Problems of Using Subjective Tests at Secondary Schools Level
A case Study Secondary Schools to EL- Hassahiesa Locality, Gezira State, Sudan

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Department of Foreign Languages
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April, 2015
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Date: April, 2015
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Date of Examination: 30 / 4 /2015
Dedication

To my family, brothers
Teachers and friends
Acknowledgements

I am heartily thankful to my main supervisor AbdulGalil Abdallha Salih, whose encouragement guidance and support me during this research and I owe thanks to my co- supervisor Dr. Ahmed Gasm Alseed, and all the staff in the department foreign language for their encouragement and assistance. Finally, I offer my regards to my sister (Afag) and my brother (Abu obayda) and family and all those who supported me during this work.
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Abstract
Testing has many kinds such as the objective and subjects testing. Subjective testing is one of the most important kinds of test, this type. Purpose of the subjective exam is to test students’ ability to think clearly and quickly, to organize familiar information in a coherent manner. For this students need absolute clarity of the subject. But it has been seen that normally students move directly to the formulae and start solving problems. This study aims to discuss and identify the subjective test. To explain the importance of the subjective testes. It also aims to discuss the problems which face using subjective testes at secondary schools. This study suggests some solutions for those problems. The study adopts the descriptive analytical method. The study used two a test and questionnaire tolls to collect data, a questionnaire from sample of (30) English language teacher in secondary schools at EL- Hassahiesa locality and (70) secondary schools students. The respondents tick or cross on the scale. The both questionnaire and test are analyzed by using the statistical package for social sciences (SPSS). The results of the study reveal that: subjective tests are easy to design. Subjective questions involve major themes and how the facts relate to them. Subjective tests can be a great way for a student to earn more points because they present an opportunity for him/her to tell everything they know about a subject and consider Subjective tests are necessary to measure quality, intelligibility and loudness of speech signals. The study recommended that: Teacher should use some Techniques to Score More Marks in Subjective Tests. Teacher should need to know about however subjective test is designed. Students should draw attention to the approach that examiners want them to take. Classroom also like short tests teachers can solve the problem of low reliability of the score in some simple ways. Teacher should make best subjective questions to inspire students to share their actual experiences.
مشاكل استخدام الاختبارات الموضوعية في المدارس الثانوية
دراسة حالة: المدارس الثانوية - محلية الحصاحيصا، ولاية الجزيرة، السودان
أمجاد أحمد عباس محمد نور

ملخص الدراسة

هناك عدة أنواع للإختبار مثل الاختبار الموضوعي وغير الموضوعي. يعتبر الاختبار الموضوعي واحد من أهم أنواع الاختبارات. الغرض من الاختبار الموضوعي هو إختبار مقدرات الطلاب علي التفكير الواضح والسرع، لتنظيم المعلومات المألوفة بصورة متناسقة المعاني. لذلك يحتاج الطلاب وضوح مطلق للموضوع ولكن لوحظ توجه الطلاب مباشرة الي الصيغة وبدمهم حل المشاكل. تهدف هذه الدراسة إلى التعرف ومناقشة المشاكل التي تواجه استخدام الاختبار الموضوعي في المدارس الثانوية وإلي شرح أهمية الاختبار الموضوعي. تهدف هذه الدراسة إلي اقتراح بعض الحلول لهذه المشاكل. حيث اتبعت الدراسة منهجية التحليلي، استخدمت الدراسة الاستبيان لجمع البيانات من عينة (30) معلماً من معلمي اللغة الإنجليزية بالمدارس الثانوية محلية الحصاحيصا و (70) طالباً من المدارس الثانوية. المستندين يقومون بوضع علامة صواب أو خطأ على الخيارات، حل كل من الاستبيان والاختبار باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). كشفت نتائج الدراسة عن الأتي أن الاختبارات الموضوعية سهلة التصميم. تحتوي الأسئلة الموضوعية على مواضيع رئيسية وكيفية ارتباط هذه المواضيع بالواقع. يمكن أن تكون الاختبارات الموضوعية طريقة عظيمة للطلاب ليجرروا المزيد من الدرجات لأنها تقدم لهم فرصاً للطلاب للطالة ليخبر عن كل ما يعرفوه عن الموضوع. الاختبارات الموضوعية ضرورية لقياس نوعية الذكاء والوضع بالنسبة للصوت في إشارات الكلام. توصي هذه الدراسة بالأن: يجب على الطلاب استخدام بعض التقلبات لإجراح المزيد من الدرجات في الاختبارات الموضوعية. على المعلمين معرفة كيفية تصميم الموضوعي. على الطلاب أن ينظروا إلى الطرق التي يريد منهم الممتحنين إتباعها. على معلمي الصفوف حل مشكلة عدم ثبات الدرجات أو انخفاض الدرجات بطريقة مبسطة مثل الاختبارات القصيرة. على المعلمين وضع أحسن أسئلة للاختبار الموضوعي لإلهام الطلاب للمشاركة بخبراتهم الحقيقية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Learning English is one of the most important issues, people learn the language formally and informally, so this requires a means of evaluating learning process. Teaching is the formal means of evaluation; it takes various ways and many means. This gives the teacher an idea about how the students learn the language, how the curriculum works with the students and they could evaluate the teaching materials as well. Testing has many kinds such as the objective and subjects testing. Subjective testing is one of the most important kinds of test, this type.

1.1 Statement of the Problem

The researcher notices that teachers at secondary schools do not train their students in answering subjective tests, so this has a bad influence on the student's performance in testing and learning the language.

1.2 Objectives of the Study

The study has the following objectives:
1. To discuss and identify the subjective test.
2. To explain the importance of the subjective tests.
3. To discuss the problems which face teachers using subjective tests at secondary schools?

1.3 Significance of the Study

The following study for teachers who teach English at secondary schools examination boards in Sudan and EFL researchers.
1.5 Questions of the Study

The study has the following questions:
1. How important is the subjective testing?
2. What are the difficulties facing Students?
3. What are the effects of these difficulties?

1.6 Hypotheses of the Study

1. Subjective testing could evaluate the students' abilities in using the language and enable the students to coin their ideas.
2. There are difficulties confronting s.t:
   a. Most teachers are not trained in teaching the language.
   b. students' background about the language is weak.
   c. students are not trained to answer subjective questions.
3. The difficulties of using subjective taste do not allow the process of evaluation.

1.7 Method of the Study

The researcher will use the descriptive and analytical method in conducting the study. These methods are the (APS style and (SPSS) methods.

1.8 Limitation of the Study

The Study will be limited to secondary schools in Hassaheisa – Gezira state within the year 2014.

2.9 List of Abbreviation

GTKY: Getting To Know You
FAQ: Factual answer questions.
C R: constructed response.
CHAPTER TWO
LITERATURE REVIEW

2.0 Key Concepts and Idea on Testing

This chapter will lay with foundation of the research without having basic knowledge of the essential background of testing terms. The literature review will not be easily comprehended.

2.1 Historical Background

Testing in the field of Education language tests have been around for a very longtime. The history of measurement and evaluation is a very one. The first pronunciation test was used at least 300 ago. From the book of the judges in the Hloybible new international version (1999:419), the following story has been mentioned:

(... the zilead asked ( are the men of Gileadd asked him ( are you an Ephaimite? If he replied ( non they said( A;;right say shibboleth ( if he side shibboleth because he could not pronounce the word correctly they seized him and killed him at the fords of the Jordan.

