



## “Assessing University Final Examination Questions Written in English / College of Education -Shaqlawa as a Sample”

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### Abstract

Test is regarded as a tool to measure the outcome of teaching and learning processes. There are other tools, but tests are still used to a great extent. The objective of the current study is to assess university final examination questions written in English, and College of Education-Shaqlawa has been selected as a sample. The test papers have been received from the Examination Committee of the college. Tests have several properties, but only three properties, namely accuracy, objectivity and scorability, have been chosen to be the criteria of the research. This is because the selected characteristics are general, while the left ones are specific to particular subjects. The procedure of the study is descriptive and analysis. The test papers have been analysed twice for reliability. The researchers have benefited from other researchers' criteria. It has been detected that the test papers are objective to great extent. This is due to the test techniques that are used by the instructors. Unfortunately, some test papers have been found to be inaccurate. Inaccuracy has resulted from many areas such as grammatical mistakes and punctuation marks. Little attention has been given to the field of punctuation marks. Furthermore, some test papers have been detected to seem strange in terms of scorability. To clarify it, the mark distribution and the total mark of some test papers are not in agreement with the requirements. Finally, the conclusions, suggestions and references have been shown.

**Keywords:** Accuracy, Assessment, Objectivity, Storability and Test Paper.

## 1. Introduction

Though tests are widely used to assess students, Richards and Renandya affirm that there is an intension to put emphasis on alternative assessment tools such as portfolios, self-assessment, peer assessment, and so on. This is because the new paradigm of teaching is learner-centered (p. 335/ 2002). Yet, in Iraqi Kurdistan, tests are to a great extent used for assessing students.

To Johnson and Deprin "effective teachers are usually those who, among other things, can utilize a wide variety of evaluation techniques". They state that if teachers depend on a variety of collecting evidence techniques, they will better be able to evaluate students fairly (p.152/ 1971).

This study aims at analysing test papers at university level. The test papers are of non-English departments that are written in English language. It has happened that some students claim about the content and format of the questions. This study intends to find and classify the drawbacks of the questions. Another purpose of the current study is to display some suggestions and recommendations. According to the researchers' knowledge, no study has been conducted in this field. The study is descriptive and analysis. The data of this study is test papers of College of Education in Shaqlawa. The test papers have been searched for the purpose of finding the extent of availability of accuracy, objectivity and scoreability. The test papers have been reviewed twice so as to get a reliable result.

Inaccuracy has been detected from most of the test papers. The deficiencies have been classified such as grammatical mistakes, punctuation marks, and so on. In addition to this, some examples have been given to be witnesses. As far as objectivity is concerned, the test papers are objective to a great extent. This is due to the fact that the test techniques, which are used by the examiners, are more objective. The last feature of a good test that has been searched for in this study is scoreability. Luckily, the test papers which have faced this drawback are not many in number. Maldistribution of the marks among the questions, and among the items of a question have been discovered in few test papers. Lastly, some suggestions have been proposed in the light of the findings.

## 2. The Problem of the Study

Answering any question is dependent on how the examinees understand it. The more the questions are ambiguous and ungrammatical, the more the students do badly. Some students complain that they often misunderstand what is required in some questions. This may be due to some drawbacks exist in the test papers.

## 3. The Importance of the Study

The test designers will pay more attention while designing and writing tests. The students comprehend the questions easier, and do better in the tests. As a result, the achievement will be more reliable.

## The Content

### 4. Material Description

College of Education in Shaqlawa consists of six departments namely Kurdish, Arabic, English, Physics, Biology and Physical Education. English is a medium of instruction in only three departments, which are Physics, Biology and English. Also, English language is taught in the first stage of the other departments. Thus, all the test papers of the previous departments and English language test papers of the last group are the corpus of this study.

The test papers are of second semester/ first sitting for the academic year 2021-2022. The test papers were received from the High Examination Committee of the college. The number of the subjects is nearly fifty, while the number of the test papers collected is forty. Thus, the sample makes 80%, which is adequate. The test papers include (188) questions having (852) items.

### 5. Methodology and Procedure

The method of this study is descriptive and analysis. A theoretical background about tests has been given. Then, test papers of College of Education in Shaqlawa have been searched for the purpose of detecting the extent of availability of accuracy, objectivity and scoreability. The test papers have been reviewed twice so as to get a reliable result. Some test papers have been attached within the content of the study so as to be representatives of the whole test papers.

