

Evaluating the 12th Grade Ministerial Examination Questions of English Subject (2012–2017) in the Light of Bloom's Taxonomy

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ABSTRACT

Despite modifications to ministerial examination question formats in general and for the 12th-grade English subject within the Kurdistan Regional Government, protests from teachers and experts persist. According to the researcher's perspective, evaluating ministerial examination questions for the 12th-grade English subject has not received sufficient attention. To ensure these questions align with contemporary changes, reflect improvements in students' knowledge levels, and fulfill educational objectives, a systematic evaluation process is imperative. The significance of this research stems from the fact that the Kurdistan Region has undergone few such evaluations. Concurrently, the Ministry of Education consistently strives to elevate students' academic proficiency and cultivate a generation capable of meeting developmental and modern demands. This study aims to evaluate 12th-grade English examination questions (2012–2017) using Bloom's Taxonomy; to analyze the nature of these ministerial examination questions from teachers' perspectives in Chamchamal district (2012–2017); and to assess these questions considering gender differences, qualifications, and years of teaching experience. To achieve these objectives, the researcher employed mixed qualitative and quantitative methodologies. The research tool is used to assign questions to levels within Bloom's Taxonomy which includes a semi-structured interview with teachers for the qualitative component, used to categorize questions according to Bloom's Taxonomy, and a 27-item questionnaire designed to evaluate ministerial examination questions.

KEY WORDS: Evaluation, Ministerial Examination Questions, Testing, 12th Grade, Bloom's Taxonomy.

1. ¹ INTRODUCTION

Education is fundamental to the development of cultures and civilizations. Within this process, evaluation is essential. It allows stakeholders to measure the extent to which learning objectives have been met, ensuring the learning process itself continues to develop. As Anthony and Sutton (2021: 1280) define it, education is "the organized, systematic approach to teaching and learning" that takes place in formal contexts like schools and universities. According to Feldman's (2013: 169) definition, learning is "a somewhat long-lasting alteration in attitude or understanding that results from experience or instruction." This fundamental process supports the critical importance of education. Consequently, the Kurdistan Region, like many nations, is actively developing its education system in response to global trends demanding such progress. The K-12 educational

systems of the Kurdistan Region of Iraq (KRI) have experienced an extensive renovation since 2008. The educational system specified that English be taught starting in grade 1, extended obligatory education to grade 9 instead of grade 6, and established two ministerial examinations for grades 9 and 12. The KRG requested support from the RAND Corporation for a number of projects. It requested that RAND evaluate the state of the K-12 systems and their changes to 2010 and provide suggestions for achieving the objectives of expanding access and raising educational standards (Vernez, Culbertson, and Constant, 2014: xiii). Three major goals were determined for enhancing the KRI's K-12 systems:

First: In order to relieve crowded conditions and fulfill the need for extra school areas, the region first needed to establish adequate schools.

Second: it was discovered that the area required to

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give students more time for learning while simultaneously developing the education and experienced teachers.

Third: it was found that the KRG was required to improve motivation and accountability by changing the current system to effectively support evaluating and reporting on teacher and school performance; increasing school leader accountability; systematically monitoring student progress; and ensuring public transparency of results. (Vernez, Culbertson, Constant, and Karam, 2016: 1).

The KRG Ministry of Education is trying to make major improvements to the educational system. It was mentioned in the educational Congress's final report on the Kurdistan education system that exams typically are just multiple-choice format. This does not mean that they are essentially imperfect, but they nevertheless need to be improved. The legislature made several important recommendations, one of which is to evaluate the final exams for the 12th grade and other levels (High Committee of Educational Congress, 2007: 10). The current research looks into the evaluation of ministerial examinations, particularly the English Language subject, with a particular emphasis on how suitable the exam is for Kurdish EFL students, taking into account both the students level and Bloom's taxonomy when administering the questions.

This study emphasizes evaluating the ministerial examination questions in the Sunrise 12 from English teachers' perspectives who have been teaching Sunrise 12. The study attempts to evaluate and determine how the 12th-grade ministerial examination questions have been designed and administered. The study's findings may help inform changes in the 12th-grade ministerial examination questions.