Popham (1981:11) asserts that:

"history shows that some medieval societies utilized methods of measurement and evaluation which can be considered to be of relative degree of excellence in old china, written methods of assessment more used the test more extremenely difficult and they comprised three stages in the first and second stage. The test used to last for 18 to 24 hours in the third stage the outstanding candidates were selected and offered the most prestigious jobs in the civil service the Chinese government in about the year 500Bc. Harsh physical test were used in a there an Sparta."
After words in the ages darkness prevailed knowledge and arts. Were neglected and process of teasing was limited some drivable question and answers.

During the later middle ages oral examinations became popular in European universities among the earliest of these were the law examination at the university of which commenced in loyala university mode extensive use of written examinations for placement and evaluation of students. In England, oral examinations for the BA and MA. Degress were introduced at oxford in 1636 an some years earlier at can brigade written examination were used at oxford as early as 1803 in 1945 Horacemannelled the attack on oral tests. In 1897 Josephmayer Rice reported the results of some 33.00 pupils efforts on astandavized test of spelling- Rice was the real inventor of scandalized objective tests. This method of testing country and hence after the evaluation of wasintrouced in the USA in IB50. A first the concentration was on oral tests. The oral test were replaced in the second half of the same century by assay type test for students who were going to enrolling USA universities and colleges. E.L thornike, an American psychologist and lexica graphic established the scientific practice of test development in America published the first text book in educational measurement in 1904 and pounced the use of test in college- and pioneered the use of test college and missions so, it can be said that measurement and evaluation method moved a step forward, but these methods were still subjective and needed some soar of modification in 1917, Arthur. Sots developed a group of intelligence test that be scored objectively the otis test became photo type for the us Amy Alpha. Which featured the first wide spread use of multiple choice test items stimulated and explosive growth in the number of educational tests. That were produces in subsequent years. This led to introduction of modern tests or what has known as objective these
modern tests were introduced at the beginning of the twentieth century. The operation of measurement and evaluation was used in haphazard and unoverly always.

But the major development in this field occurred in the last humans years. By the end of the 1920 than 1300 test were on the educational market. Some rather well made but a number poorly defined in 1935 the IBM 805 scoring machine opened the or to mechanical processing of test data following world war large test deviling companies such as the educational testing service in Princeton, new jersey, were establish. Chase (1978:21) mention that: “the advances in computer technology after world introduce a new a dimension into educational measurement large volumes of test could be processed and analyzed states tidally a very rapid rate

define subjective at dictionary. Com subjective ( suhb- jek- tiv)

Y s b d kt r

Synonyms examples word origin Adjective. Existing in the mind: belonging to thinking subject rather than to the object of thought.

-Pertaining to or characteristic of an individual: personal: individual a subjective evaluation. Placing excessive emphasis on one’s own moods, at tithes, opinions, etc:

-Philosophy. Relating too of the nature of an object as it is know in the mind.

-Relating to proxies or specific songsters of the mind as distinguished from general or universal experience.

-Pertaining to the subject or substance in which attributes in here essential.

Grammar: Pirating to or constituting the subject of a sentence. (in English and certain other language nothing a case specialized for that use, us he in he brit the ball. Similar to such a case meaning compare nominative.


Origin latin

1400- 50 late middle English: pertaining to a subject of a ruler (latin subjectivus): see subject- ive

Related Forms:

Subjectively, adverb
Subjectiveness, noun
Non subjectively, adjective
Non subjectively, adverb
Non subjectiveness, noun
Quasi – subjective/ adjective
Quasi- subjective, adjective
Unsubjectively, adverb.

Synonyms:

Examples from the web for subjective her work is almost wholly subjective the emotional vacation to her own experience. 1400-1450 mental maps are personal and idiosyncratic are usually a mixture of both objective knowledge and subjective perceptions how meditation relieves the subjective experience of pair necrology and science in general have totally failed thus far to explain consciousness, sentences and subjective experience max was a fact- free one /supremely confidentadn totally subjective.

2.2 Examination Tests

Assessment and evaluation and test are often used loosely Heatou(1979:111) states that:

“The term test is generally used to refer to a set of items that can be objectively while Examination is used to refer to a
set of longer subjective questions (e.g. composition) other distinctions are sometimes made between examination and test.”

Also Apilliner (1968:21) point out:

“... sometimes the distinction is made in terms of time allowed atypical examination lasts two three or a typical ( test) one half to one how or the distinction may be hierarchical a university professor (examines) his final Honors students English literature: primary school teacher (tests) her nine year old in spelling finally the distinction may depend on whether assessments is subjective or objective in the first case we have an examination in the second a test- since the distinction between a test and examination is not clear-cut, the two terms are use in torching ably in thesis.

As for (assessment it is a globed term incorporating tests and examinations (whether) oral, gather method of meowing students before mace in Chase opinion (1987: 6-7)

“....... Measuivements the process of using number to describe quantity of rules while measurement only indentifies amount evaluation lays a mount against criteria so that we may make value hutment about observe amounts.”

2.3 Essential Characteristics of Good Tests

Any measuring device what sever must fulfill some conditions if it is to be of any services these conditions must be met, otherwise, the device will be misleading or useless. In assessing test, value one should considered its validity, reliability and empryability.

2.3.1 Validity

A vlid test measures what it is intended to be testing and nothing else. For example test is designed to measure the control of grammatical rules and structure becomes invalid if it contains difficult lexical items. Validity may be defined as the accuracy with which a test measures whatever it is supposed to measure.
A synonym for validity is truthfulness valid achievement test in English is one in which students who know more English score higher than those who know less. There are different types of validity mainly: face validity, content validity, predictive validity, concurrent validity and construct validity. According to power (2001: website) the most important types of validity.

a. Face validity: the extent to which an examination orates appears to be measuring the variables it is intended to test.

b. Content validity: the extent to which an extreme groups in computing the validity of an item.

2.3.3 Reliability

A test should provide consistency in measuring the items being evaluated in other words. If the same students it should produce almost the same results. The chief purpose of testing is to enable testers to orates consistency.

Different techniques are used to compensate for low reliability. Below are the methods which are usually utilized to make testes more reliability:

a. Relisting the same individual with the same test.

b. The use of alternate or parallel forms of the test. The only difference between them is the order in which the same test and the options are presented.

c. Split half: dividing the items into two halves.

d. Score reliability by using holists and analytical scoring and scoring the test papers by more than one rather.

Huughes (1989:36) recommends the following guidelines to make tests more reliable.

1. Take enough samples of behavior.

2. Write un airbag house items
3. Provide clear and explicit test instructions.
4. Ensure that tests are perfectly legible and well laid out.
5. Make sure that candidates are familiar with the format and test technique.
6. Provide non-distracting conditions of test administration.
7. Use items that require objective scoring.
8. Provide a detailed scoring key or marking system.
9. For standardized tests arrange for a workshop to train scores.
10. Apply multiple, independent scoring techniques.
11. Identify candidates by number or code, not name, i.e., use blind scoring.

2.4 Type of Test Question

A test question either asks the student to provide an answer or choose an answer from a list of possibilities. Essay questions and short answer or completion questions are two open-ended forms that ask the student to supply an answer matching exercise true false and multiple-choice questions of close-ended forms used for asking the student to select answer. The open-ended items are referred to as subjective (while the close-ended ones are called objective in reality). Subjective and objective is terms used to refer to the scoring of tests if no judgment is required on the part of the score.

Then the scoring is objective if judgment is required the scoring is subjective in reality all test items, no matter how they are designed require students to exercise a subjective judgment. In an essay test for example the test must think of what to write and then express his idea as well as possible. In a multiple-choice test he has to warship carefully all the alternative and select the correct or the best one. Furthermore all tests constricted subjectively. By the disagree he decided which areas of
language of test how to test those particular areas and what kind of items to use for his purpose thus it is only the scoring test that can be described as objective will get the same mark no matter which score marks his test.