## **6. Theoretical Background**

### **4.1. Tests**

According to Genesee and Upshur, a test is regarded as a task or a set of tasks of the test taker 's observable behaviour through a task or a set of tasks" (p.141/1996). There are many purposes behind the process of testing, but the main goal is to know the level of the test taker. Testing cannot be separated from teaching and learning. Achievement tests are the most widely used means of measuring students.

### **6.2. Oral and Written Tests**

Some tests need to be heard; others need to be read. Also, while answering them, some tests need paper and pencil, and others just need uttering. Generally, tests are classified to three types: Oral, Written and Oral and written together (for example, students are required to write something while listening).

### **6.3. Test Techniques**

The different kinds of instruments that are used for evaluating students are called techniques. There are many techniques by which we can elicit information from the test taker. They change according to the level and age of test takers. The selection of a test technique is also dependent on the subject and on the material decided to be tested. Each technique has some merits and demerits. Generally, tests are divided into two main technique types: objective and subjective. Each one is subdivided into some other types. The most outstanding techniques are described in the following sub-section.

#### **4.3.1 Objective-Type Techniques**

In these types of test technique, the result does not change whether who scores the test or when it is scored. The following are the most common ones:

##### **A- Multiple-choice**

In this type of question, the requirement is to select the most suitable option. The stem can be an incomplete statement or a question. There should be only one correct answer, which is called a key (Alderson, (47-50/1995).

## **B- Dichotomous items**

True/false, right/wrong and yes/no types are of this type. Chance has a significant role, which is 50%.

## **C- Fill-in-the blank**

The test taker is required to fill in the blanks using words given.

## **D- Matching**

the test taker is provided with two lists (A and B), and his/her duty is to match one word, phrase or sentence from list A (which is called *premises*) with one word, phrase or sentence from list B (which is called *responses*).

## **E- Ordering (re-arranging tasks)**

The test taker encounters a group of words, phrases, or sentences that are in their wrong order. The requirement is to rewrite those words, phrases, or sentences in the right order.

## **F- Editing**

It tests the test taker's ability to recognize the mistakes made in the words, sentences or paragraphs. According to Alderson, there should be only one mistake per sentence so that the task will be scorable (54/1995).

## **G- Transformation**

The test taker is required to transform grammatical structures.

## **H- Short- answer questions**

The requirement is to answer some questions concisely. The answer is either in the given passage, particularly in language, or exists in a curriculum.

## **I - Completion**

It tests the test taker's ability to know and fill what is needed in an incomplete sentence, or paragraph. The examiners can use this technique a subjective technique.

### **6.4. 2 Subjective- Type Techniques**

A test should vary in terms of techniques. Also, some elements cannot be tested by objective techniques. By using the subjective techniques, the test takers are not restricted

to writing one idea, but expressing themselves and organizing their ideas are their duty. They are easy to construct, but difficult to score. Alderson admits that the examiners must inform the test takers how to answer, and how it is scored (p. 59/ 1995).

In these types of test technique, the result may change whether who scores the test or when it is scored. The following are the most common ones:

### **A-Compositions and Essays**

The test takers are required to write some words, lines, or paragraphs. They have a kind of freedom to choose their own words. What is important here is to give the aimed message. Thus, they are given a chance to express themselves.

### **B- Role-play**

This technique is often related to communication skills in language. the test takers are asked to play a role in a "particular situation". Mousavi states that they are informed about their role in advance (p. 597/ 2009)

### **C-Summaries**

In this technique, the requirement is to write, or say, the significant points after reading, or listening to, a passage.

### **D-Oral Interview**

The examiner asks the test takes some questions. The test taker should first understand the questions, then s/he has to answer. This technique is often used to test language.

### **E- Translation**

This technique is usually used to test language. The examiner gives the test takes some word, sentences or paragraphs. The test taker's duty is translating from one language to another. The test taker ought to understand both the source language and the target language. This technique is usually used to test language.

## **4.4. Test Development**

There are several steps in the process of testing. Each stage has an impact on the test result either positively or negatively. The below are the important stages:

### **4.4. 1. Test Construction**

The examiner designs a task or tasks so as to elicit the required information from the test taker. Valette admits that the classroom tests should be written in advance (p.24/ 1977).

The examiners are advised to follow these steps: planning the test, preparing and writing the test, revising the test and editing the test.

#### 4.4.2. Marking System

According to their way of marking, tests are divided into objective tests (henceforth OT) and subjective tests (henceforth ST) as the techniques have been described earlier in this study.

