

Research Article

**Analysis of Unit Evaluation Questions in the 4<sup>th</sup> and 5<sup>th</sup> Grade Social Studies Books<sup>1,2</sup>**

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**Abstract**

In today's information society, the importance of measurement evaluation, which is one of the indispensable elements of education, is increasing. Because the social studies course is a course for acquiring knowledge, skills, attitudes and values about society and life, the types of questions to be used while preparing the textbooks should be selected in accordance with the characteristic of the behaviour to be measured. In this study, it was determined whether there was a quality and quantity difference between the unit end evaluation questions of the textbooks of the 4<sup>th</sup> and 5<sup>th</sup> grade prepared according to the old (2005) and the new (2017). In addition, proposals have been made regarding the positive and negative aspects of the change. This research was conducted through a document review which is one of the qualitative research methods. As a result; only the traditional measurement and evaluation methods were included in the 4<sup>th</sup> and 5<sup>th</sup> grade social studies textbook unit final assessment, 2005 and 2017 social studies curriculum. The maximum number of mistakes in short answer and paired questions was determined in the 2017 curriculum., and the maximum number of errors in the correct answer and multiple choice tests was determined in the 2005 curriculum.

**Keywords:** 4<sup>th</sup> and 5<sup>th</sup> class, social studies books, unit assessment, analysis of bloom taxonomy questions

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## 4. ve 5. Sınıf Sosyal Bilgiler Kitaplarında Yer Alan Ünite Değerlendirme Sorularının Analizi

### Öz

Öğretimin vazgeçilmez unsurlarından biri olan ölçme-değerlendirmenin önemi giderek artmaktadır. Sosyal bilgiler dersi toplumsal yaşamla ilgili bilgi, beceri, değer ve tutum kazandırmaya yönelik bir ders olması hasebiyle ders kitapları hazırlanırken kullanılacak soru türlerinin, ölçülecek davranışın özelliğine uygun olarak seçilmesi gerektiği söylenebilir. Bu araştırmada, eski (2005) ve yeni (2017) programa göre hazırlanmış 4. ve 5 sınıfta ders kitaplarının ünite sonu değerlendirme soruları arasında nitelik ve nicelik yönünden bir farklılık olup olmadığına bakılıp yapılan değişikliğin olumlu ve olumsuz yönlerine ilişkin önerilerde bulunulmuştur. Bu araştırma, nitel araştırma yöntemlerinden doküman incelemesi ile gerçekleştirilmiştir. Sonuç olarak; 2005 ve 2017 Sosyal Bilgiler programı 4. ve 5.sınıf sosyal bilgiler ders kitapları ünite sonu değerlendirme sorularında sadece geleneksel ölçme-değerlendirme yöntemlerine yer verilmiştir. En fazla hata 2005 programında çoktan seçmeli testlerde tespit edilmiştir. Kısa cevaplı ve eşleştirmeli sorularda en fazla hata 2017 programında tespit edilmişken doğru-yanlış ve çoktan seçmeli testlerde ise en fazla hata 2005 programında tespit edilmiştir.

**Anahtar Sözcükler:** 4. ve 5. sınıf sosyal bilgiler kitapları, ünite değerlendirme, bloom taksonomisi sorularının analizi

## Introduction

One of the main purposes in realizing education is the transfer of knowledge, skills and values in the curriculum at the desired level. In line with this purpose, learning environments and materials should be selected in accordance with the target; teaching methods and techniques that make students active should be used; the learning-teaching process and the measurement-evaluation practices should be compatible with and supportive of each other while checking students' development by monitoring their skills and achievements (Ministry of National Education [MNE], 2017:10).

Measurement denotes describing, and in a broader sense, determining the properties of a particular object or objects and expressing the results with numbers or symbols (Kan, 2011:3; Tan, 2009:32). Evaluation is comparing the measurement results with a particular criterion and reaching a standard of judgment according to that criterion (Tüysüz, 2014:12). It is necessary to make measurement before making evaluation.

A teacher primarily determines a number of markers, which are the desired qualities that students are generally expected to have, that can be considered as an indicator of the success level of students in the course. These desirable characteristics are expressed as goals and behaviours in the 1999 curriculum and as "achievements" in the 2005 and 2017 curriculum. Then, he/she selects and applies measurement-evaluation techniques appropriate to the structure of the outcomes in order to determine the level of his students' achievements within the scope of social studies course.

The importance of measurement-evaluation, which is one of the indispensable elements of teaching, is gradually increasing and in order to prepare and implement an education-training curriculum according to the requirements of the era, and to achieve the success of the curriculum prepared and applied, measurement and evaluation should be done in a more planned and systematic way (Algan, 2008: 15).