The research indicates dealing with these questions:

1. How do the ministerial exams align with Bloom's Taxonomy in KRG?
2. Are the ministerial examination questions in KRG for grade 12 appropriate for EFL students?
3. Are there test items assessing students' Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS) in the English Subject Ministerial Examination questions from 2012 to 2017 academic years in KRG?

2. THE REVIEW OF LITERATURE

2.1 Evaluation

The term evaluation, as defined by Mehrens and Lehmann (1978: 4), denotes "the process of delineating, obtaining, and providing useful information for judging alternative decisions." It encompasses the assessment of

a course's procedures and outcomes, addressing critical questions such as instructional quality, student achievement of objectives (e.g., exam success, college admission, or career preparation), learner satisfaction, and affordability (Macalister, 2010: 123). Fitzpatrick (2011: 6) further conceptualizes evaluation as a means "to determine or fix the value [of something] or to examine and judge."

Regarding the goals of educational evaluation, Fitzpatrick (2011: 35-36) identifies several objectives: determining a subject's significance, supplying data for program improvement, facilitating decision-making, advancing democratic values and societal progress, fostering stakeholder communication, enhancing theoretical understanding in social sciences, and ensuring program oversight and acceptance.

Assessment methodologies are categorized into various types. Formative assessment, termed "assessment for learning," involves ongoing techniques—such as homework, peer reviews, discussions, and quizzes—employed by educators to monitor student progress, prioritize learning processes over final outcomes, and deliver actionable feedback (Coombe & Gitsaki, 2016: 137-138; De Angelis, 2021: 6). Conversely, summative assessment ("assessment of learning") concludes a learning period (e.g., a unit, term, or academic year) by evaluating overall learner performance (De Angelis, 2021: 6; Andrade & Cizek, 2010: 3). Diagnostic assessment, conducted at the outset of instruction, identifies learners' prior knowledge, skills, and needs through pre-tests or diagnostic tasks (Wood, 1993: 94).

Norm-referenced assessments, exemplified by standardized tests (e.g., SAT, ACT, IQ tests), compare individual performance against a group, though validity considerations in this type remain underexplored (Wood, 1993: 84). Criterion-referenced assessments, such as driver's license exams or classroom tests, measure performance against predefined criteria (Wood, 1993: 83-85). Self-assessment, wherein individuals evaluate their own competencies, shows strong correlations with external metrics like grades and objective tests among older students, despite concerns regarding reliability (Davis et al., 2018: 22). Portfolio assessments, categorized under "authentic" or "alternative assessment," emphasize performance-based evaluation through compiled work samples (Purpura, 2016: 116).

2.2 Testing

As Brown (2000: 384-385) defines it, "a test is a tool utilized to evaluate an individual's skills or understanding in a particular field". Similarly, Bachman (1990: 20) conceptualizes "a test as a measuring instrument designed to capture a targeted sample of an individual's behavior."

Test items broadly fall into two categories: supplied and selected-response formats. Downing (2002: 653) underscores the efficacy of selected-response items, or objective tests, in measuring cognitive performance or aptitude, while Haladyna (2004: 6) highlights their

suitability for evaluating higher-order skills such as problem-solving and critical assessment. The supplied test items include three primary types:

1. Essay Testing: Students compose written responses, either directly during the test or via a word processor, which are then evaluated against predefined criteria with individualized feedback (Cole Myrick, 2010: 17).

2. Fill in the Blanks: Termed “gap filling” by Heaton (1988: 124), this format requires learners to supply precise vocabulary or terminology, proving effective for assessing spelling and lexical knowledge.

3. Short Answers: Frequently employed in reading and listening assessments, these items demand concise, context-specific responses (Hughes, 2020: 83).

Selected-Response Test Items encompass four key variants:

1. True-False Test Items: Simplified multiple-choice questions prompting binary judgments (Cole Myrick, 2010: 19).

2. Multiple-Choice Test Items: Widely used for evaluating grammar, vocabulary, and comprehension, these are perceived as objective due to standardized scoring (Kopriva, 2008: 38).

