

Testing and Questioning to the Students

Presented by
Prof. Dr. Sheikh Md Rezaul Karim
Principal
Govt. Teachers` Training College, Khulna

Learning Outcomes of this Session:

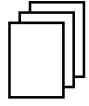
The trainees will be able to-

- To clarify the basic term regarding with test & question.
- To define what is test
- To mention different types of test
- To analyze the Bloom`s Taxonomy
- To define what is question
- To explain why we ask question
- To consider what type of questions we ask
- To develop our understanding of what is effective question

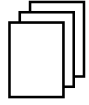
Some Basic matters
regarding with Testing &
Questioning

Domain of Learning
(শিখনের ক্ষেত্র)

শিখনের ক্ষেত্র (Domains of Learning)

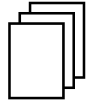


জ্ঞানমূলক ক্ষেত্র (Cognitive Domains)



আবেগমূলক / অনুভূতিমূলক ক্ষেত্র

(Affective Domains)



মনোপেশিজ / দক্ষতামূলক ক্ষেত্র

(Psychomotor Domains)

শিখনের ক্ষেত্র (Domains of Learning) : 3H



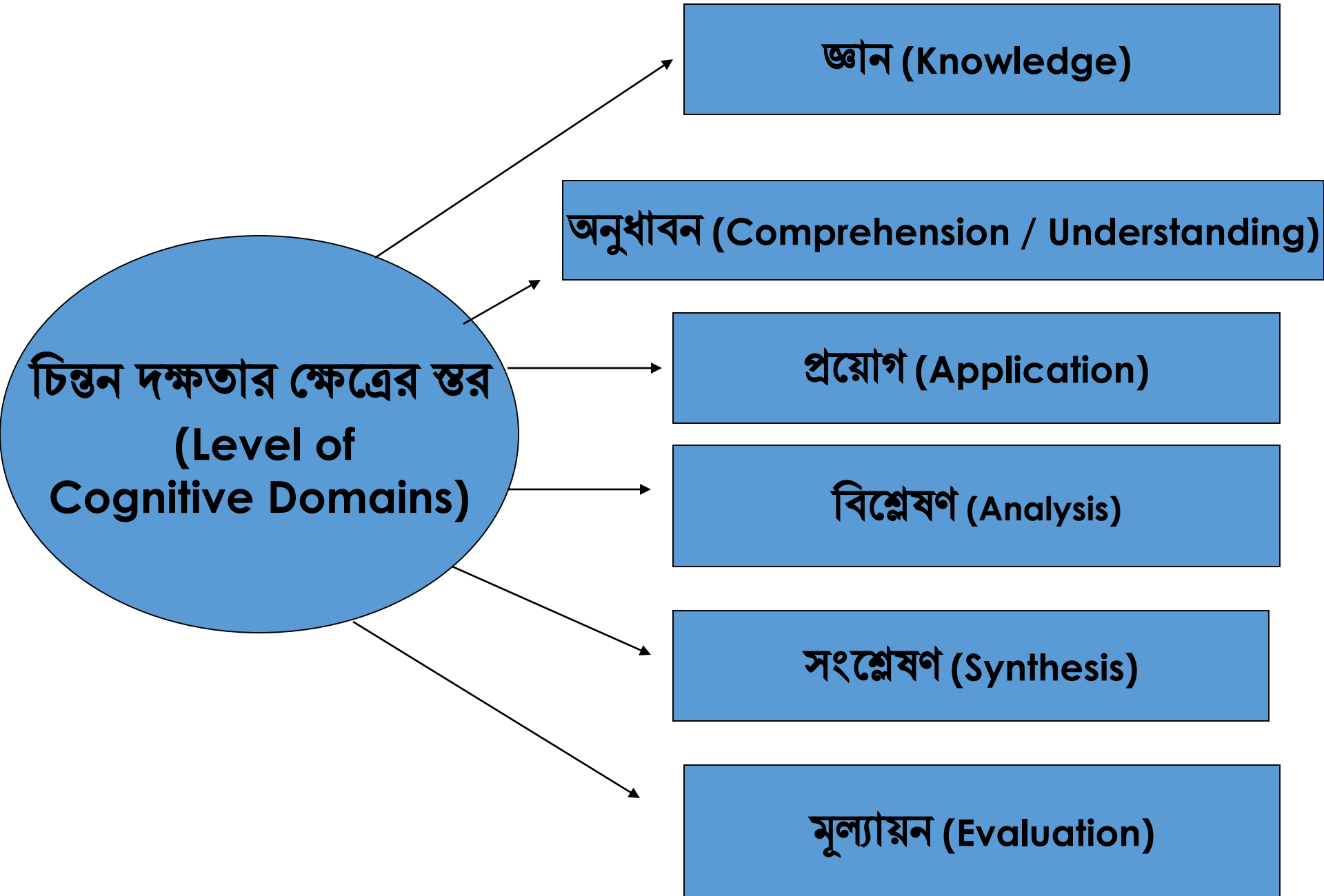
Head on (Cognitive Domains)