2.5 What is Subjective Test?

A subjective test is evaluated by giving an opinion. It can be compared with an objective test, which has right or wrong answers and so can be marked objectively. Subjective tests are more challenging and expensive to prepare, administer and evaluate correctly, but they can be more valid.

2.6 The Subjective Case

A subjective world or speech element subj.

Derived Forms

Subjectively: adverb

Subjectivity, subjectiveness/ noun. (Collins English Dictionary, complete unabridged 2012 digital Education). Measuring achievement: why, when and how. Testing is invariably associated with decision making. Whenever something or someone is subjective of language testing are: To measure aptitude for learning. To classify or place students in different language classes by indentify the stage or part of teaching programme most appropriate to their ballistics. To diagnose the student’s specific strength and weaknesses that is, to determine what actually know and what they do not know.

2.7 Type of Subjective Test

This section covers the various types of subjective test. With concentration on essay examinations the traditional or subjective examinations continue to occupy an important place among the testing.
Techniques used by the classroom teacher although during the past few years they lost some of the dominate position they once occupied subjective test examinations comprise many types the most common ones are:

A. Essay questions.
B. Summary writing.
C. Short answer completion type.
D. Oral tests.

2.7.1 Essay Questions

Essays test are the oldest mean of evaluating written work in education. They are usually of two types:

a. Bang test whose answer can sometimes extend to tens pages or can be coursed in more than half page.

b. A short test of a limited answer- up to half a page the assay test are used to determine the students ability to convey their ideas in argical way and a clear linguistic style. They develop the students’ ability to reflect criticize evaluate and be creative. Generally when teachers are writing essay test they should been in mind the essay questions usually ask the students to: define classify, transform/ submarket explain/ apply compare. Differentiate, discuss, show the relations ship between develop, evaluate, prove, etc. According to Jacobs, et al (1981:1) “there are important questions usually raised when neighing the value of a direct test of composition ability which requires students to write an actual composition these questions are:

i. is a composition test practical’s.
ii. is a composition test reliable.
iii. is composition test visited.
iv. is there instructional value composition test.
The composition test writer should consider the following criteria in reparsing the test task is the task realistic? Appropriate? Understandable? Personal feasible? Reliable? Fair?

### 2.7.2 Types of Essay Questions

There can be many types of essay question some of these are given below with examples from different subjective.

1. Selective call: e.g what there legions policy of Akbar.
2. Evaluative cal: why did the first war of indolence.
3. Comparison of two things: e.g compares the contributions made by Dutton and Bohar to Atomic theory.
4. Comparisons of two things: in general e.g compares Early Vedic Age with the later Vedic age.
5. Decision for organist e.g discusses the effects of environmental pollution on outlives.

### 2.8 Strategies for Taking subjective or Essay Tests

Essay tests can be a great way for a student to earn grade points because they present an opportunity for him/her to tell everything they know about a subject and to earn points while doing so. If a student knows a lot about the subject.

- Essay questions involve major themes and how the facts relate to them. Therefore, it is essential to understand main ideas and supporting details.
- One excellent tool in preparing for an essay test is to use a previously written outline, mind map, or combo notes and recall questions of the main ideas and supporting details from texts and class discussions. Recall questions may even be the test questions.
- Essay tests require an answer of at least one paragraph in length. A student will usually be required to focus upon the main points and general
concepts more than on details. However, details must be included in the essay to back up, illustrate, or prove the main points.

When taking an essay test:
*Read all directions and questions carefully.
*Decide how much time you will spend on each essay.
*Begin with the essay easiest for you. It will allow you to relax, gain confidence and recall facts.
*Jot pertinent ideas in the margins that you want to use in your essay. Number ideas in the order you plan to use them.
*Begin each answer by restating the question as your lead sentence.
*Use the information you wrote in the margins to write main ideas first. Then, fill in supporting details, such as facts, names, etc.
*Leave space between answers to go back and add information.
*Reread. Did you answer the question?
*Answer all questions. Write all you are sure of for partial credit.
*Be specific; use relevant facts.
*Proofread for grammar, punctuation, spelling, and NEATNESS (it does count).
*Remember, Concise, well or-ganized answers are favored by teachers, which translate into better grades for you!

The following terms are usually included in the directions for essays. Questions that include these words require you to write all the relevant information you know:
*Describe *Discuss *Explain *List *Outline *Prove *Review *State
Questions that include these words require you to write specific facts in a specific way:
- Compare Write about the likenesses of the subjects.
- Contrast Write about the differences only between the subjects.
- Compare and Contrast Write about the likenesses and differences of the
subjects. Define Write the meaning of the word or subject given. Illustrate Give examples that would explain, almost draw a picture about the topic. Diagram you do not need to write, rather draw graphs and label charts, tables, time lines, etc.

2.9 How to Prepare and Succeed in Subjective Tests

This year CBSE-PMT has also changed its examination pattern and introduced for the first time two levels of exams for admission into MBBS course. The level 1 test would be objective and the level 2 tests would be subjective in nature. Another important point over here is that the gap between the objective (11th April) and subjective test (16th May) is very less. So the student has to prepare simultaneously for both the exams. The changed pattern demands a different style of preparation. For the changed pattern the student has to start preparing keeping the subjective as the base. And remember that however both objective and subjective test are designed to know how well the student knows the subject but there are many aspects where the type of preparation required is different. So the next question is what are the important steps to prepare and succeed in the changed examination pattern or in other words how should we prepare for subjective tests.

Preparation for subjective tests can be divided into 3 steps:
1. Studying for the subjective tests.
2. How to write good and correct answer.
3. Tips and Techniques to score more marks in subjective tests.

2.9.1 Studying for the Subjective Tests

The purpose of the subjective exam is to test your ability to think clearly and quickly, to organize relevant information in a coherent manner. For this you need absolute clarity of the subject. But it has been
seen that normally students move directly to the formulae and start solving problems. The result, the moment the student faces an application-oriented problem based on the concept he gets stuck. This is basically because of lack of proper knowledge of the subject. It is advised that student should follow following steps in order to have proper understanding of concepts and their applications. Basic steps of learning any concept

- Understand the background of the concept. Ask following questions to yourself
- What is the concept all about?
- What does the concept say?
- Focus on significance of the concept
- What are the exceptions to this concept?
- When and How to apply this concept?
- Follow the steps of derivation of the concept.

While practicing, try solving questions completely: After mastering the concept and application methods, try to solve the question on your own. In the beginning (till you have achieved mastery of the application method and concept), write down every step while solving question. Some students start solving the questions by missing the steps and adopting shortcuts. Remember that trying to miss steps or solving in a brief manner as shown in the solved examples in the beginning itself will lead to serious problems and the students will not be able to gain mastery. Remember solving the question completely without missing on any details helps in strengthening your understanding of the fundamentals.

Always remember subjective exams require recall learning. Carefully figure out the major content areas to learn. Develop a pool of information for each topic. Answering words like “why,” “when,” “where
located,” “how works,” “key characteristics, “cause-effect,” and “examples” for each topic will help to cover the critical information.

2.9.2 How to write good and correct answer

The main reason students fail in Subjective tests is not because they do not know, but because they fail to answer the questions fully and specifically, and because their answer is not well organized. So apart from knowledge proper representation of knowledge is also important. So the two important areas are

- Understanding the question correctly
- Writing a good answer to the question

2.9.3 Understanding the question correctly

Answering an exam question correctly depends upon understanding it clearly in the first place. Remember each question has certain key words and each key word has a different connotation. The treatment the question demands depends largely on the keyword. So it is very important to catch the key words in the question. An important technique to do so is to underline, after careful consideration, the most important words, phrases or data in the question. Underlining technique has several advantages:

- It ensures you read the question properly and note exactly what it is asking. It is very easy, in your anxiety to find a question you can answer and to get started, to misread a question. This can cause you to ignore a question, which it would be quite possible for you to answer and to choose to answer a question which turns out to be different from your original perception of it.

