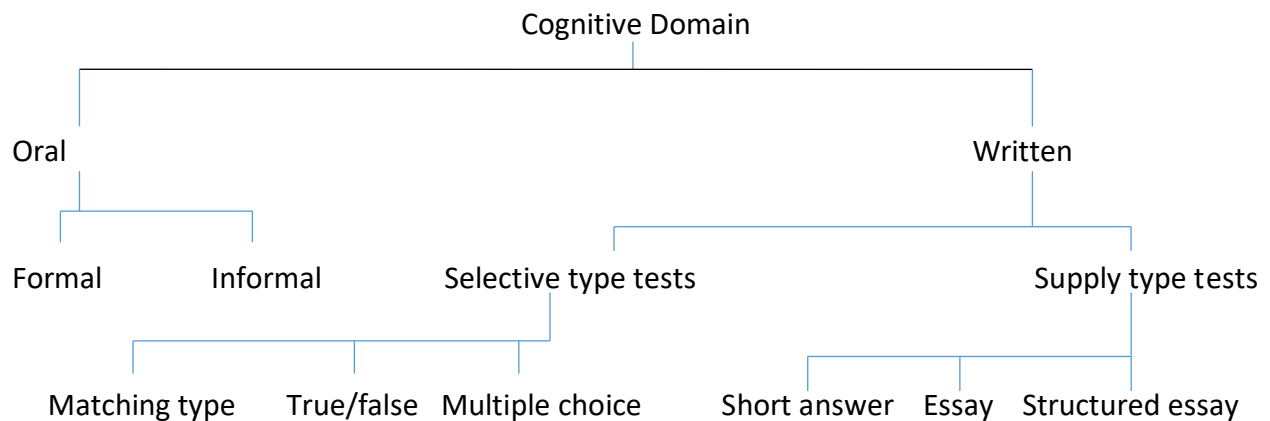


Assessment of specific objectives (learning outcomes) in Cognitive Domain



Selective Type Test Items.

Matching Type Test Items.

Definition

Study the following matching type test items. Write down their strengths and weaknesses.

A. Match A with B

	A	B
1	The longest river in Sri Lanka	Piduruthalagala
2	The highest mountain in Sri Lanka	Anuradhapura
3	The first woman Prime Minister in Sri Lanka	Mahaweli
4	One of the ancient cities in Sri Lanka	Sigiriya
5	Fortress of King Kashyapa	Sirimavo Bandaranaike

B. Match A with B

	A	B
1	Healthy environment	Patience
2	A mental skill	Chess
3	Less organized game	Student Contribution
4	Engage in the skill of rolling	Breaking tail
5	Organized game	Forward roll

- C. Column A contains a list of inventions Column B contains a name list of inventors. On the blank to the left of each invention, write the letter of the inventor in column B that best fits the invention.

A	B
Computer	Alexander Graham Bell
Dynamite	Alfred Nobel
Electric lamp	Charles Babbage
Radio	Charles Darwin
Telephone	G. Marconi
X-Ray	Michael Faraday
	Thomas Alva Edison
	Wilhelm Roentgen

Rules for writing matching items.

1. Include only homogeneous material in each matching item.
2. Keep the list of items short and place the brief responses
3. Specify in the directions the basis for matching.
4. Include an unequal number of premises and responses.
5. Arrange the list of responses in logical order.
6. Place all of the items for one matching item on the same page.
7. Single correct answer.

Advantages and limitations of matching items.

Advantages	Limitations

Criteria to be considered

1. Ability to measure higher cognitive abilities.
2. Reliability of marks.
3. Ability to maintain content validity.
4. Obtaining marks by guessing the answer.
5. Easy to construct the test item.
6. Need of subject specialists to mark the answers.
7. Marking is time-consuming.
8. Printing cost.
9. Being able to measure qualities such as creativity that is organized in an answer.

True / false items

Definition

Rules for constructing True/false items.

1. Avoid broad general statements. Keep the items short and to the point.
- 2.
3. Avoid the use of negative statements, especially double negatives.
4. Avoid measuring more than one specific objectives in one item or statement.
5. Avoid using opinion/Attitude as true/ false items
6. Do not introduce ambiguity to the item by using words such as “sometimes” “ the majority” “usually” “ always” “ often”
7. Avoid using true statement and false statements that are unequal in length.
8. Avoid using disproportionate numbers of true statements and false statements.
9. Randomize the order in which items based on true or false statements are presented.

Strengths and weaknesses of true / false test items

Strengths	Limitations

Multiple Choice test items

- Stem
- Choices

Types of MCQs

- Direct question type
- Incomplete statement type
- Best answer type
- Negative type
- Cluster type

What are the strengths or weakness of the following multiple choice test items?

1. Sri Lanka
 1. is an land
 2. exports tea to several countries.
 3. is a democratic country
 4. is a developing country
2. Bloom’s classification of cognitive domain can be divided into six levels. The lowest level is knowledge. What is the highest level?
 1. Application
 2. Analysis
 3. Synthesis

4. Evaluation
3. An electric transformer can be used
 1. for storing electricity.
 2. to increase the voltage of alternating current.
 3. it converts electrical energy in to mechanical energy.
 4. alternating current is changed to direct current.
4. The **major** purpose of the United Nations is to
 1. maintain peace among the peoples of the world.
 2. establish international law.
 3. provide military control.
 4. form new government.
5. Sri Lanka won independence in _____
 1. 1948
 2. 1848
 3. 1977
 4. 1956

Rules for constructing MCQs.

1. The stem of the item should be meaningful by itself and should present a definite problem.
2. The item should be free of irrelevant material.
3. All alternatives should be grammatically consistent with the stem of the item.
4. Verbal associations between the stem and the choices should be avoided.
5. The relative length of the alternatives should not provide a clue to the answer.
6. Avoid using alternatives such as “ none of the above” “ all of the above”
7. Keep verbal alternatives in alphabetical order.
8. Keep numerical alternatives in ascending or descending order.
9. Use a negatively stated stem only when significant learning outcomes require it.
10. Avoid keeping blanks in the stem.
11. All distracters should be plausible.

Strengths and weaknesses of multiple choice test items.

Advantages	Limitations