3. Matching Test Items: Functionally akin to multiple-choice questions with shared alternatives (Salkind, 2017: 157).

4. Completion Test Items: Also termed “gap filling,” these are categorized as objective despite potential subjective scoring nuances (Heaton, 1988: 124).

2.3 Bloom's Taxonomy

Bloom's Taxonomy, as articulated by Lee et al. (2016: 11-12), serves as a prominent educational framework for formulating learning objectives, evaluating student performance, and aligning with curriculum. This model equips educators with systematic tools to gauge cognitive development and refine pedagogical approaches. Reinforcing Lee et al.'s perspective, Anderson et al. (2001: 4) emphasize its role as an organizational strategy for defining educational goals.

Central to this framework are the Domains of Thinking, structured into six hierarchical categories that classify the cognitive processes (Bloom et al., 1956: 62). Referred to as Bloom's Cognitive Taxonomy, it delineates objectives across ascending levels of complexity, progressing from foundational to advanced cognitive engagement. These levels—knowledge, understanding, application, analysis, synthesis, and evaluation—provide educators with a coherent structure to articulate and assess intellectual growth, ensuring alignment between

instructional design and learner outcomes.

Table 1
kinds of cognitive processes described in Bloom's Taxonomy

No.	Taxonomy Level	Related Verb	Overview
1	Knowledge	Recall, identify, remember, and recognize	Fact memorization
2		Interpret, restate, translate, rephrase, describe, and explain	Giving an explanation on one's own terms
3	Application	Apply, implement, solve, and execute	Resolving new issues
4		Investigate, classify, differentiate, and compare	Dividing into parts and finding connections
5	Synthesis	Integrate, arrange, connect, blend, design, construct	Putting elements together to form a whole
6	Evaluation	Judge, evaluate, appraise, and value	Judging value or quality

(adapted from Airasian, 2012: 68 – 69)

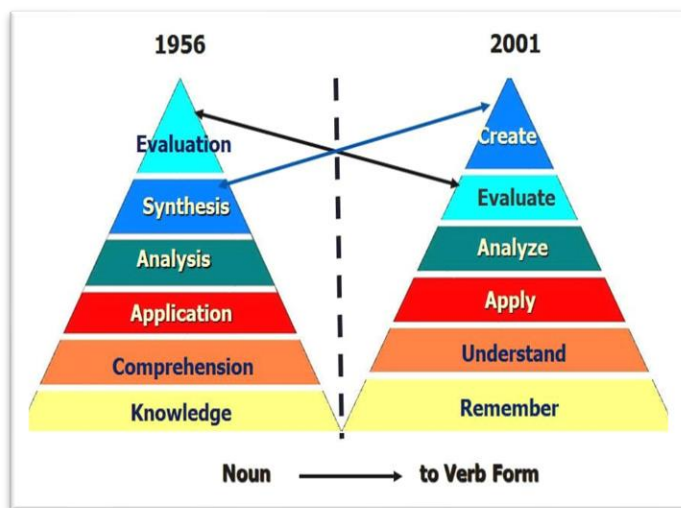
Bloom's Taxonomy, as articulated by Bloom (1954: 7-8), delineates three primary domains of educational objectives: cognitive, affective, and psychomotor. Each domain addresses distinct dimensions of learning, with varying degrees of conceptual development and practical application.

The cognitive domain emphasizes the cultivation of intellectual capacities, memory retention, and analytical skills. Recognized as the most structurally refined domain, it prioritizes the formulation of explicit behavioral objectives, rendering it integral to curriculum design and assessment strategies.

In contrast, the affective domain focuses on the evolution of beliefs, values, emotional responses, and interpersonal attitudes. Despite its significance, this domain remains underdeveloped due to challenges in delineating precise objectives, designing aligned learning experiences, and establishing robust evaluation methodologies, necessitating further scholarly attention.

Psychomotor domain deals with the manipulative abilities and motor skills. It focuses on physical movement, coordination, and motor skills learning by doing. It also covers any skill requiring physical action, from tying shoelaces (basic) to performing surgery (advanced). Although it is understood, there has not been much progress in higher education, which has led to the notion that defining goals in this field may not be helpful right now. Feedback from educators is suggested in order to determine future attempts in this field.