Personal judgment of the marker may have influence on the marking of STs. On the contrary, personal judgment of the marker has no influence on marking of OTs. In other words, the result of a ST is dependable on who marks it and when. This is, according to Birjandi et al, because STs "do not have a definite and clear-cut response" (p. 20/ 2004). It can be admitted that STs are less reliable than OTs. While scoring STs, it is advisable to have a marking scheme. The absence of such a scheme may decrease the reliability of STs. The techniques of STs are essay writing, oral interview, etc; the techniques of OTs are true/false, multiple-choice, completion and so on

OTs, as mentioned before, are less problematic as far as marking is concerned, while STs face some problems. Anyhow, there are two ways of marking STs: *analytic* and *holistic*.

In analytical marking, separate marks are given for different aspects of the task. In analytical marking, the teacher once checks the answer for grammatical mistakes, then for mechanics (punctuation spelling, and capitalization), style, organization and so on. This marking has a diagnostic feature. It is believed that though this type of marking in subjective tests is more reliable, it is less practical.

Holistic marking means giving a single mark on the basis of an overall impression. It is based on the assumption that a piece of writing or speaking is more than the addition of parts. It is believed that if test takers are informed that their work is marked holistically, they do not stop now and then to think too much about grammatical mistakes, mechanics, and so on. In this case, communication is more emphasized.

Mousavi identifies one drawback of holistic marking, which is its failure to give a diagnostic feature (p.302/ 2009). Also, it is believed that test takers are not easily convinced with the marks they are given, particularly in marking a piece of writing.

It is advisable that test takers know which method of marking is used to mark their work. They also should be guided about what each method means, and what each method concentrates on. In this case, the reliability is maximized.

### 4.4.3. Test Rubrics

Test rubrics consist of instructions, time allocation and organization (layout and format). Instructions are typically the first part of the test the test takers face. They play an important role in test taker's performance as their performance relies greatly on the extent that they comprehend the requirements. Therefore, the instruction should be explicit, easy and concise to understand (Bachman 123/ 1990; Linse 142).

The primary function of instructions is to inform test takers what they are expected to do. Discovering how much students have learned, not understanding the instructions, is the main aim of teacher-made tests. It is advisable that examples, whenever possible, should be given to let students know what is required of them since a single example can do the function of pages of instructions (Genesee and Upshur pp. 201-02 /1996).

When there is any doubt about the ambiguity of instructions, and if the test takers are with a common native language, it is preferable to present them in the native language (Weir, p.24/ 1990; Bachman and Palmer 182/ 1996). Also, Heaton affirms that no test can be reliable and valid if the test takers are not able to understand the instructions (p.168/ 1989).

Genesee and Upshur state that students should be informed what (and how it) will be tested even some days before the test (p. 208)/ 1996. Thus, students know what is concentrated on, and they can direct their study.

Time should be clearly written and fairly distributed among the questions of a test.

*Marks* for the whole test and for each question must be provided on a test paper in order that "students can allocate their time accordingly" (Weir, p. 25/ 1990).

It can be pointed out that it is important that test takers should be provided with time and grades specified for each part (or question) of a test that consists of several different parts. With this, the test takers are aware of the relative importance of the part.



## 4. 5. Characteristics of a Good Test

Since tests are instruments to find out the students' achievement, they must be constructed in accordance with some standards which are intended to protect the quality of this outstanding process. The absence of one characteristic might result in the absence of others. For example, accuracy leads to reliability; the more accurate a test is, the more reliable it will be. The following are the qualities:

- I. **Validity:** any test should measure what it is intended to measure.
- II. **Reliability:** according to this criterion, any test ought to have stable marks.
- III. **Practicality**

Practicality relies on the accessibility of the resources needed for the tests. According to Bachman and Palmer, these resources are of three general types: human, material and time (p. 37/ 1996). *To add more, each of these kinds includes some details.*

### IV. **Accuracy:**

While writing a test, the areas of spelling, grammar, punctuation and capitalization should be taken into consideration to a great extent. The items and instructions should be clear and short (Al-Hamash and Younis, p. 205/ 1985). The layout of the test paper has a crucial significance.

Some linguists point out that the test paper should seem "neat and tidy" (Heaton, p.168/ 1989 **Marking**). This is because misspelling, omission and correction on them do have a negative impact on students if the test papers are not tidy.

### V. **Scorability ():**

Each question and item should be given clear marks in order to be scorable. It would better if the test maker had a scoring outline before constructing questions. In this scoring outline, the "distribution of marks among the items and sub-items" of that test explicitly is shown (Al-Hamash , Jubouri and Al-Hiti , p.20/ 1982).

According to Al-Khuli a scorable test results in easy and accurate scoring since it spares much time and effort during the process of scoring (p. 107/ 2000). Thus, a successful test should not be problematic to mark.