Heart on (Affective Domains)



Hands on (Psychomotor Domains)



চিন্তন দক্ষতার উপস্তর

- নিম্নতর স্তরের চিন্তন দক্ষতা

(lower level/order skill) :

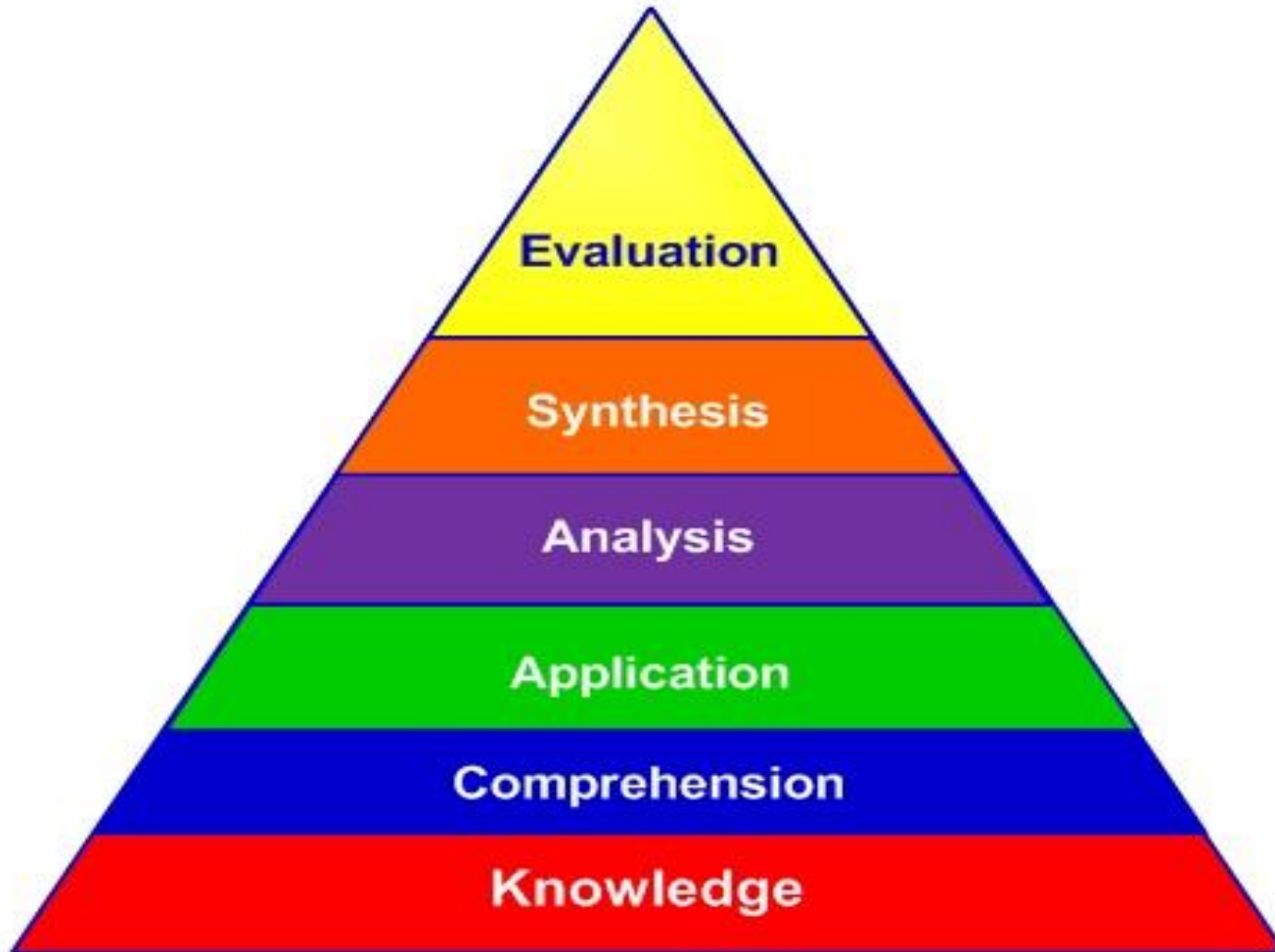
জ্ঞান, অনুধাবন ও প্রয়োগ

- উচ্চতর স্তরের চিন্তন দক্ষতা

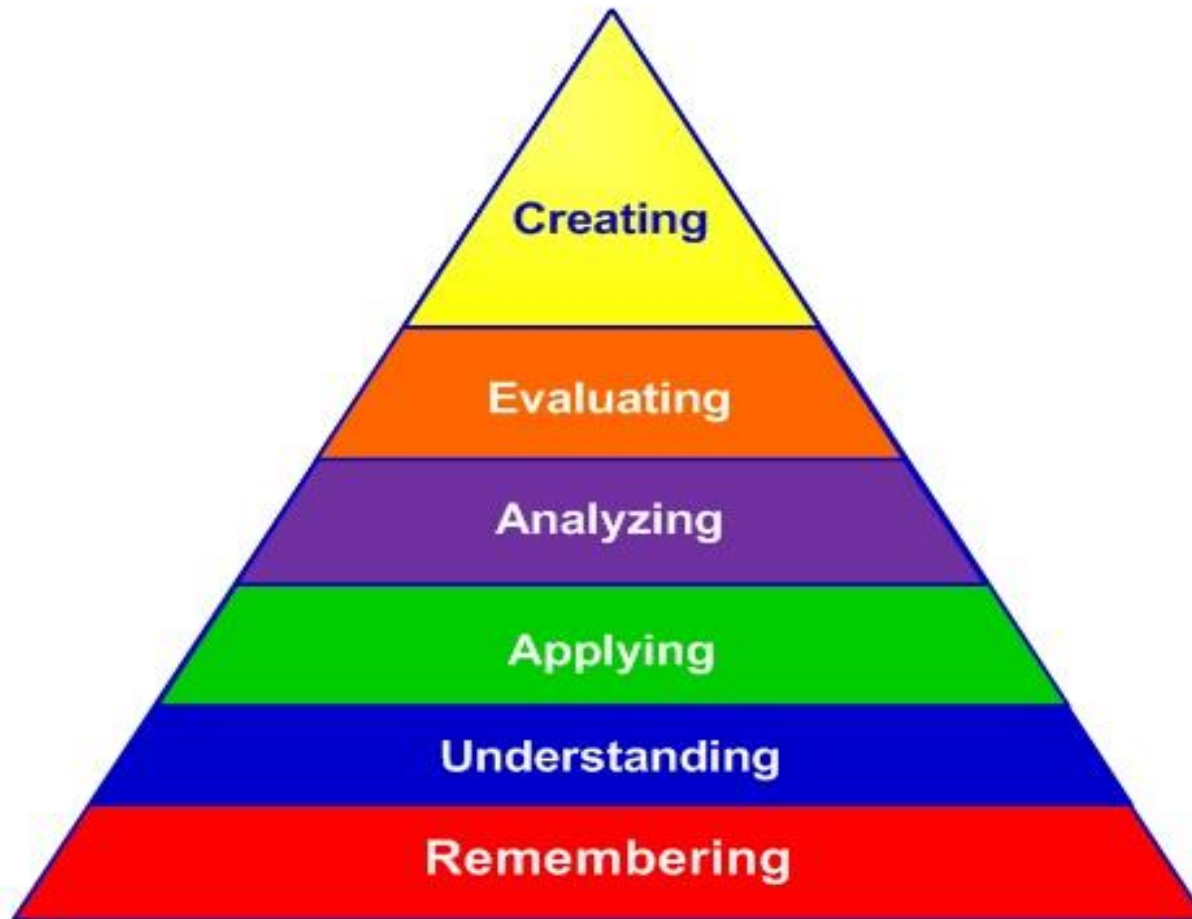
(higher level/order skill) :