- It draws your attention to the approach that examiners want you to take, ie the type of question it is.

- Teacher should provides students with the key words to start a brief outline answer plan.
After identifying the key words, the next step is to interpret underlined words to find out what is being asked in the question. Given below is a glossary of words, which will help a student in understanding what is being asked in the question.

2.10 A Glossary of Subjective Test Words

**Analyze:** When asked to analyze, separate (a thing, idea, etc.) into its parts to find out their nature, proportion, function, interrelationship, etc.

**Compare:** Examine qualities or characteristics in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.

**Contrast:** Tell how two or more topics are different from associated things, qualities, or events, etc.

**Criticize, interpret, and review:** Express your judgment with respect to the correctness or merits of the factors under consideration. Give the results of your own analysis and discuss the limitations and good points or contributions of the plan or work in question.

**Define:** Definitions call for concise, clear, authoritative meanings. Details are not required, but boundaries or limitations of the definition should be cited. Keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.

**Diagram, and illustrate:** Present a drawing chart, plan, or graphic representation in your answer. You may be expected to label the diagram or add a brief explanation or description.

**Discuss:** Examine, analyze carefully, and present detailed considerations pro and con regarding the problems or items involved.

**Evaluate:** Present a careful appraisal of the problem, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations
2.11 Techniques to Score More Marks in Subjective Tests

Normally a student ends up scoring fewer marks than his or her maximum potential when he/she tries to attempt a question paper without a strategic plan. This shows that apart from the subject knowledge what is equally important is the strategy to write the exam. Gronlund & Linn, 1995). Objective Test is like one day cricket whereas Subjective Test is like a Test Match. For you to score century in test match you should have patience, clear approach & mind & absolute clarity of fundamentals. So, subjective exam demands on entirely different approach. While attempting a subjective paper a student is advised to follow following steps:
Settle and compose yourself
• Lay out your equipment, at least two pens, ruler, pencil and other permitted equipment.

Read right through the paper (10 minutes)
• Check instructions very carefully.
• Underline key words in questions. (see above)
• Choose your best questions, using a symbol system (see below)
• Analyse the question very carefully, For e.g try to find out whether it is a ‘What’ or ‘How’ type question or a ‘Why’ type.

Plan your time
• Divide according to marks per question.
• Write down finishing time for each question.
• If possible, plan in 10 minutes checking time at end.

Plan your answers
• Brief notes on main ideas and important details.
• Convert questions into diagram.
• Outline all answers at beginning (if doubtful of remembering); or one at a time or a few answers together.
• Leave space after each question.
• Ignore other candidates’ writing speed and extra paper collecting – it is irrelevant to your performance.

Prioritise
• Answer your best question first.
• Try to stick to the time allowed for each question: marks for two half-questions are worth more than one.
• Stick to what the questions are asking.

Start Writing
• Use short sentences
• Write legibly
• Avoid long background introduction

At the end of the exam
• If you are short of time, avoid calculations (see below)
• If there is time left, check your answers.
• Minimise your post-mortems.

2.12 Subjective Test Items

Subjective test items are more commonly called constructed response (CR) items. They require examinees to create their own responses, rather than selecting a response from a list of options (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). No single wording (or set of actions) can be regarded as the only correct response, and a response may earn full or partial credit. Responses must be scored subjectively by content experts. The term constructed response item may refer to an essay item or performance assessment. Measurement experts traditionally distinguish between two variations of these subjective item types: the restricted response item and the extended response item.

**Restricted Response Items:** On restricted response items examinees provide brief answers, usually no more than a few words or sentences, to fairly structured questions. An example in seventh grade science could be: Why are day lengths shorter in December than in July in the northern hemisphere?

**Extended Response Items:** Extended response items require lengthy responses that count heavily in scoring. Ideally these items focus on major concepts of the content unit and demand higher level thinking. Typically examinees must organize multiple ideas and provide supporting
information for major points in crafting responses. An example of such an item from 12th grade literature might be: The title of Steinbeck's novel, *The Winter of Our Discontent*, is found the opening line of the Shakespeare's play, *Richard III*. Having read both works, explain why you do, or do not, think this title is appropriate. Support your reasoning by comparing main characters, plots, and use of symbolism in these two works.

Performance assessment, as conceived in personnel psychology, requires the examinee to create a product or deliver a performance in a real world situation or simulation that could be evaluated using specified criteria. Raters typically score the performance using checklists or rating scales (Fitzpatrick & Morrison, 1971). When educators transported this procedure to classroom settings, their early performance exercises reflected this definition as shown in the following examples: determine the cost of carpeting a classroom, given a tape measure and carpet cost per square foot; determine the chemical composition of an unknown powdered compound. Gradually, educators' views of performance assessment evolved to include pencil and paper items couched in real-world contexts. Coffman (1971) successfully argued that an essay item could be a performance assessment in some content areas. In performance assessments in the early 2000s, examinees may respond to questions containing diagrams, data tables, written scenarios, or text passages, but quite often their responses are written essays. In modern usage, the defining characteristic of a performance assessment is that it requires behaviors that are meaningful end-products of instruction derived from content standards (Lane & Stone, 2006). Performance assessments may also include portfolios or assigned out-of-class projects, but the principles for construction and scoring are the same as for essay items.
**Constructing The Item:** Content standards and test specifications operationally define the domain of subject matter knowledge and levels of cognitive complexity that are sampled by the achievement test items. Within these parameters, the test developer must develop the questions (or prompts), create scoring rubrics (or keys), and plan the scoring process. Welch (2006) provides a comprehensive summary of this process.

**Developing the Prompt.** The prompt for a subjective item poses a question, presents a problem, or prescribes a task. It sets forth a scenario or set of circumstances to provide a common context for framing responses. Action verbs direct the examinee to focus on the desired behavior (e.g., solve, interpret, compare, contrast, discuss, or explain). Appropriate directions indicate expected length and format of the response, allowable resources or equipment, time limits, and features of the response that count in scoring (e.g., originality, organization, grammar, labeling diagrams, or numeric precision; Gronlund & Linn, 1995).

**Creating The Scoring Rubric.** Scoring rubrics are usually analytic or holistic in nature. For an analytic rubric the item writer lists desired features of the response with a number of points awarded for each specific feature. A holistic rubric provides a scale for assigning points to the response based on overall impression. A range of possible points is specified (e.g. 0–8 or 0–3), and verbal descriptors are developed to characterize a response located at each possible point on the scale. Illustrative responses that correspond to each scale point are often developed or selected from actual examinee responses. These exemplars are called anchor papers because the scorer uses them as benchmarks for comparison when deciding where an examinee's response falls on the score scale.
Scoring Responses. During subjective scoring at least four types of rater errors may occur as the rater (a) becomes more lenient or severe over time or scores erratically due to fatigue or distractions; (b) has knowledge or belief about an examinee that influences perception of the response; (c) is influenced by the examinee's good or poor performance on items previously scored; or (d) is influenced by the strength or weakness of a preceding examinee's response. To reduce these effects, a scoring process recommended for classroom teachers includes the following:

1. Mask student names to facilitate “blind” scoring;
2. Use the key on a trial basis for a small sample of papers and revise as necessary;
3. Grade all responses to a single item at one sitting if possible;
4. Shuffle papers between scoring different items so that examinees' responses are scored in varying order;
5. Mask the scores after initial scoring and rescore at least a sample of responses.