Some linguists assert that if equal marks are devoted to homogenous items, a test is regarded as scorable, (Al-Kubaisy p.159/ 1979).

## VI. Objectivity

Objectivity means that personal decisions of the marker do not affect the process of marking. The same marks are obtained if a question is scored by different marker.

The more objective a test is, the fairer it will be. James Brown affirms that test takers cannot measure everything "impartially and objectively" because many elements do not accept this. For example, subjectivity may arise while testing students' communicative ability by oral interview (p.31/ 1996).

Thus, objectivity is significant while designing as well as scoring questions. It depends on the techniques used for both processes

## 7. Data Collection and Interpretation

The previous sections are descriptive. They about theoretical background of tests. The current section, which is practical, is analysis. Thus, the procedure of the study is descriptive and analysis. As mentioned earlier, the data of this study is university final examination questions written in English, and College of Education-Shaqlawa has been selected as a sample. The test papers have been searched for scoreability, accuracy, and objectivity. The test papers have been analysed twice for reliability.

### 5.1. Analysing Test Papers

The test papers are searched to find out the below characteristics: scorability, accuracy and objectivity.

#### 5.1.1. Scorability

**Table (8a): The Criteria Used to Check Scorability in Test Papers**

Criteria of Scorability	Number of test papers	%
The sum of the marks is more than what is required	0	0
The sum of the marks is less than what is required	8	20
Inequality distribution of marks for identical items	4	10

The requirement of the total of the marks varies from the subjects that do not have practical tests to those which have practical tests. Some test paper should have been

designed out of 40 as they have practical test as well, but some others ought to have been designed out of 60. No test paper has been found with more than 60 or less than 40.

Unfortunately, some drawbacks have been detected in the field the total of some test papers and in the field of the mark distribution among the items of a question. The marks, as shown in table 8a, do not make 40 or 60 in eight papers. Two test papers have been designed out of forty- two, three test papers have been designed out of forty-five, and three others have been designed out of forty-seven.

The marks have not been distributed equally among the items of a question in four papers. Thus, it is implicit to distribute marks on each item. Table (8b) below shows examples of this inequality:

**Table (8b): Inequality of Marks Devoted to Identical Items**

Marks	4	7	5	15
No. of items	3	2	6	4

### 5.1.2. Accuracy

Accuracy is a significant feature of a successful test. If a test is not accurate, students will do worse than their real achievement. Many of the test papers analysed in this research are inaccurately written. The most outstanding mistakes in accuracy are making grammatical mistakes and wrong punctuation. Besides, the instructors have not been attentive in spelling error and capitalization. No test paper has been found to be handwritten. Table (9) is the illustration of defects concerning accuracy in teacher-made tests:

Luckily, no tests paper has been found to be crowded. A crowded page is boring since it is difficult to read. Thus, it has a negative impact on students' performance.

Table (9): Areas of Inaccuracy in Test Papers

Areas of inaccuracy	Number of test papers	%
grammatical mistakes	26	65
wrong punctuation	15	37.5

wrong space between words	2	5
spelling errors	2	5
wrong capitalization	2	5
crowded page	1	2.5
very small font	0	0
unclear instructions	0	0

### 5.1.2. 1. Grammatical Mistakes:

Every language has its own grammar. A meaningful sentence cannot be formed with a random arrangement of words. As a result, instructors should be attentive in this field while writing test questions. Some grammatical mistakes have been detected in many of the test papers analysed in this research. They are classified as follows:

#### a- Incomplete Sentences

Incomplete sentences may make misunderstanding. Thus, students might be misled while answering. Fortunately, only a single incomplete sentence has been found. The example is :

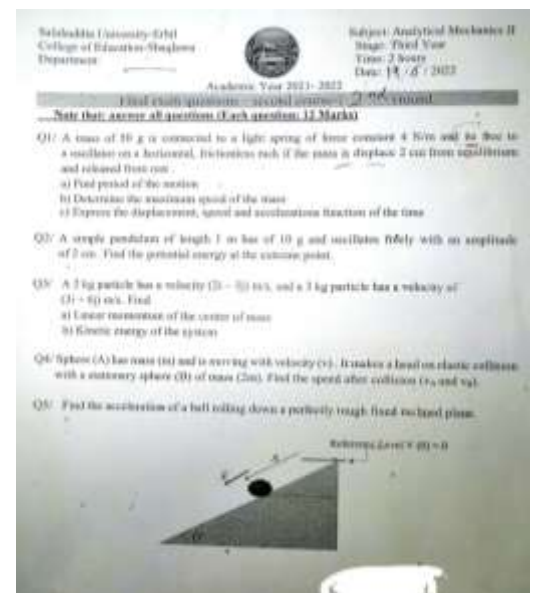
*- process in a proton is absorbed.*

#### b- Sentences without Subject

In English, as in most of the languages, no sentence is formed without a subject except in case it is a warning, offer, order, or invitation. Fortunately, no case has been detected in this field.