বিশ্লেষণ, সংশ্লেষণ ও মূল্যায়ন

Blooms Taxonomy





Blooms Taxonomy - Revised



We prepare the Test and
Question on the basis the
Domain of Learning

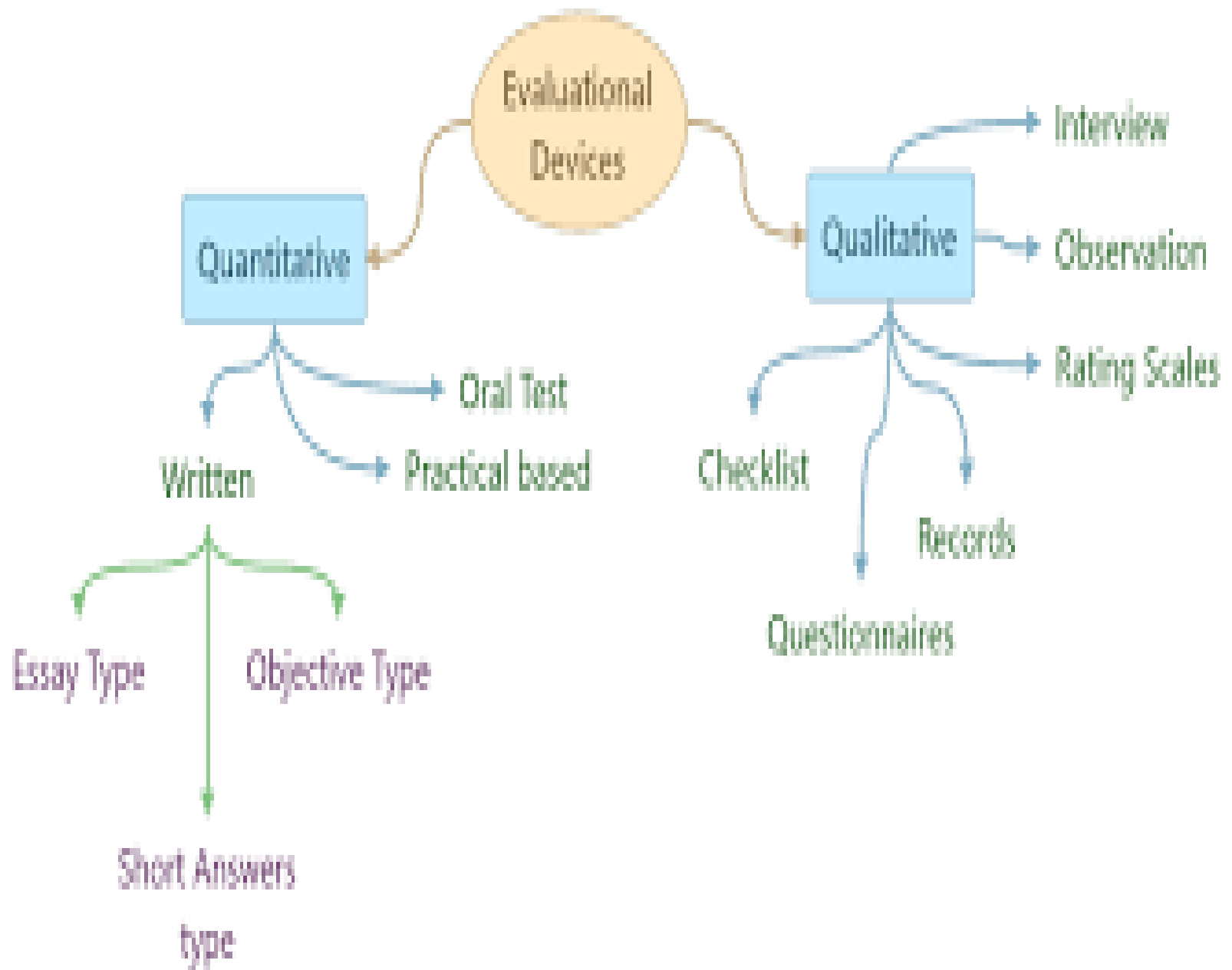
- **What is Test?**

-  Test may be called as a tool, a question, set of questions, an examination which use to measure a particular characteristics of an individuals.

-  It is something which provides information regarding individual`s, ability, knowledge, performance and achievement.

