

Evaluating the Ministerial Tests for third intermediate Stage according to Instructional Objectives

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Abstract

Testing in education is an essential factor and a systematic tool in evaluating students' success or failure. Ministerial tests are considered the most important tool for evaluating students' level at the end of each stage in school. The research aims to evaluate the ministerial English language tests for the third intermediate stage in light of the instructional objectives of the textbook. The instructional objectives are derived from the student book and the activity book for the third intermediate stage to evaluate the ministerial tests. To achieve the objectives of the current study, the descriptive approach is used. The samples of the current study include ministerial tests for the third intermediate stage in schools inside Iraq and for the years (2021 , 2022) to the first and second sitting. The main results are: the Iraqi Ministry of Education have no objectives for English language books to the intermediate stages, the Iraqi Ministry of Education should design instructional objectives for the intermediate stages. The instructional objectives should be accurate and clear and the Iraqi Ministry of Education doesn't design the ministerial tests according to units of book in balance way.

تقويم الامتحانات الوزارية للمرحلة المتوسطة بموجب الاهداف التعليمية

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قسم اللغة الانجليزية، كلية التربية ابن رشد للعلوم الانسانية ، جامعة بغداد

المخلص

تعد الامتحانات في التعليم عاملاً أساسياً وأداة منهجية في تقييم نجاح الطلاب أو فشلهم. تعتبر الامتحانات الوزارية أهم أداة لتقييم مستوى الطلاب في نهاية كل مرحلة دراسية. يهدف البحث إلى تقويم الامتحانات الوزارية في اللغة الإنجليزية للمرحلة الثالثة المتوسطة في ضوء الأهداف التعليمية للكتاب المدرسي. الأهداف التعليمية مستمدة من كتاب الطالب وكتاب الأنشطة للمرحلة الثالثة المتوسطة لتقييم الامتحانات الوزارية. ولتحقيق أهداف الدراسة الحالية تم استخدام المنهج الوصفي. وتشمل عينات الدراسة الحالية الاختبارات الوزارية للمرحلة الثالثة المتوسطة في مدارس داخل العراق وللعوام (2021، 2022) إلى الدور الأول والثاني. أهم النتائج هي : وزارة التربية العراقية ليس لديها أهداف لكتب اللغة الانجليزية للمراحل المتوسطة، على وزارة التربية العراقية تصميم أهداف تعليمية للمراحل المتوسطة. يجب أن تكون الأهداف التعليمية دقيقة وواضحة وعلى وزارة التربية العراقية ان تصمم الامتحانات الوزارية وفق وحدات الكتاب بشكل متوازن .

الكلمات المفتاحية: الاهداف التعليمية ، الامتحانات الوزارية ، المرحلة المتوسطة .

1 . Introduction

Evaluation is a procedure of obtaining, analyzing and interpreting information about teaching in order to make refined decisions that increase success of educational plans and students' achievement (Genesee and Upshur, 1996). In general, the evaluation is a comprehensive technique of collecting and constrains data to make judgments about a particular plans or group of people. It includes collecting, analyzing and interpreting information about teaching in order to make correct decisions that enhance student performance and success of the educational plans (Bahja, 2011). Therefore, the instructional objectives as a thought paves the way for better manifestation of meeting objectives in syllabuses. In fact, instructional objectives provide a framework which leads to some progress in the design of educational systems (Ashrafi, 2013). The present study aims at evaluating English ministerial tests of the third intermediate stage in the light of instructional objectives. The present research is limited to questions of English ministerial tests of intermediate stage for the academic years (2021 to 2022) first and second sitting according to instructional objectives of the students' book and activity book and the prescription of the text book entitled "English for Iraq"(Olivia et al., 2013) for 3rd Intermediate stage in Iraq.

2 . Theoretical Background

2.1. The Purpose of Evaluation

The evaluation is not related to the matters of counting and measurement mainly interested in modifying and developing behavior patterns in a particular field so researchers and scholars must ensure that the research process, reflection, and illustration are mutual (Santiago et al., 2009).

The evaluation checklist plans to increase the required changes in test design processes. So, the core goal of the evaluation is to improve the design process of the English language test. Evaluation concerns with exploring the influences of the program or project at an essential stage of the educational course. It is performed for the usefulness of a decision-maker or an outer audience (Richards, 2001). It also aims to enhance the education process by contributing more in the development of the test and education itself (Graves, 2000).

2.2. Evaluating Steps

Bahja (2011) states that all initial steps in the evaluation intend to find the reason behind the evaluation if it can do and there are regular steps in the evaluation include:

- Finding the beneficiary behind the evaluation and the information they need.
- Finding evaluation results that will be utilized to develop the training session and locate whether they will keep their course or not.
- Determining whether the evaluation is necessary and if the information demanded is already accessible.
- Determining the resources by which evidence will be collected and who will contribute in its collection.
- Finding how much funds and time are needed to conduct the evaluation.
- Determining the value and kind of the information that will be collected.
- Determining how to submit the results.
- Determining whether the evaluation of the follow-up is intended to verify the achievement of the outcomes.