#### c- Auxiliaries

Auxiliaries are also called helping verbs as they help hearers and readers to understand a message easier and clearer. They follow the verbs. In addition, there must be an accord between them and the subject of a sentence. Instructors have been successful in this area.



### d- Passivization

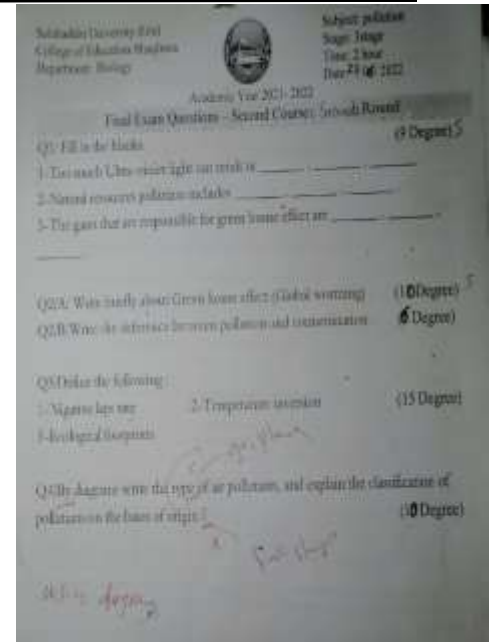
If the action is more important than its doer, people intend to use passive voice. Instructors have made some mistakes when they have used passive voice. Only two cases have been found, the following is an example:

#### Wrong

- *The mass is displace 2 cm from the equilibrium.*

#### Correct

- The mass is displaced 2 cm from the equilibrium.



### e- Tense

To understand a message correctly, tense has a crucial role in any language because it shows the time of an action. In two test papers, past is used instead of present (\* *Chose the correct answer.* ). In few of them, there is no verb at all (\* *what types of enzymes inhibition?* ). In a test paper, two verbs have been used (\* *It contains consists of....* ). In

### f- Preposition

Prepositions are needed to make the meaning of a sentence perfect. Without a preposition, a sentence looks incomplete. Besides, misuse of a preposition changes the meaning of the targeted one. Luckily, the instructors have misused preposition only in two sentences. The examples are:

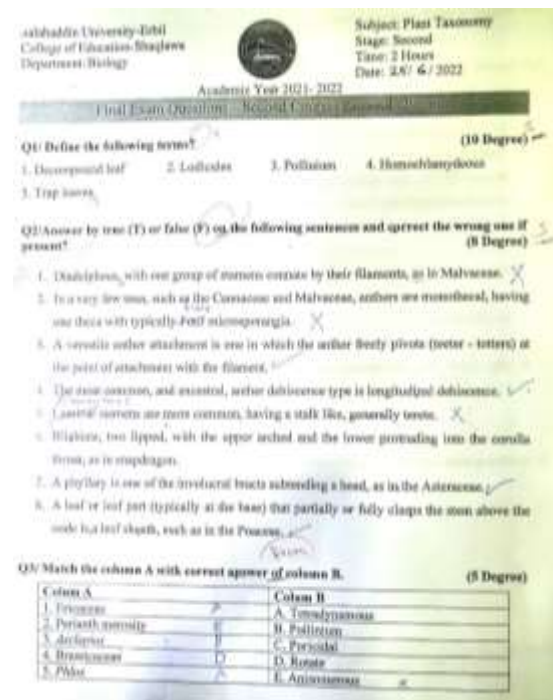
#### Wrong

- *They are divided in two kinds.* They are divided into two kinds.
- *Define 3 on the following.* Define 3 of the following.

#### Correct

### g- Plurality

Plurality shows the state of agreement among the subject, the verb and the complement of some plural sentences. Five



cases have been detected in this field. The following are few examples:

Wrong

Correct

- *What are the process of writing?.* What are the processes of writing?
- *Write the type of pollution.* Write the types of pollution.

### **h- Definite and Indefinite Articles**

It is obvious that nouns should be mentioned whether they are known or unknown, specific or general. This role belongs to definite and indefinite articles. The test papers also encounter using these articles incorrectly. Some articles have been used instead of others, some others have been used but are not needed, and others have been left out where they are needed. The following is an example:

Wrong: *Match the item in column A with the item in column B.*

Correct: Match an item in column A with an item in column B.