Types of Test

- Formal Test
- Informal Test
- Formative Test
- Summative Test
- Performance Test
- Diagnostic Tools
- Norm Referenced
- Criterion Referenced
- Survey



Testing Terms

- **Standardized**
 - All students take the test under the same conditions with the same administration
- **Summative**
 - Refers to tests given at the end of a particular educational period
- **Formative**
 - Test at frequent intervals so student progress can be evaluated
- **Reliability**
 - Test consistently measures what it says it measures
- **Validity**
 - Extent to which test measures what it is intended to measure

• What is Questioning?



Questions may be defined as:

- A question looking for something where use the interrogative sign.
- It is act of asking question.
- A sentence phrase, or gesture that seeks information through a reply.

অর্থাৎ একটি বাক্যাংশ বা অঙ্গভঙ্গি যা উত্তরের মাধ্যমে তথ্য সন্ধান করে।

What is the purpose of questioning?



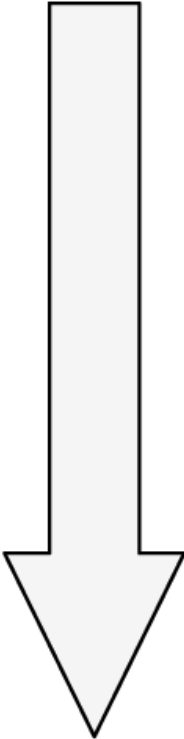
- to interest, engage and challenge pupils;
- to check on prior knowledge;
- to stimulate recall and use of existing knowledge and experience in order to create new understanding and meaning;
- to focus thinking on key concepts and issues;
- to extend pupils' thinking from the concrete and factual to the analytical and evaluative;
- to promote reasoning, problem solving, evaluation and the formulation of hypotheses;
- to promote pupils' thinking about the way they have learned.