Terminological changes within Bloom's Taxonomy's structural hierarchy are part of newer versions. Notably, the original noun-based categories (e.g., "knowledge," "comprehension," "synthesis") were redefined as active verbs "remembering," "understanding," and "creating," respectively—to enhance conceptual clarity. These modifications, supported by comparative visual aids, underscore the taxonomy's evolution toward emphasizing dynamic cognitive processes over static outcomes. Together, these domains and their iterative



refinements continue to inform pedagogical practices and evaluative frameworks across diverse educational contexts.

Figure 1: New Bloom's Taxonomy of Learning

Caption: Changes in terms The picture illustrates the

new terms related to the popular Bloom's Taxonomy. Notice the changing of the nouns "application" and "apply," which indicate the different taxonomic levels, into verbs. The first two levels are essentially moved from the prior version to the latest one. (Schultz, 2005) (In the second from the top, evaluation replaced evaluate. While creation occurred, synthesis rose from the bottom to the top. <https://www.takethiscourse.net/new-blooms-taxonomy/>).

3 METHODOLOGY

This study adopts both qualitative and quantitative approaches. For the qualitative component, semi-structured interviews are conducted with teachers. Several English teachers are interviewed to assess and evaluate the ministerial exams, and the researcher utilizes thematic analysis for this qualitative component. For the quantitative component, a questionnaire employing a 5-point Likert scale is administered to the teacher participants. Content analysis is used to evaluate each item against Bloom's levels of thinking. Item test

evaluation is carried out, as it provides a clear portrayal of item quality.

3.3 The Research Setting and Participants

One of the requirements for conducting academic research is having a setting and participants, which are the units and contexts of a phenomenon that the researcher studies (Manzil and Gharaba, 2006: p.18). The research setting and participants are:

1. Exam Questions: The Ministerial Examination Questions of the English subject for 12th grade, First Term between the academic years (2012 - 2017).

Table 2

Research Setting for Ministerial Examination Questions

The academic year	Examination Questions / First Term	The average
Year (2011 - 2012)	(1) question	
Year (2012 - 2013)	(1) question	
Year (2013 - 2014)	(1) question	(6) Main Questions
Year (2014 - 2015)	(1) question	
Year (2015 - 2016)	(1) question	
Year (2016 - 2017)	(1) question	

Second: Teacher Participants: The research participants consist of all the 12th grade teachers in all high schools in the Chamchamal district, which consists of 34 schools, and the number of teachers was 98 English teachers, 58 of them were males and 40 were females. The researcher obtained the statistics of teachers' information from Chamchamal Education Directorate. As explained in Table 3.

Table 3

Research Participants for Teachers of English Subject

Gender	Male	Female	The average
Number of Teachers	58	40	98

3.2 The Research Sample

A research design that is similar to the research setting and participants to accurately reflect the research population is called a research sample (Diyab, 2003: p. 89). This includes two main points:

First: Ministerial Examination Questions sample:

The research sample consists of English subject ministerial examination questions for the academic years of the (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017), which includes six main ministerial examination questions. Three questions are objective, and three are subjective and multiple-choice format. The three objective ministerial examination questions consist of five main questions divided into forty sub-branches. The three subjective and multiple-choice formats are also divided into 150 multiple-choice questions, which include 50 multiple-choice examination questions per-year.

Second: After searching and following up on previous studies and consulting experts, the researcher was able to determine the number of samples in his study. The sample of this research is (98) teachers in Chamchamal district and surrounding sub-districts. (58) males and (40) female teachers. The individuals of the research sample were (2) teachers holding PhDs, (6) teachers holding master's degrees, (5) teachers holding higher diplomas, and (85) teachers holding bachelor's degrees.

The following groups of participants were chosen from the research sample. Those with 0–10 years of service made up the first group. Those with 11–20 years of service made up the second group. Those with 21 years or more of service made up the third group. To the gender, qualification, and years of service variables. As stated in fig. (2).