### **I- Conjunction**

Conjunctions are necessary in grammar since they help us to write more complex sentences. The words that are used with conjunctions should share the same structure. Only in two cases conjunctions have been used incorrectly. The following is an example:

Wrong

Correct

- *Which one is bigger, red and blue?*      *Which one is bigger, red or blue?*

### **5.1.2. 2. Wrong Punctuation**

In any written language, a great role is given to punctuation. so as to get the targeted message correctly. Unfortunately, a large number of mistakes regarding punctuation have been detected. Luckily, no comma mistakes have been found. Apostrophe has been removed in one case. Ten statements have been found without periods. Sometimes periods either have been left out or have been used in places of question marks. A question mark has replaced a period in some sentences, in others, it has not been written. The following are some examples of wrong punctuation:

#### **a- Apostrophes**

Wrong

- *Its free to displace the following.*

Correct

- *It's free to displace the following*

**b- Periods**

Wrong

- *What is the shortest wavelength.*
- *Answer these questions*

Correct

- *I What is the shortest wavelength?*
- *Answer these questions.*

**c- Question marks**

Wrong

- *Explain one of them?*
- *Fill in the blanks with correct words?*  
the blanks with correct words.

Correct

- *Explain one of them.*
- *Fill in*

**5.1.2.3. Wrong Space between Words**

Space plays a crucial role in English many languages as well. In written language, the meaning of words depends on the space between them to a great extent. As a result, misunderstanding of words may result in misunderstanding of the whole message. Fortunately, wrong space has been found.

**5.1.2.4 Wrong Spelling**

The first stage of writing system in language is Orthography. Many problems may result from incorrect spelling. Fortunately, a large number of test

Salihuddin University-Erbil  
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Department: Biology

Subject: Biostatistics  
Stage: second  
Time: 2 hour  
Date: 17/5/2022

Academic Year 2021- 2022

Final Exam Questions – Second Course

Q1/ Define the following terms: (10 Degree)

1. Mode 2. Standard deviation 3. Parameter 4. Frequency

Q2/ Choose the correct answer (5 Degree)

1. What is the variance for the following set of scores (2, 2, 2, 2, 2)  
A.0 B.2 C.4 D.25

2. If a set of 48 data values has the variance 36, then the standard deviation is.....  
A. 0.75 B. 6 C. 7 D. 1.50

3. The data that categorizes patients as males or females are known as:  
A. ordinal B. ratio C. nominal D. interval

4. The standard deviation for this sample (4, 3, 3, 3, 2):  
A. 4.1 B. 15.8 C. 1.7 D. 1.3

5. All of the following are examples of Continuous data except one:  
A. age B. weight C. Height D. sex

Q3-Fill the blanks with correct words: (10 Degree)

1. .... are the one that separates that belong to the different classes.

2. .... A subset of population

3. .... present highest and lowest value in a distribution

4. .... These data do not represent an amount or quantity (e.g., Marital Status, Sex)

5. .... are the numbers midway between the numbers that separate classes.

Q4/A- In a survey of 40 families in a village, the number of children per family was recorded and the following data obtained. (10 Degree)

0	1	2	3	4	5	6	7
1	2	3	4	5	6	7	8
2	3	4	5	6	7	8	9
3	4	5	6	7	8	9	10

Find: frequency, relative frequency and Cumulative Relative Frequency for this ungrouped data.

B/ Sixty (60) adults with gum disease were asked the number of times per week they used to floss before their diagnosis. Filling the blank? (5 Degree)

Frequency per Week	Frequency	Relative Frequency	Cumulative Relative Freq.
0	10	0.1667	0.1667
1	19	0.3167	0.4833
2	11	0.1833	0.6667
3	9	0.1500	0.8167
4	11	0.1833	1.0000

C/ How can you as a biostatistician can help? (5 Degree)

Q5/A- sample of 30 cars speed of a particular street are as follows with accuracy of 1 km/h. Construct a frequency distribution for the given data. Find Mean, Mode, Variance and Standard deviation for the following grouped data if you know (log 30) = 1.477 (10 Degree)

62	58	52	48	33	24	63	69	63	
67	56	46	48	53	56	57	59	58	53
53	46	57	52	52	53	54	58	61	63

Handwritten formulas for Mean, Mode, Variance, and Standard Deviation are visible at the bottom of the page.

