Summary

Types of tasks in school written exams and pupil's achievement: possible answers to the needs of modern school

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The author, within his theoretical approach, describes the emergence and development of the standardized procedures of knowledge testing, especially the characteristics of the knowledge test/series of objective type tasks. He analyzes six types of tasks: retrieval, completion, binomial choice, multiple choice, association (comparison) and assortment. The results of relevant studies show the differences in reliability of different types of tasks and indicate the correlation between the expectation of a certain type of task and strategy of learning, as well as their impact on the permanence of knowledge, and forgetting.

On the sample of 220 pupils from the 7th grade of elementary school the author explored whether there were statistically significant difference, and also correlations, between the general results of the final testing at the end of school year 2004/05 and the initial testing at the beginning of the school year 2005/06. The differences and correlations were also examined for some characteristics of the subjects, such as gender and scholastic achievement, as well as for some features of different types of tasks in the series of objective type tasks.

Statistically significant differences were found between results on the final and initial testing, indicating the effects of forgetting during the pupils' summer vacations. Furthermore, statistically significant differences were found in two types of tasks: comparison and assortment, i.e. those types of tasks which are based on higher mental functions. A high correlation was found between the results of final and initial testing, and moderate or low correlations among different types of tasks. The results of girls and boys follow the general results and conclusions. The results indicate a general recommendation about the need for an active acquisition of knowledge and, in accordance with it, the use of series of objective type tasks, based on thinking operations and application of knowledge.

Key words: dokimology, series of objective type tasks, metric characteristics, school dokimology, knowledge tests