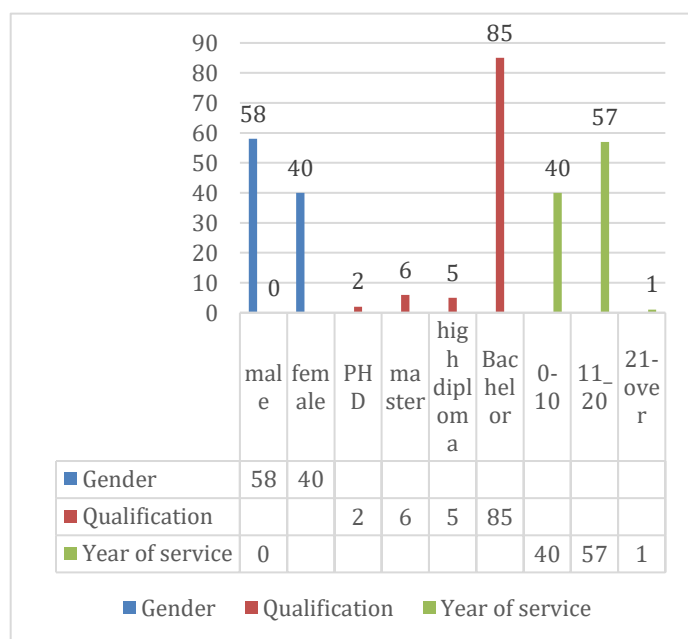


Figure 2: Distribution of the Research Sample

4 RESULTS AND DISCUSSIONS

Considering the objectives, this study evaluated and analyzed the ministerial examination questions of the English subject for the academic years (2012–2017)

according to Bloom's level of learning objectives. This study was consistent with Hassan (2022) and Stevani & Tarigan (2022) that investigated and evaluated the ministerial examination questions and their findings suggested that evaluating the ministerial examinations importantly affect the cognitive levels of questions which conducted by the English teachers. The findings show a systematic decrease in the model of higher-order cognitive skills (HOTS) after 2015, with too much emphasis on lower-order thinking skills (LOTS), supporting more general worries regarding the design of

assessment and educational goals (Anderson & Krathwohl, 2001; Brookhart, 2010). The research sample consists of six main questions of both subjective and objective questions for the academic years 2011–2012, 2012–2013, 2013–2014, 2014–2015, 2015–2016, and 2016–2017.

When analyzing and specifying the Bloom's Taxonomy levels represented in the ministerial examination questions from 2012 to 2017, the study found out that the questions cover all the six components of Bloom's Taxonomy. However, and many questions are mostly connected to the Lower Order Thinking Skills (LOTS). This study has noted that all the six levels of the Bloom's Taxonomy had similar significance in the ministerial examination questions prior to their change to multiple-choice format, with each level having a share of the questions. However, the Bloom's taxonomy's higher-order cognitive abilities received no emphasis after the exam format has been changed to multiple-choice questions as it was observed by Hassan (2022). For example, the higher levels of "analyzing," evaluating, "and "creating" which were already not considered in the questions in 2015, 2016, and 2017 were given less importance than the lower order thinking skills. The first level of the Bloom's taxonomy, "Remembering" was detected in 57 items in the years 2012–2014 (26 in 2012, 21 in 2013, and 10 in 2014). But from 2015 to 2017, the "Remembering" level was considerably higher, with 150 items (50 in 2015, 50 in 2016, and 50 in 2017). For "Understanding," the second level of Bloom's taxonomy appeared in 43 items in (2012–2014), which are broken down into the following years: 19 items in 2012, 16 items in 2013, and 9 items in 2014. Similarly, there are no items in (2015–2017). There are 56 division items above the third level, "Applying," in the years (2012–2014), with 12 items in 2012, 13 in 2013, and 31 in 2014. Additionally, there are no items from 2015 to 2017.

There were 11 items for the Higher Order Thinking Skills (HOTS) category, specifically for the "Analyzing" level, throughout the years (2012–2014) (2 items in 2012, 7 items in 2013, and 2 items in 2014). Nonetheless, there were no items in (2015–2017). There were just 2 items in the "Evaluating" level for the years (2012–2014), which indicated that there were none in the years (2012 and 2013). "Creating," the final level of the Bloom's taxonomy was the basis for developing students' scientific proficiency. There were 17 items in the years (2012–2014) (10 in 2012, 3 in 2013, and 4 in 2014). However, there were no items for this level in 2015, 2016, and 2017. As explained in Tables (4).