In the curriculum "*an understanding of measurement and evaluation aimed at providing continuous feedback in order to monitor and guide students in the process, to identify and eliminate learning difficulties, and to support students' meaningful and permanent learning*"

has been adopted. Monitoring the development of students and guiding them according to this development in order to make sense of the numerical values obtained as a result of this assessment and evaluation is among the principles that are considered important in the curricula. In the education process, measurement-evaluation activities can be carried out in three different ways: “recognition, monitoring and result-oriented” (Ministry of National Education [MNE]:10-11):

- ***With the recognition evaluation***, the levels of students' higher-order thinking skills, their pre-learning in terms of acquisitions and values are determined. In this evaluation tools like observation and interview forms, readiness and ability tests, etc. can be used.
- ***Monitoring-based evaluation*** is process-oriented and its main purpose is to improve education from the beginning to the end of the semester, to reveal students' interests and abilities, and to identify learning deficiencies, rather than grading students. In this evaluation, open-ended questions, diagnostic branched tree (DBT), structured grid, conceptual association (CA), application activities, monitoring/ unit tests, self, peer and group evaluation, projects, rubric observation forms, etc. can be used.
- ***Result-oriented evaluation*** is the evaluation in which the level of learning is determined at the end of the learning-teaching process and the success levels of the students are determined. In this evaluation, tools like practice exams, final exams, observation and interview forms, projects, etc. can be used.

Although there are many classification systems developed to determine the cognitive levels of the questions asked to measure the cognitive achievement of students, the most accepted of these classifications in the literature is the cognitive development level classification developed by Bloom and known as Bloom's Taxonomy (Atılgan, Kan & Doğan, 2011:82). Yanpar (2007: 114) states that the questions in a textbook should be various, and comprehension, application, analysis, synthesis and evaluation questions should also be included in the textbook in addition to the questions measuring the level of knowledge. In order for educational activities to reach the determined goals, students are expected to be able to recognize, comprehend, apply, analyse, synthesize and evaluate the knowledge.

Textbooks are the most important pillar of the bridge between the curriculum and the student, and they are one of the basic elements of the education curriculum. They are the basic materials

that enable the teacher to use his power effectively, to give what he wants to teach in a more planned and systematic way, and to the student to repeat what the teacher says at any time and place, regardless of time and place. (Şenses, 2008:17). The change in the curriculum naturally has affected the textbooks and this made it necessary to change the structure and content of the textbooks. The first and basic resources for teachers to carry out the education and training process are textbooks. Textbooks are the concretization of the curriculum, giving the curriculum in a concrete form. It is not possible to have a course without a textbook. In other words, the textbook is a real helper for an effective and efficient lesson (Oru, 2009:269).

Since Social Studies course is a lesson aimed at gaining knowledge, skills, values and attitudes about social life, it can be said that the types of questions to be used while preparing textbooks should be selected in accordance with the characteristics of the behavior to be measured. For example, discussion questions, problems, open-ended, short answer or test type questions can be used. However, it may not be possible to see whether or not the students have reached the goals given in the curricula with tests or questions that only measure knowledge. (Duman, Karakaya, akmak, Erayi & zkan, 2001). When the newly prepared Social Studies curriculum is compared with the previous curricula, it is seen that a structural change has occurred. This situation also affected the understanding in the preparation of the textbooks, so there have been great changes in the end-of-unit evaluations of the textbooks.

When the literature is examined, it has been found that the measurement and evaluation techniques used in the lessons are determined according to the opinions of the teachers (Algan, 2008; Demirezen, 2005; Gnay, 2006; Turan, 2010; Yldırım, 2006) and the examination of the textbooks (Turgut, 2011). However, among these studies, the study, which included the examination of Social Studies books (Turgut, 2011), was conducted in 5 classes, including unit preparation questions, in-text questions, topic preparation questions, subject evaluation questions, and unit evaluation questions in secondary school social studies 6<sup>th</sup> and 7<sup>th</sup> grade textbooks handled as a kind of question category and it is not handled in terms of question types and Bloom's Taxonomy and only covers the 2005 curriculum. In addition, there haven't been found any other studies that examine the 2005 and 2017 textbooks together. 2005 Social Studies curriculum is the curriculum implemented until 2017, and as of 2017, the new Social Studies curriculum will be implemented gradually (first in 4<sup>th</sup> and 5<sup>th</sup> grades and next year in 6<sup>th</sup> and 7<sup>th</sup> grades). For that reason, in the research, since the new curriculum will be

implemented only in 4<sup>th</sup> and 5<sup>th</sup> grades in the 2017-2018 academic year, in order to determine and compare the changes and innovations in the new curriculum, the textbooks in 4<sup>th</sup> and 5<sup>th</sup> grade prepared according to the old (2005) and new (2017) curriculum, it will be checked whether there is a difference in terms of quality and quantity between the end-of-unit evaluation questions and suggestions will be made by looking at the positive and negative aspects of the change made. For this purpose, answers to the following questions were sought. In the Social Studies 4<sup>th</sup> and 5<sup>th</sup> grade Social Studies textbooks of 2005 and 2017;

1. What types of questions are included in what quantity in which learning domain?
2. What types of questions are included in what frequency?
3. What are the errors made in question types?
4. Which level of Bloom's Taxonomy is included in what quantity in which learning domain?
5. What is the distribution of question types used according to Bloom's Taxonomy?