In large-scale testing programs, many raters participate in the scoring process. Prior to scoring, raters are trained to use common standards in extensive practice sessions using previously scored anchor papers. During scoring, each response is typically scored by at least two raters. Rater performance is monitored throughout the scoring process (Lane & Stone, 2006).

2.13 Persistent Issues In Constructed Response Testing

Using constructed response items presents issues that do not arise with objective item formats. Lane and Stone (2006) identify and discuss a number of these, but a few selected examples are as follows: Should the assessment present a few important tasks that demand complex, lengthy responses or more items, requiring briefer responses that provide broader
sampling of the content and more reliable scores? Should examinees have a choice of prompts or should all respond to the same prompts? Does handwriting quality affect scores? Should examinees have a choice between handwriting or composing their responses at a computer keyboard? Do electronic scoring programs yield comparable results to those of human raters?

Such questions spark continuing debate for two reasons. First, research results from published studies on the issue may be conflicting or may not apply to other testing situations or populations. Second, these issues involve often value judgments rooted in differing educational philosophies. The final decision on such issues in a specific situation should rest on a rationale that weighs available research evidence, viewpoints of stakeholders, and possible consequences.

2.14 Evaluating The Items

Despite the item writer's best efforts, subjective item prompts and rubrics will contain flaws. The most serious flaws are: mismatch to the content standards; ambiguity of wording; incorrect information in rubrics; inappropriate level of difficulty; content or wording that is offensive to some examinees, and potential for creating gender or ethnic bias due to the problem context or particular wording. Classroom teachers may ask colleagues to review a draft of items and critique them for such flaws. In large scale testing programs such reviews are conducted by multiple independent panels of experts (Welch, 2006).

After item administration, the examinees' numeric scores on each item provide a data set that can be analyzed to determine if the item functioned properly. This analysis typically includes computations of (a) mean item score and distribution statistics; (b) rater consistency indices (i.e., percentage of examinees receiving identical and contiguous scores from multiple raters or the correlations between the raters' scores); (c)
consistency of examinee performance across different subjective items; and (d) relationship between item score and score on an objective section of the test (Schmeiser & Welch, 2006). In large scale assessments, these analyses are conducted after the items are field tested prior to live use. Flawed items can be revised or eliminated. At the classroom level, when the item analysis reveals a problem, adjustments to the scoring rubric can be made and responses can be rescored before examinees' scores are reported.

2.15 A good Classroom Test is Valid and Reliable

Validity is the quality of a test which measures what it is supposed to measure. Gronlund & Linn, 1995). It is the degree to which evidence, common sense, or theory supports any interpretations or conclusions about a student based on his/her test performance. More simply, it is how one knows that a math test measures students' math ability, not their reading ability. Another aspect of test validity of particular importance for classroom teachers is content-related validity. Do the items on a test fairly represent the items that could be on the test? Reasonable sources for "items that should be on the test" are class objectives, key concepts covered in lectures, main ideas, and so on. Classroom teachers who want to make sure that they have a valid test from a content standpoint often construct a table of specifications which specifically lists what was taught and how many items on a test will cover those topics. The table can even be shared with students to guide them in studying for the test and as an outline of what was most important in a unit or topic.

Reliability is the quality of a test which produces scores that are not affected much by chance. Students sometimes randomly miss a question they really knew the answer to or sometimes get an answer correct just by guessing; teachers can sometimes make an error or score inconsistently
with subjectively scored tests. (Gronlund & Linn, 1995). These are problems of low reliability. Classroom teachers can solve the problem of low reliability in some simple ways. First, a test with many items will usually be more reliable than a shorter test, as whatever random fluctuations in performance occur over the course of a test will tend to cancel itself out across many items. By the same token, a class grade will itself be more reliable if it reflects many different assignments or components. Second, the more objective a test is, the fewer random errors there will be in scoring, so teachers concerned about reliability are often drawn to objectively scored tests. Even when using a subjective format, such as supply items, teachers often use a detailed scoring rubric to make the scoring as objective, and, therefore, as reliable as possible.

Classroom tests can also be categorized based on what they are intended to measure. Traditional paper-and-pencil classroom tests (e.g. multiple-choice, matching, true-false) are best used to measure knowledge. They are typically objectively scored (a computer with an answer key could score it). Performance-based tests, sometimes called authentic or alternative tests, are best used to assess student skill or ability. They are typically subjectively scored (a teacher must apply some degree of opinion in evaluating the quality of a response). Performance-based tests are discussed in a separate area on this website.

Tests designed to measure knowledge are usually made up of a set of individual questions. Questions can be of two types: a) selection (or select) items, which allow students to select a correct answer from a list of possible correct answers (e.g. multiple-choice, matching) and b) supply items, which require students to supply the correct answer (e.g. fill-in-the-blank, short answer). Scoring selection items is usually quicker and objective. Scoring supply items tends to take more time and is usually more subjective. Sometimes teachers decide to use selection items when
they are interested in measuring basic, lower levels of understanding (at the knowledge or comprehension level in a Bloom's taxonomy sense, Bloom et al., 1956) and use supply items if they are interested in higher levels of understanding, but a well-written selection item can still get at higher levels of understanding.

Teacher-made tests can also be distinguished by when they are given and how the results are used. Tests given at the end of a unit or semester or after learning has occurred are called summative tests. Their purpose is to assess learning and performance and usually affects a student's class grade. Tests can also be given while learning is occurring, and these are called formative tests. Their purpose is to provide feedback, so students can adjust how they are learning or teachers can adjust how they are teaching. Usually these tests do not affect student grades.

Classroom assessment is an integral part of teaching (Chase, 1999; Popham, 2002; Trice, 2000; Ward & Murray-Ward, 1999) and may take more than one-third of a teacher's professional time (Stiggins, 1991). Most classroom assessment involves tests that teachers have constructed themselves. It is estimated that 54 teacher-made tests are used in a typical classroom per year (Marso & Pigge, 1988) which results in perhaps billions of unique assessments yearly world-wide (Worthen, Borg, & White, 1993). Regardless of the exact frequency, teachers regularly use tests they have constructed themselves (Boothroyd, McMorris, & Pruzek, 1992; Marso & Pigge, 1988; Williams, 1991). Further, teachers place more weight on their own tests in determining grades and student progress than they do on assessments designed by others or on other data sources (Boothroyd, et al., 1992; Fennessey, 1982; Stiggins & Bridgeford, 1985; Williams, 1991).

Most teachers believe that they need strong measurement skills (Wise, Lukin & Roos, 1991). While some report that they are confident in
their ability to produce valid and reliable tests (Oescher & Kirby, 1990; Wise, et al., 1991), others report a level of discomfort with the quality of their own tests (Stiggins & Bridgeford, 1985) or believe that their training was inadequate (Wise, et al.). Indeed, most state certification systems and half of all teacher education programs have no assessment course requirement or even an explicit requirement that teachers have received training in assessment (Boothroyd, et al.; Stiggins, 1991; Trice, 2000; Wise, et al.). In addition, teachers have historically received little or no training or support after certification (Herman & Dorr-Bremme, 1984). The formal assessment training teachers do receive often focuses on large-scale test administration and standardized test score interpretation rather than on the test construction strategies or item-writing rules that teachers need (Stiggins, 1991; Stiggins & Bridgeford, 1985).