2.3. Tests

One of the forms to evaluate the students' ability is a test. A test is an evaluation education tool essential in measuring student achievement. As a measure of the students, the test is used to measure the development grade or progress that has to be achieved by students after they take the teaching-learning program in a given period. The test also measures the teaching program because the test will know how far the teaching program has set and achieved (Graves, 2000).

2.4. The Role of Testing in Evaluation

Osman (2010) claims the check and analysis area unit closely joins. Tests of all types play a heavy role in practical evaluations of all instructional programs. The analysis is normally nothing over associate degree accelerant analysis of whether or not check results have up. The check is also outlined as a scientific procedure to live a pattern of behavior. The term "systematic procedure" refers to a

check established, recorded, and administered related to bound predefined rules. It additionally refers to the check materials area unit designated during bound thanks to suit the check specification. Therefore, the same materials area unit manages all participants within identical time limits.

2.5. Instructional Objectives

Hanna and Dettmer (2004) define instructional objectives in terms of what the students are intended to be able to do after a period of instruction (after a lesson, a lecture, or an activity); the teacher can observe students and measure how well they are doing with the objectives.

They also refer to a statement of what students should be able to do. Instructional objectives also use a behaviorist-based instructional design process to specify an expected outcome of an instructional unit. Well-constructed instructional objectives consist of three parts: first, conditions; that describe the situation under which behaviors are observed. Second, a performance that describes what the learner is expected to do. Third, the criteria describes how well or with which accuracy learners must be able to perform (Huitt,2004).

2. 6. Features of Educational Objectives

Linn (2005) states that objectives generally have the following characteristics:

1. They describe what the goal seeks to achieve in terms of learning.
2. They provide a basis for the organization of teaching activities and assessment.
3. They describe learning in terms of observable behavior or performance.

3. Research Methodology

Descriptive research is adopted to evaluate the content of tests because it is the appropriate method for evaluating ministerial tests, which is one of the research methods uses in education and psychology. A population is that group about which the researchers is interested in gaining information and drawing conclusions. A population is the group of all individuals, organizations or artifacts that are involved in the study (Blankenship, 2010).The major samples are divided into two sections the third intermediate student's book and activity book (Terry O'Neill and Peter Snow, 2016) the book is taught to the third intermediate students who study in Iraqi schools , the book includes eight units. And the final tests of the third intermediate stage for the two years (2021, and 2022) to first and second sitting.

In order to evaluate the ministerial tests according to instructional objectives include in the samples of ministerial tests for the third intermediate stage involve in the current research, the researchers adapted a checklist to evaluate ministerial tests and matching the instructional objectives elicit from student's book and activity book with ministerial tests in order to find out if the ministerial tests are matched with instructional objectives of the textbook to achieves the aim of study ,then the researchers derives instructional objectives from student's book and activity book for each units , after that the researchers writes the number of each instructional objectives and the unit that matches with deriving of instructional objectives. The instructional objectives are represented 288 for student's book and activity book whereas , unit one contains 55

instructional objectives while unit two obtains 45 instructional objectives , while unit three holds 47 instructional objectives, unit four yields 12 instructional objectives , unit five consists of 50 instructional objectives, unit six produces 31 instructional objectives, in addition unit seven contains 41 instructional objectives and unit eight presents 7 instructional objectives.

Face validity is the degree to which a test appears to measure what it claims to measure (Mills, 2019). In order to get valid opinions on the sufficiency and appropriateness of the items, a jury of (18) specialists in ELT was presented with the instruments and deriving of instructional objectives of the current study. The experts approved the instruments and found the instructional objectives to be applicable after removing certain inappropriate items. They also provided valuable comments and suggestions to improve the study.

The researchers adopts Cooper's equation to verify the reliability of the analysis through the use of a second specialized analyst . The analyst is asked to re-evaluate the samples of ministerial tests according to the instructional objectives.

4. The Results

The results showed that here is unbalance between coverage of questions according to the instructional objectives to the units of the prescribed book for the years 2021 to 2022 for first and second sitting . Table (4.1) is shown the instructional objectives which are presented in units , according to unit one includes 55 instructional objectives with 19 % , while unit two obtains 45 instructional objectives 16 % ,unit three holds 47 instructional objectives with16 % , also unit four contains 12 instructional objectives with 4 % , unit five produces 50 with 17 % , unit six consists of 31 with 11 % , unit seven yields 41 instructional objectives with 14% and unit eight offers 7 instructional objectives with 2 % . The instructional objectives for all units of student's book and activity book for third intermediate stage are 288 .

Table (4.1) Units of Student's Book and Activity book of the Third Intermediate Stage with Their Instructional Objectives and Percentage .