Table 4
Bloom's Taxonomy Levels of Exam Questions (2012-2017)

Year	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	LOTS	HOTS	Total Items
2012	26 (37.68 %)	19 (27.5 %)	12 (17.3 %)	2 (2.89 %)	0 (0 %)	10 (14.49 %)	57 items (82.6 %)	12 items (17.3 %)	69
2013	21 (35.59 %)	15 (25.42 %)	13 (22 %)	7 (11.86 %)	0 (0 %)	3 (5 %)	49 items (83 %)	10 items (16.9 %)	59
2014	10 (17.2 %)	9 (15.5 %)	31 (53.4 %)	2 (3.4 %)	2 (3.4 %)	4 (6.89 %)	50 items (100 %)	8 items (13.7 %)	58
2015	50 (100 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	50 items (100 %)	0 items (0 %)	50
2016	50 (100 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	50 items (100 %)	0 items (0 %)	50
2017	50 (100 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	0 (0 %)	50 items (100 %)	0 items (0 %)	50

This study found the percentages for each level of Bloom's taxonomy to determine the distribution of lower-order cognitive abilities, including the percentages for remembering, understanding, and applying per year. Additionally, for higher-order cognitive abilities, this study calculated the percentage contributions from the analysis, evaluation, and creation levels. The study quantified the annual number of questions pertaining to both lower- and higher-order cognitive skill categories and calculated their respective percentages.

Regarding the knowing level of English language ministerial examination questions from the perspective of subject teachers in Chamchamal education in general between the academic years (2012-2017). After collecting the data and applying the t-test for one sample using the SPSS, the findings indicated that the calculated (t) value (19.249) is larger than the tabulated (t) value (1.66) with the degree of freedom (97) and α (0.05). As explained in table (5), there is a statistically significant difference, which indicates that the examination questions are at a high level from the subject teacher's perspective, that is why; this study is consistent with Hassan (2022: p.91) study.

Table 5
T-Test Results for Chamchamal Subject Teachers' Scores on Ministerial Exam Criteria

Academic year (2012-2017)	N	Mean	Std. Deviation	Df	Default Center	T value		Sig. 0.05
						T test	Z test	
	98	87.3776	14.07968	97	81	19.249	1.66	Evidence

The current study evaluated the English language ministerial examination questions for Grade 12 from the perspective of subject teachers based on gender over the academic years (2012-2017). It calculated the gender mean and standard deviation scores (male and female) for English teachers on the ministerial examination questions and then used a t-test for two independent samples. It turned out that the T-test is (1.332) with a degree of freedom (96) is at the (0.05) significance level. There is no statistically significant difference, which indicates that the examination questions are not different from the subject teacher's perspective according to the gender variable, as presented in Table (6).

Table 6
Two Samples (T. test) analysis of subject teachers' scores based on gender variables

T - test								
Academic year (2012 - 2017)	Gender		N	Mean	Std. Deviation	Df	t-test	z.test
	Female	Male						
	40	58	75.8103	14.95215	13.35147	96	1.332	1.98
								No evidence

As shown in Table (6), the T-test (1.332) and the degree of freedom are equal to 96 and are at the evidence level Z-test (1.98) because the T-test value (1.332) is smaller than the evidence level of Z-test. Thus, there is no documented difference between the mean scores of male and female English teachers on the examination questions according to the gender variable. This finding was consistent with Hassan (2022: p.98).

This study evaluated English language examination questions for grade 12 from the perspective of subject teachers according to their qualifications between 2012 and 2017, using one-way ANOVA to determine if there were differences in teachers' scores based on their

qualifications. The findings are presented in Table 7.