## Method

### Design

This research was carried out by document analysis, one of the qualitative research methods that includes the analysis of written materials containing information about the phenomenon or phenomena aimed to be researched (Yıldırım & Şimşek, 2016:189).

### Population and Sample

According to Yıldırım and Şimşek (2016; 197) in research based on document review, "*It may not be possible for all document data to be analyzed as a whole. For this reason, researchers often try to create a sample from the available data set.*" And in this study, Social Studies textbooks in the 4<sup>th</sup> and 5<sup>th</sup> grade prepared according to the 2005 and 2017 curriculum using the easily accessible situation sampling method (Evirgen, Öz dural, Özkan & Öztürk, 2017; Evirgen, Özkan, Öztürk & Öz dural, 2017; Özensoy & Aynacı, 2016; Şahin, Bayram & Midilli, 2016) have been chosen for review.

In the study;

- In the 4th grade, Koza Publishing House’s book with the decision of the Board of Education and Discipline of the Ministry of Education dated 25.05.2015 and numbered 34 (in the 76th row of the attached list),
- In the 4th grade, the Ministry of National Education (MNE Publishing House) State books, with the letter of the Education and Discipline Board of the Ministry of National Education on 14.06.2017 and numbered 8982336,
- In the 5th grade, with the decision of the Board of Education and Discipline of the Ministry of National Education, Berkay Publishing House’s book, dated 25.05.2015 and numbered 34 (75th in the attached list),
- In the 5th grade, Ministry of National Education (MNE Publishing House) State books, with the letter of the Education and Discipline Board of the Ministry of National Education, dated 14.06.2017 and numbered 8982336, Social Studies textbooks were used in the accepted primary education 4th and 5th grade.

The ethical committee permission is not required in this study since the data were gathered before 2020 and through document analysis.

### **Data Collection and Analysis**

In order to collect the data, the “measurement and evaluation methods” scale developed and used in the thesis study conducted by Kibrız (2015) was used. This scale is grouped under 3 main headings as traditional, alternative measurement-evaluation methods and measurement forms. In this context, the research was conducted on the Social Studies textbooks in the 4<sup>th</sup> and 5<sup>th</sup> grades of primary education, based on the end-of-unit evaluation questions. Findings consist of the data contained in this book.

One of the types of content analysis inductive analysis, within the scope of the research, was used in analysing the data obtained. For reliability, the researchers made separate encodings on the books, and the consistency rate was calculated by comparing the codes.

The numbers of consensus and disagreement were determined in all comparisons on the codings made by both researchers, and the (internal) reliability of the study was calculated using Miles and Huberman's formula (as; Reliability = Consensus / Consensus +

Disagreement). In the study, using this formula, the percentage of agreement in coding is calculated as: 0.92 for the 2005 curriculum for the 4<sup>th</sup> grade; 0.91 for the 5<sup>th</sup> grade; 0.93 for the 4<sup>th</sup> grade in 2017 curriculum and 0.89 for the 5<sup>th</sup> grade. According to Miles and Huberman (1994: 64), "If the harmony between expert and researcher evaluations approaches 90% or exceeds 90%, a desired level of reliability is achieved."

## Results

In this section, the data gathered within the scope of the research are presented in table. Which questions were included in support of the data, which step of these questions list in Bloom's Taxonomy and what kind of mistakes were made in these questions are presented.

Table 1

*Types of unit final assessment questions in the 4<sup>th</sup> and 5<sup>th</sup> grade Social Sciences Textbooks*

Learning Domains	Question Types	Curriculum Year			
		2005		2017	
		Grade			
		4	5	4	5
Individual and Society	Written Exam (Open Ended Questions)	-	4	6	4
	Short Answers (Sentence Completion)	6	5	4	6
	Multiple Choice Tests	7	6	4	6
	True-False Questions	5	1	5	8
	Matching Questions	-	-	1	1
	Total	18	16	20	25
Culture and Heritage	Written Exam (Open Ended Questions)	-	6	5	5
	Short Answers (Sentence Completion)	6	5	9	7
	Multiple Choice Tests	7	6	6	6
	True-False Questions	8	1	11	9
	Matching Questions	-	-	1	1
	Total	21	18	32	28
Humans, Places and Environments	Written Exam (Open Ended Questions)	-	6	3	4
	Short Answers (Sentence Completion)	7	5	5	7
	Multiple Choice Tests	9	5	10	7
	True-False Questions	8	1	8	5
	Matching Questions	-	-	-	-
	Total	24	17	26	23