GOOD LUCK

papers are free from spelling mistakes. Although some errors might be misprinting, the instructors revise the test papers before handing them to the committee. The following are some examples in this area:

#### Wrong

- *bilogy*
- *It may coverage the following.*

#### Correct

- Biology
- It may cover the following.

### 5.1.2.5 Wrong Capitalization

It is apparent that capitalization has not a very significant role as the elements of punctuation in all languages similarly. However, it should be taken into consideration while writing in English language. Capital letters are used in initial position in every English sentence. Besides, proper nouns are written with a capital letter and the pronoun *I* as well. The following are some examples in this area:

#### Wrong

- *determine these.*
- *how can you help?*

#### Correct

- Determine these.
- How can you help?

### 5.1.2.6 Small Font and Crowded Pages

**The font** size should be neither too small nor too large. The test papers have to be separated from each other having enough space; otherwise students may be demotivated, and they might leave out some items as they do not see them. Also, there should be enough space between one question and another, and among items of a question. Luckily, it has been detected that the test papers are perfect in this field as no crowded pages have been seen.

### 5.1.2.7 Unclear Instructions

Doubtlessly the clarity or ambiguity of instructions plays a crucial role in tests. The unclear instructions may lead to the unreliability of a test. Fortunately, all the test papers are free from this drawback.



### 5.1.3 Objectivity

Objectivity of tests often depends on the types of questions. The more objective the tests are, the more reliable they will be. This is because the objective tests make the makers to avoid the personal bias. They do not require personal interpretation. So, subjective tests are less reliable than objective tests. For this property, all the questions have been counted.

**Table (10): The Criteria Used to Check Objectivity in Test Papers**

Question types	Degree of objectivity	Number of questions	%
True/false, matching, multiple-choice, fill in the blanks with a limited given list, find the missing letter, and correction	Completely objective	116	61.7
Answer questions using the information given in a text, free Completion and free fill-in the blanks	Highly objective	24	12.7
Transformation, re-arrangement and guided paragraph	Fairly objective	8	4.2
count and explain one	partly objective and partly subjective	12	6.3
Free paragraph Definition	Subjective	28	14.9
Total		188	100

As shown in table, the tests are objective to a great extent, which makes 74.4%. Subjective types have been used to a little extent, and 5.3% of the questions are partly objective and partly subjective.

## 5.2 Results and Discussions

Generally, the test papers have been considered to be legible. Yet, some drawbacks have been detected in some of them. Most of the deficiencies are easily improved. and set right.

The following points have been noticed in the test papers:

- 1- No test paper has been detected to be handwritten.
- 2- The questions vary. Both easy to difficult questions have been set. This is the right way.
- 3- The layout of few test papers has been well-organized.
- 4- The time specified for answering the questions in a test varies as follows:

120 minutes      in thirty papers

90 minutes      in eight papers

No time given:    in two papers

This may be due to the fact that the subjects that have practical tests need less time than the others.

5- A very few numbers of test papers include optional items, but many of them do not follow this method. *Define only five of the following* is an example of this technique.

6- It is obvious that the test papers are objective to a high extent.

7- In the field of accuracy, some shortcomings have been detected in some test papers, particularly in the area of grammar and punctuation marks.

8- In some test papers, the mark distribution and the total mark of some test papers are not in agreement with the requirements.

## 8. Conclusions, Recommendations and Suggestions for Further Studies

### 6.1 General Conclusions and Findings

The following conclusions and findings are reached from analysing the test papers.

- The teachers are in need of training courses- even for some hours- in the field of testing.

- In some test papers inconsistency has been observed regarding multiple-choice types. Some items are in the form of question, others are in the form of statement.
- In few test papers, the same idea has been tested twice, or even three times- such as past simple in English grammar as an example.
- Since the test papers show a high degree of objectivity, the tests are believed to be reliable to a reasonable extent.
- Inaccuracy has been observed in some test papers.
- It is apparent that the background education of some instructors does not contribute to their development in the field of testing. In other words, testing is not studied as an isolated subject in many undergraduate and postgraduate levels.
- Few instructors do not pay attention to reading materials related to testing.
- Some instructors do not have enough knowledge in English language.

## 6.2 Recommendations

In the light of the conclusions mentioned in the previous section, the following recommendations are made here to improve testing in **Sunrise 9**:

- The concerned organizations should open courses in the area of testing for teachers. A particular curriculum regarding testing ought to be included in the courses.
- Teachers should participate in the courses obligatorily.
- It is recommended that every year a committee be established in each university (or college) so as to assess the questions. The test writers should be given feedback so that they will end or reduce drawbacks.
- Instructors have to regard themselves as constant learners. Learning never ends. Teachers should improve their competence in English language. Innumerable books and websites are found for this purpose.
- Some instructions can be issued by Ministry of Higher Educating to handle the problems associated to testing.
- Test writers must be very efficient in terms of spelling and grammar while wording tests.