Units	Instructional Objectives	Total Objectives	Percentage to Each Unit of Student's and Activity Book
One	55	288	19 %
Two	45		16%
Three	47		16%
Four	12		4%
Five	50		17%
Six	31		11%
Seven	41		14%
Eight	7		2%

As shown in table (4.2), the ministerial test for the year 2021 first sitting which is represented , unit one holds 9 instructional objectives with 16%, while unit two contains 11 instructional objectives with 24%, unit three includes 17 instructional objectives with 36%, unit four has 0 instructional objective with 0% ,as well unit five contains 2 instructional objectives with 4%, unit six holds 4 instructional objectives with 13%, unit seven contains 8 instructional objectives with 20% and unit eight presents 0 instructional with 0 % . As for the ministerial test to second sitting of the same year whereas, unit one consists of 8 instructional objectives with 15 % , while unit two contains 10 instructional objectives with 22%, unit three holds 13 instructional objectives with 28%, also unit four involves 0 instructional objective with 0% , unit five produces 6 instructional objectives with 12%, unit six includes 6 instructional objectives with 19% ,unit seven represents 7 instructional objectives with 17% and unit eight obtains 0 with 0% .

Additionally, the ministerial test for the year 2022 first sitting which is offered, unit one holds 15 instructional objectives with 27%, while unit two contains 8 instructional objectives with 18% , unit three includes 14 instructional objectives with 30% also, unit four obtains 0 instructional objective with 0% , unit five contains 6 instructional objectives with 12%,as well unit six the instructional objectives are 4 with 13%, unit seven represents 4 instructional objectives with 10% and unit eight obtains 0 instructional objective with 0 % . According to the ministerial test to the second sitting for same year whereas , unit one consists of 11 instructional objectives with 20 % , while unit two contains 11 instructional objectives with 24%, unit three holds 10 instructional objectives with 21%,also unit four involves 0 instructional objective with 0% , also unit five holds 8 instructional objectives with 16% , unit six the instructional objectives obtains 5 with 16% , unit seven consists of 6 instructional objectives with 15% and unit eight yields 0 instructional objectives with 0% .

(4.2) The Ministerial tests according to Instructional Objectives for all Units with their Percentages to the years 2021 and 2022

Year / sitting	Unit one			Unit two			Unit three			Unit four			Unit five			Unit six			Unit seven			Unit eight		
	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage	Instructional Objectives of Total	Instructional	Percentage
2021 first	9	55	16 %	11	45	24 %	17	47	36 %	0	12	0 %	2	50	4 %	4	31	13 %	8	41	20 %	0	7	0 %

2021 second	8	5	1 5 %	1	4	2 2 %	1	4	28 %	0	1	0 %	6	5	12 %	6	3	19 %	7	4	1 7 %	0	7	0 %
2022 first	1	5	2 7 %	8	4	1 8 %	1	4	30 %	0	1	0 %	6	5	12 %	4	3	13 %	4	4	1 0 %	0	7	0 %
2022 second	1	5	2 0 %	1	4	2 4 %	1	4	21 %	0	1	0 %	8	5	16 %	5	3	16 %	6	4	1 5 %	0	7	0 %

Table (4.3) is shown the ministerial tests are offered 51-52 instructional objectives for each year . The deriving instructional objectives are presented 288 instructional objectives for all units of students' book and activity book . According to the ministerial test to the year 2021 first sitting yields 51 instructional objectives with 18% ,while the ministerial test for the year 2021/ second sitting includes 50 instructional objectives with 17% and the ministerial test for the year 2022 / first - second sitting consist of 51 instructional objectives with 18% .

Table (4.3) The General Percentage of Ministerial Tests of the Third Intermediate Stages in the Light of Instructional Objectives.

Year	Sitting	Total of items in ministerial tests	Total of instructional objectives	The percentage of ministerial tests
2021	First	51	288	18%
2021	Second	50		17%
2022	First	51		18%
2022	Second	51		18%

4.2. Discussion

According to the first aim of the study, the first problem according to evaluate the ministerial tests , there is no Instructional objectives in the Iraqi Ministry of Education . According to the numbers of ministerial tests are from 50 to 52 items the with 17 - 18 % for each year whereas instructional objectives consist of 288. So, the ministerial tests deal with limited numbers of instructional objectives in the test.

Also, there is unbalance between the representation of instructional objectives for each units in the ministerial tests, according to unit one in the year 2021 / first sitting includes 9 instructional objectives while in year 2022 / first

sitting for the same unit includes 15 instructional objectives, unit four includes 12 instructional objectives while the ministerial tests have no instructional objectives represent for this unit to the years 2021 and 2022 / first and second sitting , as for unit eight includes 7 instructional objectives, the ministerial tests have no instructional objectives represent for this unit to the years 2021 and 2022 / first and second sitting .

4.3 Conclusions

The results of the study obtain the following conclusions can be drawn:

1. Despite the importance of the instructional objectives and specially in achieving the required outcomes, the Iraqi Ministry of Education have no instructional objectives for intermediate stage.
2. The Iraqi Ministry of Education should design instructional objectives according the textbook material that match items of ministerial tests.
3. The Iraqi ministry of Education should design clear , comprehensive and accurate instructional objectives for intermediate stages .
4. The evaluating of ministerial tests according to instructional objectives state that the ministerial tests focus on some instructional objectives and neglect the others.

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