Science, Technology and Society	Written Exam (Open Ended Questions)	-	5	5	7
	Short Answers (Sentence Completion)	6	6	4	8
	Multiple Choice Tests	4	6	4	4
	True-False Questions	5	1	5	8
	Matching Questions	-	-	2	1
	Concept Puzzle	1	-	-	-
	Total	16	18	20	28
Production, Distribution and Consumption	Written Exam (Open Ended Questions)	1	5	5	2
	Short Answers (Sentence Completion)	3	5	5	6
	Multiple Choice Tests	7	5	7	6
	True-False Questions	-	1	5	8
	Matching Questions	-	-	2	-
	Total	11	16	24	22
	Active Citizenship *	Written Exam (Open Ended Questions)	2	10	5
Short Answers (Sentence Completion)		3	10	4	9
Multiple Choice Tests		12	10	7	6
True-False Questions		11	2	4	10
Matching Questions		1	-	2	1
Total		29	32	22	30
Global Linkages		Written Exam (Open Ended Questions)	-	5	5
	Short Answers (Sentence Completion)	2	5	7	5
	Multiple Choice Tests	5	5	6	6
	True-False Questions	4	1	10	8
	Matching Questions	-	-	2	-
	Total	11	16	30	21

\*In the 2005 curriculum, Groups, Institutions and Social Organizations, were combined and re-created as an Active Citizenship learning field in the 2017 curriculum with Power, Management and Society learning fields.

When Table 1 is examined, the most questions are included in the learning field of Culture and Heritage (60) in the 2017 curriculum, while least in the 2005 curriculum in the Global Links with Production, Distribution and Consumption (27).

In terms of units;

In the field of Individual and Society learning, in the 2017 curriculum, 25 questions were included in the 5<sup>th</sup> grade, while 21 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, 16 questions were included in the 5<sup>th</sup> grade, while 18 questions were included in

the 4<sup>th</sup> grade. In the 2005 curriculum, both written probe and matching questions were not included in the 4<sup>th</sup> grade while in the 5<sup>th</sup> grade no matching questions were included. All question types were included in the 2017 curriculum, with the highest number of true-false (8) and least with matching (1) question types.

In the field of learning culture and heritage, 28 questions were included in the 5<sup>th</sup> grade in the 2017 curriculum, while 32 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, 18 questions were included in the 5<sup>th</sup> grade, while 21 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, both written probe and matching questions were not included in the 4<sup>th</sup> grade and in the 5<sup>th</sup> grade no matching questions were included. In the 2017 curriculum, all question types were included, the highest number with true-false (11) and least with matching (1) question types.

In the field of People, Places and Environments, there are 23 questions in the 5<sup>th</sup> grade 2017 curriculum, and 26 questions in the 4<sup>th</sup> grade. In the 2005 curriculum, there are 17 questions in the 5<sup>th</sup> grade, while 24 questions in the 4<sup>th</sup> grade. In the 2005 curriculum, both written probe and matching questions were not included in the 4<sup>th</sup> grade; while matching questions were not included in the 5<sup>th</sup> grade. In the 2017 curriculum, only the matching question types were not included, however most used question types were multiple choice (11) and the least written examination (3).

In the 2017 curriculum, in the learning field of Science, Technology and Society, there are 28 questions in the 5<sup>th</sup> grade, while 20 questions in the 4<sup>th</sup> grade. In the 2005 curriculum, 18 questions were included in the 5<sup>th</sup> grade, while 16 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, both true-false and matching questions were not included in the 4<sup>th</sup> grade; whereas matching questions were not included in the 5<sup>th</sup> grade. In the 2017 curriculum, only the matching question type was not included in the 5<sup>th</sup> grade, but mostly short answer and true-false (8) and least matching (2) question type were given.

While 22 questions were included in the 5<sup>th</sup> grade in the 2017 curriculum in the field of Production, Distribution and Consumption learning, 24 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, 16 questions were included in the 5<sup>th</sup> grade, while 11 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, both written probe and matching

questions were not included in the 4<sup>th</sup> grade while matching questions were not included in the 5<sup>th</sup> grade. In the 2017 curriculum, only in the 5<sup>th</sup> grade matching question type was not included, but the most used question types were true-false (8) and the least matching and written probe (2). In addition, a concept puzzle was included in the 4<sup>th</sup> grade in the 2005 curriculum.

In the learning field of Active Citizenship, in the 2017 curriculum of 5<sup>th</sup> grade there were 30 questions, while 22 questions in the 4<sup>th</sup> grade. Since the groups, institutions and social organizations combined with the fields of power, management and community learning in the 2005 curriculum, the number of questions were given together. While there were 32 questions in the 5<sup>th</sup> grade, there were 29 questions were in the 4<sup>th</sup> grade. Matching questions were not included only in the 2005 curriculum of the 5<sup>th</sup> grade. In the 2017 curriculum, all question types were included, with the most true-false (10) and least matching (1) question types.

