



A STUDY ON ASSESSMENT TOOLS USED BY TURKISH LANGUAGE TEACHERS IN RESPECT TO THE PROMOTION OF HIGHER-ORDER THINKING SKILLS

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Abstract

Nowadays, living conditions are changing gradually, technological and scientific developments are rapidly entering our lives. To adapt these changing conditions, people must expand their knowledge about themselves, realize the life around, think and decide faster. In order to do these, people need to have higher-order thinking skills. Turkish language courses can be used as an effective tool to gain the higher-order thinking skills. To gain higher-order thinking skills in teaching Turkish language, appropriate questions and student-based assessment methods must be used. Measurement and evaluation activities are expected to steer students to be critical thinker, inquisitive, deductive and observer. In this study, measurement and evaluation tools are discussed in terms of gaining the higher-order thinking skills. The aim of the study is defined as: to determine the compatibility of the item formats and student-based assessment tools with higher-order thinking skills and to determine item formats by analyzing exam papers. To achieve the overall aim, general screening model is used and a descriptive study was carried out to set forth the current situation. 102 Turkish language teachers from 20 different secondary schools who work in Çankaya, Mamak and Yenimahalle districts are formed the working group of the research. A questionnaire which prepared by the researchers was administered to Turkish language teachers to find out their item formats and student-based assessment methods. Chi-Square test was used in assessing teachers answers to questionnaire. Besides, examination papers used in 2015-2016 education year by targeted Turkish literature teachers were collected. Questions in these papers are examined with respect to document analysis method and grouped according to item formats. According to the study's findings, Turkish language teachers frequently used multiple-choice questions and open-ended questions of which answers are given in the text in their exams which are inappropriate with higher-order thinking skills.

Key Words: Measurement of higher-order thinking, student-based assessment.