A quality teacher-made test should follow valid item-writing rules. However, empirical studies establishing the validity of item-writing rules are in short supply and often inconclusive, and, "item writing-rules are based primarily on common sense and the conventional wisdom of test experts" (Millman & Greene, 1993; p. 353). Even after half a century of psychometric theory and research, Cronbach (1970) bemoaned the almost complete lack of scholarly attention paid to achievement test items. Twenty years after Cronbach's warning, Haladyna and Downing (1989) reasserted this claim, stating that the body of knowledge about multiple-choice item writing, for example, was still quite limited and, when revisiting the issue a decade later, added that "item writing is still largely a creative act" (Haladyna, Downing & Rodriguez, 2002, p. 329).

The current empirical research literature for item-writing rules-of-thumb focuses on studies which look at the relationship between a given item format and either test performance or psychometric properties of the test related to the format choice. There are some guidelines supported by
experimental or quasi-experimental designs, but the foundation of best practices in this area remains, essentially, only recommendations of experts. Common sense, along with an understanding of the nature of the two characteristics of all quality tests (validity and reliability), provides the framework that teachers use to make the best choices when designing student assessments.

2.16 Guidelines for Great Subjective Questions

Great subjective questions inspire answers that explain “why” and “how”. The best subjective questions *invite explanation* Boothroyd, et al., (1992) If you’re asking for a product recommendation of some kind, you want answers to contain detailed information about the features and how they can be used, and why you might want to choose one over the other. “How?” and “Why?” has more lasting value than a bunch of product-feature bullet points or a giant enumerated list, no matter how extensive. In contrast, the bad subjective questions let answerers get away with hit-and-run answers that maybe provide a name and a link — but fail to provide any sort of adequate explanation, context, or background.

1. Great Subjective Questions Tend To Have Long, Not Short, Answers.

The best subjective questions inspire your peers to *share their actual experiences*, not just post a mindless one-liner or cartoon in hopes of being rewarded with upvotes for being merely Boothroyd, et al., (1992) “first.” Sharing an experience takes at least one paragraph; ideally several paragraphs. If I’m asking about how to bake cookies, don’t give me a list of grocery items: milk. butter. vanilla. eggs. There is virtually nothing I can learn from a short, static list of grocery items that make up a recipe. Instead, tell me what happened the last time you made cookies *from* that recipe! Share your detailed experiences, so that we all might learn from them.
1. **Great Subjective Questions Have A Constructive, Fair, And Impartial Tone.** The best subjective questions avoid the all too seductive route of ranting and flamebait. They set the right tone of constructive learning and collaboration from the very outset, by emphasizing that we’re all here to learn from each other, even if we have different viewpoints or beliefs about the right way to handle what are inherently subjective decisions. We’re not here to fight each other; that’s an enormous waste of everyone’s time. There is always more than one right way.

2. **Great Subjective Questions Invite Sharing Experiences Over Opinions.** Certainly experiences inform opinions, but the best subjective questions unabashedly and unashamedly prioritize sharing actual experiences over random opinions. It’s more useful to share with us what you’ve done than what you think. Everyone has an opinion. It takes zero effort or imagination to have an opinion about anything and everything. But people who have done things, real things in the world, and have the scars and arrows in their back to show for it — now that’s worth sharing. You should be uniquely qualified to have your opinion based on the specific experiences you had. And you should share those experiences, and more specifically what you learned from your experiences, with us!

3. **Great Subjective Questions Insist That Opinion Be Backed Up With Facts And References.** Opinion isn’t all bad, so long as it’s backed up with something other than “because I’m an expert”, or “because I said so”, or “just because”. Use your specific experiences to back up your opinions, as above, or point to some research you’ve done on the web or elsewhere that provides evidence to support your claims. We like you. We want to believe you. But like wikipedia
itself, {{citation needed}}. And good subjective questions make this clear from the outset.

4. **Great Subjective Questions Are More Than Just Mindless Social Fun.**

The best subjective questions avoid the social pitfalls of “Getting To Know You” (GTKY) and mindless entertainment. Sometimes people just want to poll a community for ideas that might help solve a problem (best book, best approach). These can be okay when there is actual knowledge in the collection of answers. What *isn’t* okay are the social bonding questions which are designed just to impress others, such as “What is the coolest/stupidest/weirdest/funniest thing you saw/did/tasted today?”, or questions where the site’s actual topic is tacked on as a token afterthought, such as “Favorite food for programmers.” If you removed the “for programmers” part of this question, is it really unique to our profession? Could an average member of our community reasonably be expected to *learn something that makes them better at their job* from this question? If not, then it’s a bad subjective question. So, there you have it: the difference between a good subjective question and a bad subjective question — expressed as six simple guidelines. If you’re wondering if a particular subjective question is worthy, wonder no longer.

**2.17 Apply the Six subjective Question**

If the score is low, close it. If the score is high, vote it up. You can expect to see these guidelines enforced on programmers.stackexchange.com over the next week or so, and made policy network-wide, wherever subjectivity is part of the site topic itself.

If the students think this is all too complicated, well, I guess that’s *subjective*. But, as Robert Scoble correctly pointed out, this is the price of allowing some subjectivity without letting it undermine and destroy the

2.18 Some Problems in Subjective Testing

The tests may require evaluation or comparison of widely different signals. Undesired variations in the data obtained may be caused by different instructions to the listeners, learning effects, and the selection of listeners. Standardization of test procedures will aid to make results of different tests more compatible.

2.18.1 Good Subjective, Bad Subjective

Stack Exchange is about questions with objective, factual answers. We’ve been crystal clear about this for as long as I can remember, even back to the earliest, pre-beta days of Stack Overflow. It’s right there in the standard Stack Exchange FAQ:

2.18.2 What Kind Of Questions Should Teacher He Not Ask Here?

Avoid asking questions that are subjective, argumentative, or require extended discussion. This is not a discussion board, this is a place for questions that can be answered! Thus, questions that are not answerable — discussions, debates, opinions — should be closed as subjective. It seems simple enough: Fact good; opinion and discussion bad. But why?

Most forums and chat rooms have a scale problem. As in, they don’t. The more people that join the discussion, the more noise each of those connections bring. So the forums get progressively noisier and noisier, and suddenly one day. … eventually the experts (i.e. people who are teaching you stuff) get drowned out and you are left with an experience that looks more like the magazine rack at a grocery store than a book shelf at Harvard. — Robert Scoble

Because teacher believes so deeply in learning, we are willing to go to great lengths to suppress the discussion, debate, and opinions that — while plenty entertaining — cause most forums to inevitably break
Insisting on objectivity is fine for computing and mathematics. But once you get past the hard(ish) sciences, you veer towards the much softer social sciences. There are experts in these fields, but they are by definition, not exact. In fact, *most* academic fields don’t have objective answers. Topics like economics, engineering, the arts, literature, and social sciences don’t exactly have correct and incorrect answers. There is a growing list of proposals about increasingly subjective topics, and we believe many of them are going to make great Stack Exchange sites.