## 6.3 Suggestions for Further Studies

- The Obstacles That University Instructors Encounter While Designing and Witting Tests

## - The Necessity of Training Courses in The Field of Testing for University Instructors

<sup>1</sup> The researchers have benefited for the criteria of objectivity from Al-Kubaisy (1979: 158). *The criteria have not been copied exactly, but they have paved the way to select the most suitable ones. The criteria have made the researcher to think about writing the current study.*

## هه لسه نگاندى پرسپارهکانى ئەزمونهکان له قوناغى زانکۆدا- که به زمانى ئینگلیزى نوسراون/ کۆلیژی پهروهرده- شه قلاوه به نمونه

مههمهد ابابکر خضرا - کامران ابابکر خضرا

<sup>1</sup> ماموستا له ئامادهی (خالد مدحت)، به پێوه به رایه تی پهروهرده ی شه قلاوه، به پێوه به رایه تی گشتی پهروهرده ی ههولیر/ وهزاره تی پهروهرده و فیڕکردن، هه ری می کوردستان، عیراق

<sup>2</sup> به شی زمانى کوردی، کۆلیژی پهروهرده- شه قلاوه، زانکۆی سه لاهه ددین، هه ری می کوردستان، عیراق.

### پوخته

تاقیکردنه وه وهک ئامرازیک بۆ پێوانه کردنی ده رئه نجامی پرۆسه کانى فیڕکردن و فیڕبون سه یر ده کریت، هه رچه نده ئامرازى تریش هه ن، به لام تا ئیستاش تاقیکردنه وه کان تا راده یه کی زۆر به کارده هیترین.

ئامانج له م لی کۆلینه وه یه هه لسه نگاندى پرسپاره کانى تاقیکردنه وه ی کۆتاییه، له قوناغى زانکۆدا، که به زمانى (ئینگلیزى) نوسراون، (کۆلیژی پهروهرده- شه قلاوه) وهک نمونه هه لبژێردراوه، بۆ ئەم مه به سه ش په راوی پرسپاره کان له لیژنه ی تاقیکردنه وه کانى کۆلیژه وه رگیراون.

ئه گه رچی تاقیکردنه وه کان چه ندین تایبه تمه ندیان هه یه، به لام ته نها سى تایبه تمه ندی هه لبژێردراون و کراون به پێوه ری ئەم توێژینه وه یه، ئەوانیش بریتین له (وردبینی، بابه تیبون و پشکنین)، ئەمه ش له بهر ئەوه یه که تایبه تمه ندیه هه لبژێردراوه کان گشتین له له ته واوی پرسپاره کاندا، له کاتیکدا تایبه تمه ندیه کانى تر په یوه ست و تایبه تن به بابه تی دیاریکراو.

رێبازى توێژینه وه که بریتیه له وه سفى شیکاریی، بۆ دلنیا بون له دروستى شیکردنه وه که دوجار پرسپاره کانى تاقیکردنه وه کان پشکنراون، بۆ ئەم مه به سه ش سود له پێوه ره کانى توێژه رانى دیکه وه رگیراوه، ده رکه وتوه ئەگه رچی پرسپاره کان تا راده یه کی زۆر بابه تیانه ن، ئەمه ش به هۆی ئەوه ی به شیکی زۆر له ته کنیکه بابه تییه کان له په راوی پرسپاره کاندا به کاره اتون، به لام به داخه وه له هه ندیک له په راوی پرسپاره کاندا ده رکه وتوه؛ که نادرست و ناته واون، ئەمه ش ده گه رپه وه بۆ دانه رانى پرسپاره کان، که وردبین نه بوینه،

لایه‌نی هه‌له‌ی ریزمانی و نیشانه‌کانی خالبه‌ندی، که گرنگییه‌کی که م به‌م لایه‌نه دراوه، هه‌روه‌ها به‌شیکی تر له روی دابه‌شکردنی نمره‌کان و کۆیی نمره‌یه له لایه‌نی زۆری و که‌مییه‌وه له‌گه‌ل نمره‌ی داواکردا ناگونجین. **کلپه وشه:** وردبینی، هه‌سه‌نگاندن، بابه‌تیبون، پشکنین و پرسیاره‌کانی تاقیکردنه‌وه‌کان.

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