Table 7

One-Way ANOVA of Subject Teachers' Scores by Qualification

Academic years (2012-2017)		ANOVA			F	Sig.	Sig 0.05
		Sum of Squares	Df	Mean Square			
	Between Groups	937.675	2	468.837	2.435	0.093	No evidence
	Within Groups	18291.356	95	192.541			
	Total	19229.031	97				

As shown in Table (7), the value of f (2.435) and the evidence value (0.093) and the degree of freedom (95) are at the level of evidence (0.05). Since the calculated evidence value (0.093) is larger than the evidence level. Thus, there is no evidence of a difference between the mean of the qualification scores of English teachers on the scale of ministerial examination questions according to the qualification variable. This result was consistent with Hassan (2022: p.102).

Regarding the evaluation of English language examination questions for grade 12 from the viewpoint of subject teachers, based on the years of service between (2012-2017). Figuring out the difference in the scores of English subject teachers based on the years of service on the scale of ministerial examination questions. One-way ANOVA was used in this study. The findings are shown in Table 8.

Table 8

One-Way ANOVA of Teachers' Scores on Exam Questions by years of service

Academic years (2012-2017)		ANOVA			F	Sig.	Sig 0.05
		Sum of Squares	Df	Mean Square			
	Between Groups	520.935	3	173.645	0.872	0.458	No evidence
	Within Groups	18708.096	94	199.022			
	Total	19229.031	97				

As shown in Table (8), the value of f (0.872) and the value of evidence (0.458) and the degree of freedom (94) are at the level of evidence (0.05). Since the calculated evidence value (0.458) is larger than the evidence level, there is no evidence of a difference between the arithmetic center of the years of service scores of English teachers on the examination questions according to the years of service variable. This finding was consistent with Hassan (2022: p. 105).

5 CONCLUSION

1. This study found that the ministerial examination questions of the academic years 2011-2012, 2012-2013, and 2013-2014 included all the six Bloom's Taxonomy levels: remembering, understanding, applying, analyzing, evaluating, and creating. However, the ministerial examination questions of the academic years 2014-2015, 2015-2016, and 2016-2017 changed to multiple-choice format.

2. In terms of the Bloom's Taxonomy levels, it included the Lower Order Thinking Skills (LOTS), especially the remembering level.

3. The level of English subject ministerial questions among English teachers in Chamchamal District in general for the academic years 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 was generally high.

4. No statistically significant differences observed among English teachers according to gender in the field of English subject.

5. No statistically significant differences were noticed among the English teachers according to qualifications.

6. There was no statistical difference among English teachers based on the years of service for the English subject.

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تقييم أسئلة الامتحانات الوزارية لمادة اللغة الإنجليزية للصف الثاني عشر (2012-2017) في ضوء تصنيف بلوم

ملخص

رغم التعديلات على صيغ أسئلة الامتحانات الوزارية عموماً ولمادة اللغة الإنجليزية للصف الثاني عشر في حكومة إقليم كردستان، تستمر احتجاجات المعلمين والخبراء. من وجهة نظر الباحث، لم يحظ تقييم أسئلة الامتحانات الوزارية لمادة اللغة الإنجليزية للصف الثاني عشر بالاهتمام الكافي. لضمان توافق هذه الأسئلة مع التغيرات المعاصرة، وانعكاسها لتحسن مستويات معرفة الطلاب، وتحقيقها للأهداف التعليمية، فإن عملية تقييم منهجية ضرورية. تنبع أهمية هذا البحث من حقيقة أن إقليم كردستان قد خضع لعدد قليل من هذه التقييمات. في الوقت نفسه، تسعى وزارة التربية باستمرار لرفع الكفاءة الأكاديمية للطلاب وتنشئة جيل قادر على تلبية متطلبات التنمية والعصر الحديث. تهدف هذه الدراسة إلى تقييم أسئلة امتحان اللغة الإنجليزية للصف الثاني عشر (2012-2017) باستخدام تصنيف بلوم؛ وتحليل طبيعة أسئلة الامتحانات الوزارية من وجهة نظر المعلمين في قضاء چەمچەمال (2012-2017)؛ وتقييم هذه الأسئلة مع مراعاة الفروق بين الجنسين والمؤهلات وسنوات الخبرة التدريسية. لتحقيق هذه الأهداف، استخدم الباحث منهجيات مختلطة نوعية وكمية. تشمل أدوات البحث مقابلة شبه منظمة مع المعلمين للمكون النوعي، تُستخدم لتصنيف الأسئلة وفقاً لتصنيف بلوم، واستبيان من 27 بنداً مصمم لتقييم أسئلة الامتحانات الوزارية.