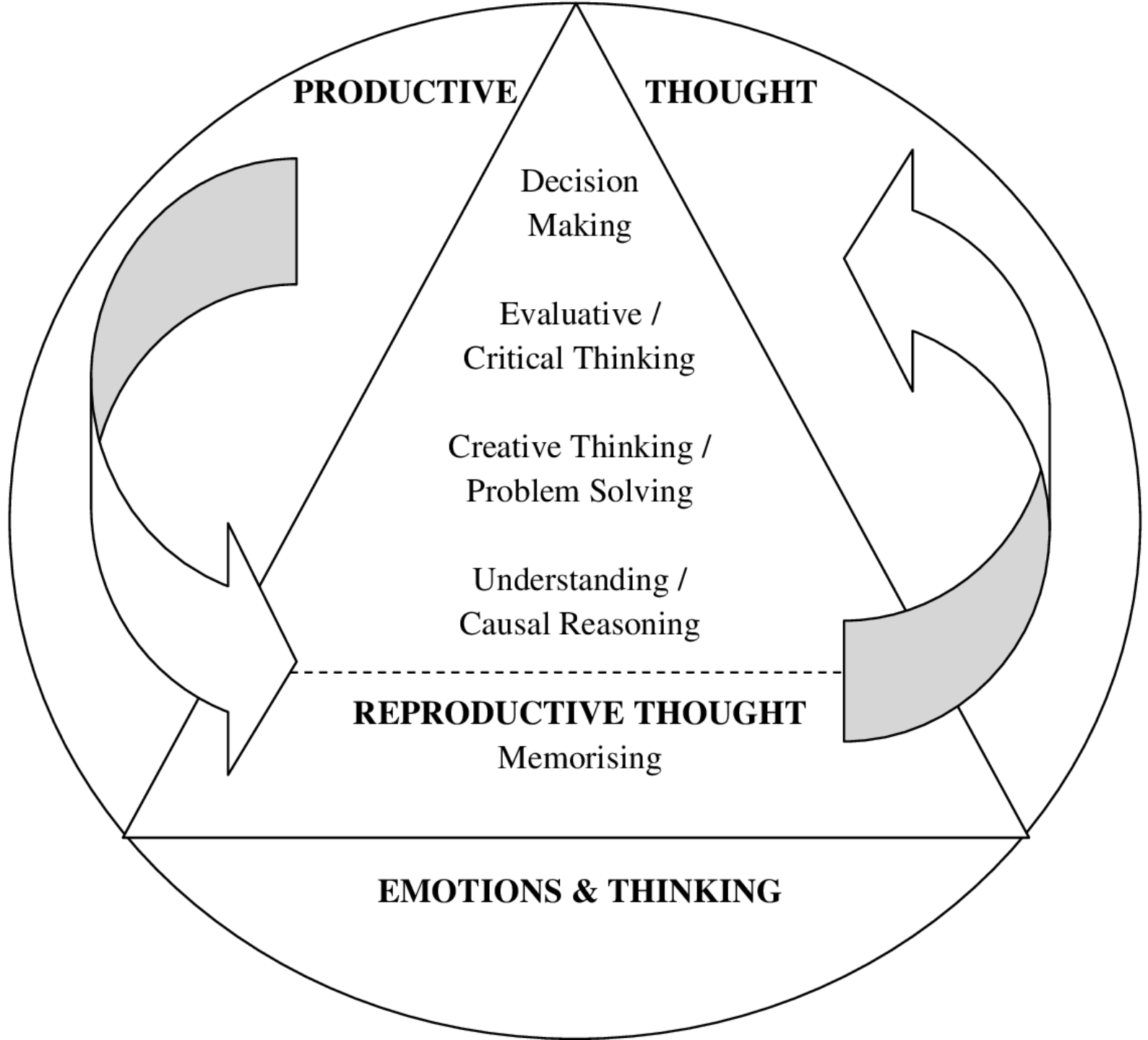
জাতীয় শিক্ষাক্রম -২০১২

NCTB কর্তৃক প্রণীত শিক্ষাক্রমের একনজরে ম্যাট্রিক্সঃ

- ১ম কলামেঃ **শিখনফল** – ৩টি শিখনক্ষেত্র অনুসারে
- ২য় কলামেঃ বিষয়বস্তু
- ৩য় কলামেঃ **শিখন-শেখানো নির্দেশনা**
- ৪র্থ কলামেঃ **মূল্যায়ন নির্দেশনা**
- ৫ম কলামেঃ লেখক নির্দেশনা

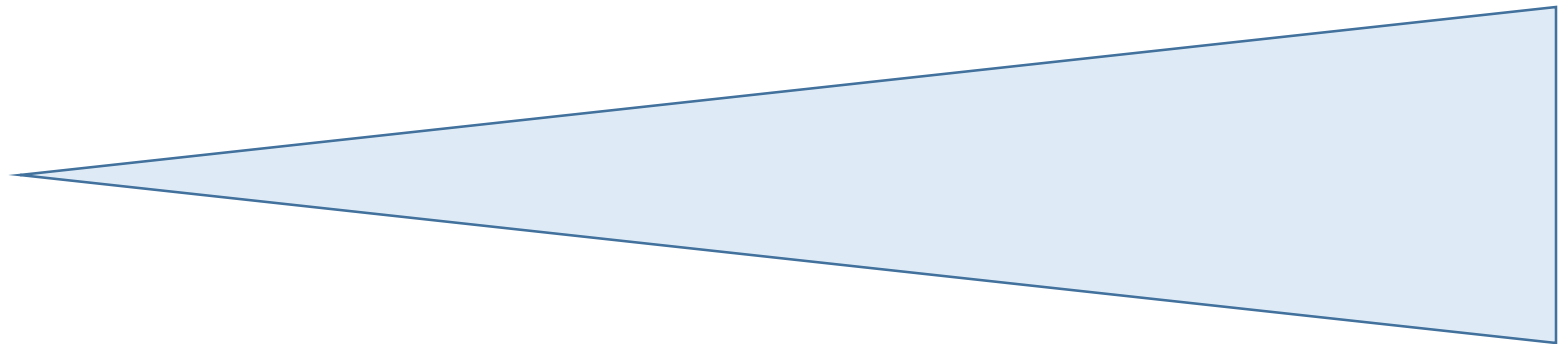
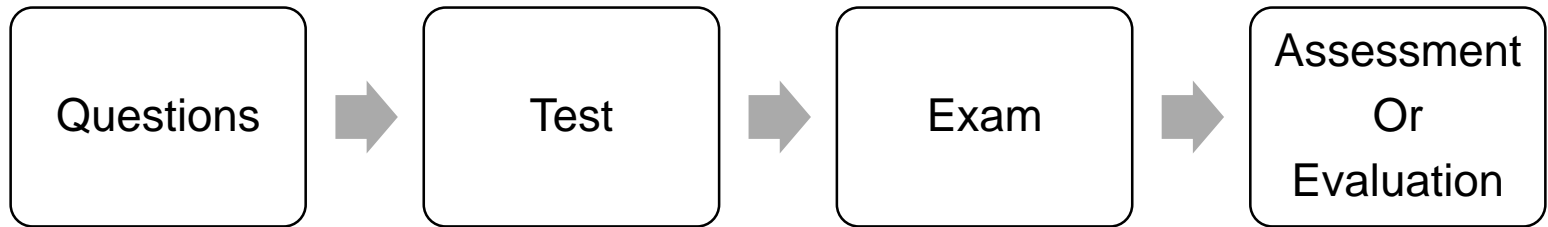
www.nctb.gov.bd