In the Global Connections learning field, in the 2017 curriculum, 21 questions were included in the 5<sup>th</sup> grade, while 30 questions were included in the 4<sup>th</sup> grade. In the 2005 curriculum, 16 questions were included in the 5<sup>th</sup> grade, while 11 questions were included in the 4<sup>th</sup> grade. In 2005 curriculum, there were neither written probe nor matching questions in 4<sup>th</sup> grade while no matching questions in the 5<sup>th</sup> grade. In the 2017 curriculum, only in the 5<sup>th</sup> grade there were no matching questions included, but the most used question types were true-false (10) and the least matching and written probe (2).

Table 2

*Types of Unit Final assessment Questions in Social Studies Textbooks of 4<sup>th</sup> and 5<sup>th</sup> Grade*

MNE Publishing House	Curriculum Year			
	2005		2017	
	Grade			
	4	5	4	5
Written Probe (open ended questions)	3	42	34	28
Short Answers (Sentence Completion)	33	41	38	48
Multiple Choice Tests	51	42	44	41
True-false Questions	41	8	48	56
Matching Questions	1	-	10	4
Concept Puzzle	1	-	-	-
Total	130	133	174	177

When we look at Table 2, 351 questions were included in the 2017 curriculum the most, while 177 questions were included in the 5<sup>th</sup> grade the most in the 2017 curriculum at the grade level

whereas least with 130 questions in the 4<sup>th</sup> grade in the 2005 curriculum. While the matching question, one of the traditional measurements and evaluation methods, was not included only in the 5<sup>th</sup> grade in the 2005 curriculum, the concept puzzle, one of the alternative measurement and evaluation methods, was included only once in the 4<sup>th</sup> grade in the 2005 curriculum.

When we look at *the written probe questions*, they were used most in the 2005 curriculum with 42 questions in the 5<sup>th</sup> grade, and least with 3 questions in the 4<sup>th</sup> grade in the 2005 curriculum. In the 2017 curriculum, written probe questions were included in the 4<sup>th</sup> grade with 34 questions and in the 5<sup>th</sup> grade with 28 questions. *Short-answer questions* were used most in the 2017 curriculum with 48 questions in the 5<sup>th</sup> grade, and least in the 2005 curriculum with 33 questions in the 4<sup>th</sup> grade. *Multiple-choice questions* were used in the 4<sup>th</sup> grade with 51 questions the most in the 2005 curriculum and the least with 41 questions in the 5<sup>th</sup> grade in the 2017 curriculum. While *true-false questions* were included with 56 questions in the 5<sup>th</sup> grade the most in the 2017 curriculum, the least with 8 questions in the 2005 curriculum in the 5<sup>th</sup> grade. *Matching questions* were found with 10 questions in the 4<sup>th</sup> grade the most in the 2017 curriculum, and no questions in the 5<sup>th</sup> grade in the 2005 curriculum.

Table 3

*Errors in Unit Final Assessment Questions in Social Studies Textbooks of 4<sup>th</sup> and 5<sup>th</sup> Grade According to their Types*

Question Types	Curriculum Year			
	2005		2017	
	Grade			
	4	5	4	5
Written Probe (open ended questions)	-	1	-	-
Short Answers (Sentence Completion)	8	16	27	17
Multiple Choice Tests	21	31	26	15
True-false Questions	41	8	-	-
Matching Questions	-	-	21	5
Total	36	56	74	37

Table 3 includes the number of error types in measurement and evaluation questions, and Figure 1 gives examples of the cases in which these errors are given in the books according to their types.

*In the written exam questions*, only one error was found in the 2005 curriculum in the 5<sup>th</sup> grade. This mistake is to give the question containing the same answer one after the other (1) for example, "What is your place in the groups and institutions you are in?" and in question 2 "What are the groups you are in and your roles in these groups?" (p.29).

Errors were encountered in the *short-answer questions* in the 4<sup>th</sup> and 5<sup>th</sup> grades of both curricula. The least errors were encountered in the 4<sup>th</sup> grade (8) in the 2005 curriculum, and the most errors were found in the 4<sup>th</sup> grade (27) in the 2017 curriculum. These mistakes include fewer distractors (20), questions not being homogeneous (23), unequal gaps (15), lack of punctuation marks (1), for example, "..... *fulfils the responsibility we assume in the group we are a member of. 5<sup>th</sup> grade (2017) p.32*" and a comma (,) should come after the word responsibility that will come to the place where there is a space; Giving clues in questions (7) for example "....., *which is the beverage we drink the most along with coffee, consumed every hour of the day. 5<sup>th</sup> grade (2017) p.62*" and the word coffee in the content indicates the answer to tea in the options, and the missing item root (2) for example "*To design a new technological product that was previously unknown using the known information ..... or .....*" 4<sup>th</sup> grade (2017) p.106" and the verb of the sentence is missing.