الكلمات المفتاحية: التقييم، أسئلة الامتحانات الوزارية، الاختبار، الصف الثاني عشر، تصنيف بلوم.

هەڵسەنگاندنی پرسیارەکانی تاقیکردنەوەی وەزاری بۆ بابەتی ئینگلیزی پۆلی دوازدەهەم (۲۰۱۲-۲۰۱۷) لە ژێر پۆشنانی پۆلینی بلووم

پوختە

سەرەرای گۆرانکارییەکان لە شێوازی پرسیارەکانی تاقیکردنەوەی وەزاری بە گشتی و بۆ بابەتی ئینگلیزی پۆلی دوازدەهەم لە حکومەتی هەرێمی کوردستان، نەرەزایەتی مامۆستایان و شارەزایان بەردەوام دەبێت. لە روانگەی توێژەرەوە، هەڵسەنگاندنی پرسیارەکانی تاقیکردنەوەی وەزاری بۆ بابەتی ئینگلیزی پۆلی دوازدەهەم ئەو گرنگییە پێنەدراوە کە شایانی بوو. بۆ دڵنیابوون لەوەی ئەم پرسیارانە لەگەڵ گۆرانکارییە هاوچەرەکان دەگونجێن و پەنگدانەوهی باشبوونی ئاستی زانیاری قوتاییان دەکەن و ئامانجە پەرۆردەییەکان جێبەجێ دەکەن، پێویستی بە پرۆسەیەک ریکخراوی هەڵسەنگاندن هە یە. گرنگی ئەم توێژینەوهیە لەوەدایە کە هەرێمی کوردستان کەم رووبەر و پێڕستی هەڵسەنگاندنی ئاوا بووئەوه. لە هەمان کاتدا، وەزارەتی پەرۆردە بەردەوام هەولەدات ئاستی ئەکادیمی قوتاییان بەرز بکاتەوه و ئەوهەیک پەرۆردە بکات کە بتوانێت پێداویستیەکانی گەشەپێدان و سەرەمیان جێبەجێ بکات. ئەم لیکۆلینەوهیە ئامانجی ئەوهیە هەڵسەنگاندنی پرسیارەکانی تاقیکردنەوەی ئینگلیزی پۆلی دوازدەهەم (۲۰۱۲-۲۰۱۷) بکات بە بەکارهێنانی پۆلینی بلووم؛ شیکردنەوەی سروشتی ئەم پرسیارانە تاقیکردنەوەی وەزارەتی پەرۆردە لە روانگەی مامۆستایانەوه لە قەزای چەمچەمال (۲۰۱۲-۲۰۱۷)؛ و هەڵسەنگاندنی ئەم پرسیارانە بە لەبەرچاوتری جیاوازی ڕەگەز، ڕوانامە و سالانی ئەزمووێ و ئانەوتنەوه. بۆ بەدیپێنانی ئەم ئامانجانە، توێژەر شێوازی تیکەڵی کوالیتەتیف و کوانتیتەتی بەکارهێناوه. ئامرازی توێژینەوه کە بەکارهێناوه بۆ تەرخانکردنی پرسیارەکان بۆ ئاستەکانی ناو پۆلینی بلوم کە چاوپێکەوتنێکی نێچە پێکھاتەیی لەگەڵ مامۆستایان بۆ پێکھاتەیی چۆنایەتی لەخۆدەگرێت، بەکاردێت بۆ پۆلینکردنی پرسیارەکان بە پێی پۆلینی بلوم، و پرسیارنامەیەک ۲۷ بابەتی کە بۆ هەڵسەنگاندنی پرسیارەکانی تاقیکردنەوەی وەزاری دارپێژراوه.

وشە سەرەکییەکان: هەڵسەنگاندن، پرسیارەکانی تاقیکردنەوەی وەزاری، تاقیکردنەوە، پۆلی دوازدەهەم، پۆلینی بلووم.