Of Medical Students At The Tamil Nadu Dr.M.G.R.Medical University-A Success.* The Tamil Nadu University, India,IOSR Journal of Research & Method in Education (IOSR-JRME) Volume 4, Issue 4 Ver. IV (Jul-Aug. 2014).

Cronbach L. J. (1984). *Essentials of Psychological Testing.* 4thed. New York: Harper & Row.

Cotton, K. (1988). *Classroom questioning.*available online at http://www/nwrel.org/scpd/sirs/3/cu5,html.

Downe-Wamboldt, B. (1992). *Content analysis: Method, applications, and issues.* Health Care for Women International, 13.

Ebel, Robert, L. (1972). *Essentials of Educational Measurement.* Englewood Cliffs, New Jersey : Prentice – Hal.

Gronlund, N.E. (1977). *Constructing Achievement Tests.* N.J: Prentice- Hall,INC.

Jeffs and Smith, M.K. (2005). *Informal Education. Conversation, Democracy and Learning 3e, Nottingham:* Educational Heretics Press.

John, Stephen. Urooj, Safia. Abdul Aziz, Syed. (2013). *A Critical Study of English Language Question Papers, Used For Evaluation of Language Skills of Intermediate (XII YEAR) Students by the Board of Intermediate Education, KARACHI.*Interdisciplinary Journal of Contemporary Research in Business, Institute of Interdisciplinary Business Research, 466 June 2013 Vol 5, No 2.

Kahan, B. &, Goodstadt, M. (2005). *The IDM Manual.* Sections on: Basics, Suggested Guidelines, Evidence Framework, Research and Evaluation, Using the IDM Framework. Centre for Health Promotion, University of Toronto, May 2005 (3rd edition).

Kahan, B.& consulting, K. (2008). *Review of Evaluation Frameworks.*Saskatehewan, Ministry of Education.

Krathwohl, D. R. (2002). *A revision of Bloom's taxonomy: An overview. Theory into Practice,41*(4), 212-219.

http://dx.doi.org/10.1207/s15430421tip4104_2.

Krippendorff, Klaus. (1980). *Content Analysis. An Introduction to its Methodology.* Beverly Hills, CA: Sage.

Republic of Iraq- Ministry of Education, Seventh Educational Conference, Press of ministry of education. No.1, Baghdad. 1981.

Republic of Iraq- Ministry of Education, Ninth Educational Conference, of Ministry of Education Press. Baghdad. 1986.

Lee, Eun, B. (1999). Proceedings of the ISPD '98 -The VIIIth Congress of the ISPD August 23 -26, 1998, Seoul, Korea. International Society for Peritoneal Dialysis. Peritoneal Dialysis International*,* Vol. 19 (1999).

Qashoa, H, S. (2013). *Effectsof Teacher Question Types and Syntactic Structureson EFL Classroom Interaction.* University of Sharjah, UAE, International Journal of Social Sciences,30th January 2013. Vol.7 No.1.

Majeed, Nahida, Taha.(2007).*Evaluation of the M.A. Final Achievement Tests in "New Trends to Teaching EFL".* The 1st Scientific Annual Conference for College of Basic Education (23-24/May/2007). College of Basic Education Researchers Journal Vol. 6, No. 3

Meherns, W. and Lehmann, J. (1984).*Measurement and Evaluation in Education and Psychology.* (third ed.), Tokyo : Holt-Saunders.

Mondal, A. and Mete, J. (2013).*Continuous and Comprehensive Evaluation — An Appraisal.* Department of Education (IASE), University of Kalyani, West Bengal. Issues and Ideas in Education, Vol. 1, No, 2, September 2013. Chitkara University.

Stufflebeam, DL. Foley, W.J., Gephart, W.J., Guba, E.G., Hammond, R.L., Merriman,H.O., and Provus, M.M. (1971). *Educational Evaluation and Decision Making.* Itasca, Illinois:F.E. Peacock.

Scriven, M. (1967). *The methodology of evaluation.* R.W. Tyler, R M. Gagne, M. Scriven (eds.), Perspectives of curriculum evaluation,. Chicago, IL: Rand McNally.

_____, M. (1991). *Evaluation thesaurus,* (4thed.). Thousand Oaks. CA: Sage Publications 2005.

Scott, W. &Micheal, W. (1968). *Introduction to Psychological Research.* New York, John Wiley.

Stoynoff, S. (2009). *Recent developments in language assessment and case of four large-scale tests of ESOL ability.* Language Teaching, 42(1).

Tarlinton, D. (2003).*Bloom's revised taxonomy.* Pupil free day Monday 14 Julyavailable online:

www.kurwongbss.eq.edu.au/thinking/Bloom/bloomspres.ppt

Tomlinson, B. (1998). *Materials Development in Language Teaching.* Cambridge: Cambridge University Press.

Tyler, RW. (1951). *The functions of measurement in improving instruction.* In: Lidquist EF, ed. Educational Measurement. Washington, D.C. : American Council for Education.

Van Dalen, Deobold, B .*Methods of educational research in education and Psychology.* Translated into Arabic by Nabil Mohammed Nofal , et al., 3rd.ed , Egyptian Langlou library, Cairo , 1984.(The original text: Understanding Educational Research.(1972). New York, Mc Graw- Hill Book Co.)

الملخص:

يهدف البحث الحالي إلى تقويم أسئلة الامتحانات الوزارية للصف السادس الإعدادي لمادة اللغة الانكليزية ومدى مطابقتها للمجال المعرفي, تكون مجتمع البحث من الأسئلة الإمتحانية الوزارية لمادة اللغة الانكليزية للصف السادس الإعدادي, واشتملت عينة البحث على أسئلة الامتحانات الوزارية للعامين الدراسيين 2013–2014 و 2014–2015 الدور الأول. أداة البحث كانت قائمة الملاحظة مستندة إلى تصنيف بلوم المعرفي. استخدم الباحث الوسائل الإحصائية المناسبة لذلك, أظهرت النتائج بأن أعلى نسبة مئوية كانت لمستوى التذكر بتردد مقداره (16) وبنسبة مئوية قدرها (53.33%), تبعها مستويي الفهم والتطبيق بتردد (6) وبنسبة مئوية (20%) لكل منهما, أما مستوى التركيب حصل على تردد (2) بنسبة مئوية قدرها (6.66%), في حين أن مستويي التحليل والتقويم لم يحصلا على أي تردد أو نسبة. تشير هذه النتائج إلى تركيز واضعي الأسئلة الوزارية لمادة اللغة الانكليزية على الأسئلة التي تقيس مستوى التذكر ثم الفهم وبعدها التطبيق أكثر من المستويات المعرفية الأخرى. وهذا يعني أن أسئلة الامتحانات النهائية تهدف إلى إثارة التذكر المتراكم لدى الطلبة.

وفي النهاية تقدم الباحث بعدد من التوصيات والمقترحات التي من شأنها تعزيز إجراءات الامتحانات و العملية التربوية في العراق.