Errors were encountered in the *multiple choice questions* in the 4<sup>th</sup> and 5<sup>th</sup> grades of both curricula. The highest number of errors were encountered in the 5<sup>th</sup> grade (31) in the 2005 curriculum and the least in the 5<sup>th</sup> grade (15) in the 2017 curriculum. These errors are like: the options are not in alphabetical order (67), the negative question roots are not specified (6) and the formal meaning, that is, the header and the question root are not written differently (9), the repetitive words are given in the option (4), the most correct statement is not clarified (7) . (see Figure 1)

(2017 / 4 <sup>th</sup> Grade, p.83) Alphabetical	(2017 /5 <sup>th</sup> Grade, p.189) Negative Structured Question								
<p>5. Bazı doğal afetlerin oluşumunda hava olayları ve insanların yaptığı hataların da etkisi vardır. Aşağıdaki afetlerin hangisinde bu etkilerden <u>söz edilemez</u>?</p> <p>A) Sel B) Deprem C) Heyelan D) Çığ</p>	<p>6) Aşağıdakilerden hangisi insanlığın ortak mirası için söylendiğinde yanlış olur?</p> <p>A. İnsanlığın ortak mirası çok uzun zamanda oluşur. B. İnsanlığın ortak mirasında sadece bir ulusun payı vardır. C. İnsanlığın ortak mirası korunmalıdır. D. İnsanlığın ortak mirası gelecek kuşaklara aktarılmalıdır.</p>								
(2017/ 4 <sup>th</sup> Grade, p.161) Formal Error	(2017/ 4 <sup>th</sup> Grade, p.161) Repeating Word								
<p>4. '23 Nisan 1920'de Türkiye Büyük Millet Meclisi'nin açılması ile aşağıdakilerden hangileri gerçekleşmiştir?</p> <p>I. Egemenlik halka geçmiştir. II. Bağımsızlık savaşını kazanamamış birçok ülke için örnek olunmuştur. III. Kurtuluş Savaşı ile ilgili kararlar mecliste alınmıştır. IV. Cumhuriyet ilan edilmiştir.</p> <p>A) Yalnız I B) I ve II C) I, II ve III D) Hepsi</p>	<p>2. "Gülay hastalığından dolayı okula devam edemiyor. Evlerine gelen öğretmen derslerinde yardımcı oluyor." Gülay'ın bu durumunda, hangi hakkının devlet tarafından sağlandığı söylenebilir?</p> <p>A) Sağlık hizmetlerine erişim hakkı B) ifade özgürlüğü hakkı C) Eğitime erişim hakkı D) Yaşama ve gelişme hakkı</p>								
(2005 /4 <sup>th</sup> Grade, p.56) No Correction	(2017/4 <sup>th</sup> Grade, p.160) No Homogeneity and Formal Error								
<p>A. Aşağıdaki cümlelerden doğru olanların önüne 'D', yanlış olanların önüne 'Y' harfi koyunuz.</p> <p>(Y.) 1. Mektuplar, aile tarihi oluşturmada kullanılmaz. (D.) 2. Güreş, Türklerin ata sporudur. (Y.) 3. Kültürümüzde yardımseverlik yer almaz. (D.) 4. Türk kadını, Milli Mücadele Dönemi'nde büyük görevler almıştır. (D.) 5. Nevruz ve Hıdırellez milli kültürümüzün unsurlarıdır. (Y.) 6. Sakarya Savaşı, Sakarya ilimiz sınırları içinde gerçekleşmiştir. (D.) 7. Sözlü tarih çalışması sırasında görüşme formu doldurulmalıdır. (D.) 8. Fotoğraflar milli kültür için birinci elden kanıtlardır.</p>	<p>2. Aşağıdaki haklarımızla ilgili olan kavramları eşleştiriniz.</p> <table border="1" data-bbox="1031 1088 1326 1133"> <tr> <td>1. Nüfus cüzdanı</td> <td>2. Aşı</td> <td>3. Okul</td> <td>4. Oyun parkı</td> </tr> </table> <table border="1" data-bbox="979 1160 1374 1267"> <tr> <td>Sağlık hizmetlerine erişim hakkı ( )</td> <td>Eğlence, dinlenme ve kültürel etkinlikler yapabilmek hakkı ( )</td> <td>Bir işe ve vatandaşlığa sahip olma hakkı ( )</td> <td>Eğitime erişim hakkı ( )</td> </tr> </table>	1. Nüfus cüzdanı	2. Aşı	3. Okul	4. Oyun parkı	Sağlık hizmetlerine erişim hakkı ( )	Eğlence, dinlenme ve kültürel etkinlikler yapabilmek hakkı ( )	Bir işe ve vatandaşlığa sahip olma hakkı ( )	Eğitime erişim hakkı ( )
1. Nüfus cüzdanı	2. Aşı	3. Okul	4. Oyun parkı						
Sağlık hizmetlerine erişim hakkı ( )	Eğlence, dinlenme ve kültürel etkinlikler yapabilmek hakkı ( )	Bir işe ve vatandaşlığa sahip olma hakkı ( )	Eğitime erişim hakkı ( )						
(2017 /5 <sup>th</sup> Grade, p.115) Unequal Gaps	(2017/ 4 <sup>th</sup> Grade, p.29) Giving Clue								
<p>B) Boşlukları Dolduralım</p> <p>Aşağıdaki cümlelerde boş bırakılan yerlere, verilen kavramlardan uygun olanı yazınız.</p> <p>1) Buluşların sonuçları olarak ..... yaşanır. <input type="text" value="bilim"/></p> <p>2) ..... alanındaki teknolojik gelişmeler insan hayatını çok kolaylaştırdı. <input type="text" value="Bilim Teknik"/></p> <p>3) Buluşların temelinde ..... ve ..... vardır. <input type="text" value="teknolojik gelişme"/></p> <p>4) Teknolojik gelişmeler ..... ile yakından ilişkilidir. <input type="text" value="buluş"/></p> <p>5) ..... insanların ortak özelliklerinden biri de yaratıcılıktır. <input type="text" value="iletişim"/></p> <p>6) ....., 7-12 yaş grubu için yayımlanan bilim dergisidir. <input type="text" value="hayal gücü"/></p> <p><input type="text" value="merak"/></p> <p><input type="text" value="Bilim Çocuk"/></p>	<table border="1" data-bbox="999 1357 1374 1424"> <tr> <td>sorumluluk</td> <td>Ankara</td> <td>23 Aralık 1994</td> <td>eğitsel ve sosyal</td> <td>bağımsızlık</td> </tr> </table> <p>1. Çocuk Hakları Sözleşmesi 2 Eylül 1990'da yürürlüğe girmiştir. Türkiye'de sözleşmeyi ..... onaylayarak yasalarını da sözleşmeye göre uyarlamaya söz verdi.</p> <p>2. ....kişinin kendi ve başkalarına karşı yerine getirmesi gereken görevlerini zamanında, tam olarak yerine getirmesidir.</p> <p>3. TBMM 23 Nisan 1920'de ..... açılmıştır.</p> <p>4. Okulumuzda düzenlenen anma ve kutlama programları ..... etkinliklerimizdendir.</p>	sorumluluk	Ankara	23 Aralık 1994	eğitsel ve sosyal	bağımsızlık			
sorumluluk	Ankara	23 Aralık 1994	eğitsel ve sosyal	bağımsızlık					