<p>Lower Level</p>  <p>Higher Level</p>	<p>Cognitive memory questions</p>	<p><i>Rote memory; recall of prior learning; recognition of information</i></p>
	<p>Convergent thinking questions</p>	<p><i>Integrating information; analysis of ideas; synthesising data</i></p>
	<p>Divergent thinking questions</p>	<p><i>Generating new ideas; putting forward new ideas / views; recognising more than one possibility</i></p>
	<p>Evaluative thinking questions</p>	<p><i>Quality assuring thinking; making judgements; decision making</i></p>



Flow Chart of Learner Assessment/Evaluation:

(Source: Prof Dr. Rezaul, 2011)



It is increasing the horizon smaller to greater

Questions or question starters	Thinking Skill Required
Identify the	Noticing and clarifying the details or attributes
Describe or explain	Giving details and telling attributes
How are they alike or different?	Creating groups with attributes
Retell the story giving ...	Sequencing the events
What is the main idea?	Combining / transforming data
What is your conclusion?	Grouping ideas and transforming them
How would you compare ...?	Creating a relationship
Predict the outcome ...	Sequencing and transforming data given the known
Match these ...	Comparing attributes of items or groups
Judge the success	Creating and evaluating based on criteria

What can you build?

What can you create?

What can you design?

What can you develop?

What can you do?

How would you innovate?

What could you invent?

What can you make?

What can you produce?

What kind of plan could you develop?

What kind of original text could you produce?

CREATE

What kind of problem could you present?

How could you develop and use a model?

How do you?

How would you?

How could you?

What is the effect?

What is the impact?

What is the outcome?

What is the result?

What if?

What could happen?

How may?

How might?

What will?

Is ... or ...?

Does ... or ...?

Should ... or ...?

Which one?

What do you believe?

How do you feel?

What do you think?

What is your opinion?

What is your perspective?

EVALUATE

Why does it work?

Why is it used?

What does it mean?

What does it infer?

What does it suggest?

What would happen?

ANALYZE

How could?

How would?

What is the cause?

What is the connection?

What is the influence?

What is the reason?

What is the relationship?

How is it used?

APPLY

How does it work?

Why?






UNDERSTAND

How?

Where? When?

RECOGNIZE

Who? What?

If the question asks...	The answer must be...
Who	A person 
What	A thing 
When	A time 
Where	A place 
Why	The reason <u>because...</u>
How	The steps or <u>the way</u> 

01

KNOWLEDGE:

Define,
Identify,
Describe,
Recognize,
Tell,
Explain,
Recite,
Memorize,
Illustrate,
Quote

02

UNDERSTAND:

Summarize,
Interpret,
Classify,
Compare,
Contrast,
Infer,
Relate,
Extract,
Paraphrase,
Cite

03

APPLY:

Solve,
Change,
Relate,
Complete,
Use,
Sketch,
Teach,
Articulate,
Discover,
Transfer

04

ANALYZE:

Contrast,
Connect,
Relate,
Devise,
Correlate,
Illustrate,
Distill,
Conclude,
Categorize,
Take Apart

05

EVALUATE:

Criticize,
Reframe,
Judge,
Defend,
Appraise,
Value,
Prioritize,
Plan,
Grade,
Reframe

06

CREATE:

Design,
Modify,
Role-Play,
Develop,
Rewrite,
Pivot,
Modify,
Collaborate,
Invent,
Write

Active verbs developed based on Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

Thanks all