### 2.19 Pervious Study

**Salleh, N. M. (2007)*** Objective and subjective hardness of a test item used for evaluating food mixing ability.*** Journal of Oral Rehabilitation, *The aim of this study was to compare objective and subjective hardness of selected common foods with a wax cube used as a test item in a mixing ability test. Objective hardness was determined for 11 foods (cream cheese, boiled fish paste, boiled beef, apple, raw carrot, peanut, soft/hard rice cracker, jelly, plain chocolate and chewing gum) and the wax cube. Peak force (N) to compress each item was obtained from force-time curves generated with the Tens presser.. A significant semi logarithmic relationship was found between the logarithm of objective hardness scores and subjective hardness ratings across twelve test items (r = 0.90; P < 0.001). These results suggest the wax cube has a softer texture compared with test foods traditionally used for masticatory performance test, such as peanut and raw carrot. The hardness of the wax cube could be modified to simulate a range of test foods by changing mixture ratio of soft and hard paraffin wax.***

**Rania Ali (2006)*** “The teacher’s Role in Reducing Students Test Anxiety” Gezira University. The study investigate the teachers’ role in reducing his or her students test anxiety to trace the causes of this anxiety
among students at secondary school. The study finds that: one of the most
problem students encountered when taken assay test is that is frequently
run of time and cannot complete all the questions. Students find
difficulties when answering oral test. Teachers consider students
individual difference when designing their test. The study recommended
that: students should arrive at the test location early and he she can
choose a sit way from any distraction. Students should read the
instructions over carefully and several times so that they are not
misinformed or falloff for any (trick) questions
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter is intended to introduce the methods used in the study and includes the procedures adopted in conducting the study, sampling procedures and collecting data. The researcher has followed the descriptive analytical method, how data are collected and analyzed and described the tools and find their validity and reliability.

3.1 The Population of the Study

The population of this study consists of the teachers of English language and students in EL-Hassahiesa locality secondary school.

3.2 The Sample of the Study

The sample of the study consists of (30) EFL teachers from and (70) students EL-Hassahiesa locality secondary school, the sampling are chosen randomly.

3.3 The Tool of Data Collection

A questionnaire is used as a tool for data collecting. The (30) copies of the questionnaire were distributed to (30) teachers in secondary schools, EL-Hassahiesa locality by hand. And the taste copies distributed to (70) secondary school students.

3.4 Tool of Data Collection

Questionnaire is the tool in collection data it consist (30) copies each one has (14) statements. The statements including three multiple choices as the following options (agree, to some extent and disagree). The study also used a test to (70) students.
3.5 Reliability and Validity of the Questionnaire

The study used statistical package for social to analyze the data which are collected. The researcher used person's correlation and the results:

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2 \left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}} \]

Where = correlation

- R: Reliability of the test
- N: number of all items in the test
- X: odd scores
- Y: even scores
- \(\sum\): Sum

\[ R = \frac{2r}{1+r} \]

Val = \(\sqrt{\text{reliability}}\)

Correlation = 0.75

Reliability = 0.86

Val = \(v\) = 0.86

validity = 0.88
CHAPTER FOUR
DATA ANALYSIS

4.0 Introduction:

This chapter introduces and describes data analysis. For presentation of the results the researcher used SPSS percentages, tables and figures for more explanation

4.1 The analysis of the Questionnaire statements

Statement (1) the best subjective questions invite explanation.

Table (4-1) Represent to Statement N.O (1)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>26</td>
<td>93.3%</td>
<td>86.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>to some extent</td>
<td>4</td>
<td>6.7%</td>
<td>13.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-1) Represent to Statement N.O (1)

The investigator requests the sample their opinion by ticking the appropriate option that fits the statement’s idea. The sample agree that The best subjective questions invite explanation
Their result is given statistically in the following table and diagram. Table and diagram(4.1) shows that, The best subjective questions invite explanation They show that most respondents(93%)agree and(7%) agree to some extent that, The best subjective questions invite explanation. According to the statistical analysis of statement one all respondents ( 100 % ) agree that, the best subjective questions invite explanation ,so that this statement is accepted.
Statement( 2) *the best subjective questions inspire students to share their actual experiences*

Table (4-2) Represent to Statement N.O (2)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>to some extent</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Fig (4-1) Represent to Statement N.O (1)

Understand the meaning. Table and diagram two show that most respondent 50% agree and 50% to some extent that, the best subjective questions inspire students to share their actual experiences. According to the statistical analysis of statement two most respondent agree that, the best subjective questions inspire students to share their actual experiences. Therefore this statement is accepted.
Statement (3) *subjective questions always accept more than one right answer*

**Table (4-3) Represent to Statement N.O (3)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>16</td>
<td>46.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>disagree</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

**Fig (4-3) Represent to Statement N.O (3)**

Diagram and table (4.3) shows that, most respondents 46% agree, 33% to some extent and 10% disagree that, subjective questions always accept more than one right answer. So the total is 80% of respondent agree that, subjective questions always accept more than one right answer. Only 10% disagree with the idea. Therefore, this statement is accepted.
Statement (4) Great subjective questions invite sharing experiences over opinions

Table (4-4) Represent to Statement N.O (4)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>16</td>
<td>56.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>disagree</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-4) Represent to Statement N.O (4)

The researcher asks the participants if they agree with the point that, great subjective questions invite sharing experiences over opinions. The result is given in table and diagram (4.4) Table and diagram 4.4 show the complete result. It is found that (56%) agree that, great subjective questions invite sharing experiences over opinions. (33%) agree to some extent that, great subjective questions invite sharing experiences over opinions. Only (10%) disagree with the idea, so the statement is accepted.
Statement (5) great subjective questions insist that opinion be backed up with facts and references

Fig (4-5) Represent to Statement N.O (5)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>63.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.5) shows that most respondents (63%) agree and (33%) agree to some extent that, great subjective questions insist that opinion be backed up with facts and references. According to the statistical analysis this statement is accepted.
Statement (6) subjective questions avoid the social pitfalls o and mindless entertainment

Table (4-6) Represent to Statement N.O (6)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>12</td>
</tr>
<tr>
<td>to some extent</td>
<td>11</td>
</tr>
<tr>
<td>disagree</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Fig (4-6) Represent to Statement N.O (6)

Table and diagram (4.6) show that most respondents (50%) strongly disagree and 38% agree to some extent that subjective questions should avoid the social pitfalls and mindless entertainment. Only (11%) disagree with the idea, thus the statement is accepted
Statement (7) *to answer subjective test item, the examinees should provide supporting information for major points in crafting responses.*

Table (4-7) Represent to Statement N.O (7)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>13</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Fig (4-7) Represent to Statement N.O (7)

Table and diagram (4-7) show that most respondents (51%) agree and 33% disagree to some extent that, to answer subjective test item, the examinees should provide supporting information for major points in crafting responses. Only 15% disagree. Thus this statement is not accepted.
Statement (8) subjective tests can be used to test Learning at any level, simple as well as complex

Table (4-8) Represent to Statement N.O (87)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>17</td>
<td>78.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-8) Represent to Statement N.O (87)

The statistical analysis of able and diagram (4-8) most of the sample agree that, subjective tests can be used to test Learning at any level, simple as well as complex. According to the statistical analysis of statement this statement is accepted. The investigator asks the participants their responses to the idea that, subjective tests can be used to test Learning at any level, simple as well as complex. The result indicates that about (78%) of the sample agree and (13%) agree to some extent that, subjective tests can be used to test Learning at any level, simple as well as complex. The complete result is given in table 4.8
Statement (4-9) subjective tests are easy to design. The participants are asked their ideas about designing subjective tests. The following table shows the details

**Table (4-9) Represent to Statement N.O (9)**

<table>
<thead>
<tr>
<th>Agree to some extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>17</td>
<td>78.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>disagree</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-9) Represent to Statement N.O (9)**

Diagram (4-9) shows that subjective tests are easy to design. Table and table (4-9) shows that (78%) of respondents agree and 10% agree to some extent that subjective tests are easy to design. Only (11%) disagree with the statement. According to the statistical analysis of statement (4-9) it accepted.
Statement (10) *subjective questions in some cases are ambiguous*

The researcher asks the participants if they agree with the idea that, subjective questions in some cases are ambiguous. Table (4.10) shows the complete result.