Figure 1. Examples of question errors

While no errors were encountered in the 2017 curriculum for *true-false questions*, errors were encountered at both grade levels in the 2005 curriculum. The most errors were encountered in the 4<sup>th</sup> grade (41) in the 2005 curriculum. These errors are in the form of requesting only the correct or incorrectness of the statements given and not making any corrections. This situation increases the chance success to 50%.

*Matching questions* were encountered only in the 4<sup>th</sup> grade (21) and the least in the 5<sup>th</sup> grade (5) in the 2017 curriculum. These errors are as: formal errors (12), few options (10), and non-homogenous questions (4). When Table 4 is examined, according to the Bloom's Taxonomy, the most questions were included in the knowledge level in the field of People, Places and Environments in the 2005 curriculum (20) and in the knowledge level in the Global Connections learning field in the 2017 curriculum (27).

Table 4

*Levels of Unit Final assessment Questions in the 4<sup>th</sup> and 5<sup>th</sup> Grade Social Sciences Textbooks According to Bloom's Taxonomy*

Learning Domains	Levels of Bloom's Taxonomy	Curriculum Year			
		2005		2017	
		Grade			
		4	5	4	5
Individual and Society	Knowledge	12	8	10	14
	Comprehension	3	7	4	7
	Application	-	-	1	-
	Analysis	3	-	4	2
	Evaluation	-	-	-	-
	Synthesis	-	1	1	2
	Total	18	16	20	25
Culture and Heritage	Knowledge	16	8	21	17
	Comprehension	3	4	8	7
	Application	-	-	-	-
	Analysis	2	4	1	3
	Evaluation	-	-	-	-
	Synthesis	-	2	2	1
	Total	21	18	32	28
Humans, Places, and Environments	Knowledge	20	6	18	15
	Comprehension	3	6	5	2
	Application	-	-	-	-
	Analysis	1	3	3	5
	Evaluation	-	-	-	-
	Synthesis	-	2	-	1
	Total	24	17	26	23
Science, Technology, and Society	Knowledge	11	7	11	17

Analysis of Unit Evaluation Questions in the 4<sup>th</sup> and 5<sup>th</sup> Grade Social Studies Books