**Table (4-10) Represent to Statement N.O (10)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>19</td>
<td>81.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-10) Represent to Statement N.O (10)**

Table and table (4-10) shows that (81%) of respondents agree and 11% agree to some extent that subjective tests in some cases are ambiguous. Only (7%) disagree with the statement. According to the statistical analysis of statement (4-10) it is accepted.
Statement(11) *subjective test item can ask about a large amount of content in a short line*

**Table (4-11) Represent to Statement N.O (11)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>16</td>
<td>76.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-11) Represent to Statement N.O (11)**

Diagram and table (4-11) shows that most respondents (76%) agree and 15% agree to some extent that, subjective test item can ask about a large amount of content in a short line. According to the statistical analysis of statement (4-11) most respondents (91%) agree with the statement. Only 8% disagree with the statement. Thus this statement is accepted.
Statement(12) subjective test items require a deep thinking before writing the answer.

Table (4-12) Represent to Statement N.O (12)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>19</td>
<td>71.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Fig (4-12) Represent to Statement N.O (12)

Table (4-12) shows that, Diagram (12) shows that, subjective test items require a deep thinking before writing the answer. According to the statistical analysis of statement (12) (71%) of respondents agree and (20%) that, Classroom discussion broadens students mind and develops thinking abilities. agree to some extent that, subjective test items require a deep thinking before writing the answer. So (91%) agree and strongly agree with the idea Only.(8% )disagree. Thus this statement is accepted.
Statement (13) most teachers prefer using objective test

The researcher asks the sample their responses about the idea that, most teachers prefer using objective test. Most of the participants of the sample (71%) agree and 20 to some extent most teachers prefer using objective test. Their responses the complete result is given in table 4.13

**Table (4-12) Represent to Statement N.O (13)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>19</td>
<td>71.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-12) Represent to Statement N.O (13)**

According to the statistical analysis of table and diagram (4.13) most respondents (71%) agree and (20%) agree to some extent that most teachers prefer using objective test. Thus this statement is accepted.
Statement (14) *subjective test items are easy to score*

**Table (4-14) Represent to Statement N.O (14)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-14) Represent to Statement N.O (14)**

The statistical analysis of statement (14) (83%) agree and (8%) agree to some extent that, subjective test items are easy to score. Only (8%) disagree that, subjective test items are easy to score. So (91%) agree with the statement. Thus this statement is accepted.
4.3 The Analysis of the subjective test

The researcher aims to test students' ability in subjective test to see to what extent they are able to comprehend in English. The test includes five areas of assessment which are comprehension, vocabulary, grammar, spelling and punctuation. The researcher used statistical analysis to know the variation of the statistical function between the samples. The following are results:

1- Comprehension

The researcher notices that If the students have a background or knowledge about the reading passage’s situations, this will facilitate answering the questions. As the reading passage in front of their eyes, so (75%) of the sample comprehend successfully in answering the short answers questions. Only (25%) of the sample grammar or vocabulary mistakes.

2- Composition writing

Vocabulary

EFL students like any none native speakers find difficulty in the use of the English vocabulary items in written communication. The researcher notices some examples of these difficulties on her students. Some of the students (40%) have few vocabulary items to use in their composition. They commit errors when they use them in writing. On the other hand About (60%) of the sample successfully with various vocabulary items write their composition.

Grammar

EFL students do not know the relation between grammar and written communication. Therefore, EFL students face difficulties in communicating ideas in writing and comprehension. Some of them instead of using the present tense in the second situation they use the past
tense. However about (55%) of the sample have grammar mistakes. They also commit errors when they use grammatical items in writing.

**Spelling:**

EFL students like any none native speakers find difficulty in the spelling of the English vocabulary items. The researcher notices some examples of these difficulties on her students. Most of the student (45%) miss some letters in their writing items. They commit spelling errors when they write.

4.4- Testing hypotheses

The topic tries to ensure and test the hypotheses that may

Answer previous question.

**Hypothesis one :** *Subjective testing could evaluate the students ‘abilities in using the language And enable them to coin their ideas.*

According to the statistical analysis of table (4.8) most of the sample agree that, subjective tests can be used to test Learning at any level, simple as well as complex. Therefore, the hypotheses is accepted.

**Hypothesis two, a/** *Most teachers arenot trained in teaching the language.*

According to the statistical analysis of statement(13) most teachers prefer using objective test, the hypothesis is accepted

**Hypothesis two ,b/** *Students‘ background about the language is weak.*

According to the statistical analysis of table(4.10) subjective questions in some cases are ambiguous and so only good students can correctly answer them. According to table (4.10) the hypothesis is accepted.

**Hypothesis two, c/** *Students are not trained to answer subjective questions.*
According to the statistical analysis of table(4.12) subjective test items require a deep thinking before writing the answer. So most students face difficulties in answering them. Thus the hypothesis is accepted.

**Hypothesis three:** *The difficulties of using subjective taste don’t allow the process of evaluation.*

According to the statistical analysis of table(4.5) great subjective questions insist that opinion be backed up with facts and references. Students need to answer with their justifications and references which are difficult for students and need additional time and effort. Therefore the hypothesis is accepted.
CHAPTER FIVE
FINDINGS, RECOMMENDATIONS
AND CONCLUSION

5.0 Introduction

This chapter is a conclusion in which the researcher presents the main findings, recommendation and conclusion. The researcher hopes that, these findings, recommendations will be of great help for both learners and teachers.

5.1 Findings

After the results of the questionnaire and the test, the researcher has come out with the following findings:

1. Subjective test are the oldest mean of evaluating written work in education.
2. Subjective tests can be a great way for a student to earn grade points because they present an opportunity for him/her to tell everything they know about a subject and to earn points.
3. Subjective exam demands on entirely different approach
4. Subjective tests are necessary to measure quality, intelligibility and loudness of speech signals.
5. Subjective questions involve major themes and how the facts relate to them.
6. Subjective test items are easy to score.
7. The important steps to prepare and succeed in the changed examination pattern or how should we prepare for subjective tests:
   a. Studying for the subjective tests.
   b. How to write good and correct answer.
   c. Tips and Techniques to score more marks in subjective tests.
7. Subjective tests are easy to design

5.2 Recommendations

To find out the solution to the problem, the researcher presents the following recommendations:

1. Teacher should use some techniques to score more marks in subjective tests.
2. Teacher should provide students with the key words to start a brief outline answer plan.
3. Teacher should need to know about however subjective test is designed.
4. Students should draw attention to the approach that examiners want them to take.
5. Teacher should Given below is a glossary of words, which will help a student in understanding what is being asked in the question.
6. Classroom teachers can solve the problem of low reliability in some simple ways.
8. Teacher should make best subjective questions to inspire students to share their actual experiences.
BIBLIOGRAPHY


Dear colleges: English Teachers of Secondary Schools. This Questionnaire is Designed to Collect Data for an MA Research in ELT, Which Entitled The Problems Of Using Subjective Test Secondary Schools. I would be Grateful if you Could Give your Opinions by putting a tick( ) in The Right Scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The best subjective questions invite explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- The best subjective questions inspire students to share their actual experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Subjective questions always accept more than one right answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Great subjective questions invite sharing experiences over opinions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Great subjective questions insist that opinion be backed up with facts and references</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Subjective questions avoid the social pitfalls of mindless entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- To answer subjective test item, the examinees should provide supporting information for major points in crafting responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- Subjective tests can be used to test Learning at any level, simple as well as complex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- Subjective tests are easy to design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10- Subjective questions in some cases are ambiguous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11- Subjective test item can ask about a large amount of content in a short line</td>
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<td></td>
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<tr>
<td>12- Subjective test items require a deep thinking before writing the answer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13- Most teachers prefer using objective test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>