	Comprehension	4	8	6	8
	Application	1	-	-	-
	Analysis	-	2	3	1
	Evaluation	-	1	-	-
	Synthesis	-	-	-	2
	Total	16	18	20	28
Production, Distribution, and Consumption	Knowledge	4	6	14	15
	Comprehension	4	3	9	3
	Application	-	-	-	-
	Analysis	2	5	1	3
	Evaluation	1	-	-	-
	Synthesis	-	2	-	1
	Total	11	16	24	22
Active Citizenship	Knowledge	16	15	12	20
	Comprehension	8	9	8	7
	Application	-	-	-	-
	Analysis	3	5	2	1
	Evaluation	1	-	-	-
	Synthesis	1	3	-	2
	Total	29	32	22	30
Global Linkages	Knowledge	8	6	23	13
	Comprehension	2	3	2	2
	Application	-	-	-	-
	Analysis	1	3	3	4
	Evaluation	-	-	-	-
	Synthesis	-	4	2	2
	Total	11	16	30	21

When Table 4 is examined, according to the Bloom's Taxonomy, the most questions were given in the knowledge level in the field of People, Places and Environments in the 2005 curriculum (20) and in the knowledge level in the Global Connections learning field in the 2017 curriculum (27).

In terms of learning fields;

In the learning field of Individual and Society, questions were not included in the assessment in the 2017 curriculum, and in the application and evaluation stages in the 2005 curriculum. The levels of knowledge and comprehension are included in both curriculum and grade levels. The most questions were given in the knowledge level (14) at the 5<sup>th</sup> grade level of the 2017 curriculum.

In the learning field of culture and heritage, no questions were given in the application and evaluation stages of the 2017 and 2005 curriculum. At both curriculum and grade levels



questions were given in the levels of knowledge, comprehension and analysis. The most question was given in the knowledge level (21) at the 4<sup>th</sup> grade level of the 2017 curriculum.

In the field of people, places and environments learning, in the 2017 and 2005 curriculum, there were no questions in the application and evaluation stages. Questions were included in the levels of knowledge, comprehension and analysis at both curriculum and grade levels. Most questions were included in the knowledge level (21) at the 4<sup>th</sup> grade level of the 2017 curriculum.

In the learning field of science, technology and society, questions were included at every level in the 2017 and 2005 curriculum. Questions were included in the levels of knowledge and comprehension at both curriculum and grades. Most questions were included in the knowledge level (17) at the 5<sup>th</sup> grade level of the 2017 curriculum.

Only in the implementation stage were there no questions in the 2017 and 2005 curriculum in the learning field of production, distribution and consumption. Questions were included in the levels of knowledge, comprehension and analysis at both curriculum and grades. Most questions were included in the knowledge level (15) at the 5<sup>th</sup> grade level of the 2017 curriculum.

Only in the implementation stage were there no questions in the learning field of active citizenship, in the 2017 and 2005 curriculum. Questions were included in the stages of knowledge, comprehension and analysis at both curriculum and grade levels. Most questions were given in the knowledge level (20) at the 5<sup>th</sup> grade level of the 2017 curriculum.

In the global links learning field, in the 2017 and 2005 curriculum, questions were not included in the application and evaluation stages. Questions were included in the stages of knowledge, comprehension and analysis at both curriculum and grade levels. Most questions were included in the knowledge level (23) at the 4<sup>th</sup> grade level of the 2017 curriculum.

Table 5

*Levels of Unit Final assessment Questions in Social Studies Textbooks of 4<sup>th</sup> and 5<sup>th</sup> Grades According to Bloom's Taxonomy*

Bloom's Taxonomy Question Levels	Curriculum Year			
	2005		2017	
	Grade			
	4	5	4	5
Knowledge	87	56	109	111
Comprehension	27	40	42	36
Application	1	-	1	-
Analysis	12	22	17	19
Evaluation	2	1	-	-
Synthesis	1	14	5	11
Total	130	133	174	177

In Table 5, when the textbooks prepared according to the 2005 and 2017 curricula are examined, according to the Bloom's Taxonomy, the most questions are in the knowledge level (363) and the least in the application level (2). There were questions in the comprehension level (145), the analysis level (70), the synthesis level (31) and the evaluation level (1).

In the **knowledge level**, the most questions were in the 5<sup>th</sup> grade (111) in the 2017 curriculum, and the least questions were included in the 5<sup>th</sup> grade (56) in the 2005 curriculum. In the **comprehension level**, the most questions were included in the 4<sup>th</sup> grade (42) in the 2017 curriculum and the least questions were in the 4<sup>th</sup> grade (27) in the 2005 curriculum. In the **application level**, 1 question was given in the 4<sup>th</sup> grade of both curricula. In the **analysis level**, the most questions were in the 5<sup>th</sup> grade (22) in the 2005 curriculum, and the least in the 4<sup>th</sup> grade (12) of the same curriculum. In the **synthesis level**, the most questions were in the 5<sup>th</sup> grade (14) in the 2005 curriculum, and the least questions were included in the 4<sup>th</sup> grade (1) in the 2005 curriculum. **Evaluation level** was included only in the 2005 curriculum of the 4<sup>th</sup> grade (2) and 5<sup>th</sup> grade (1).

### Conclusion, Discussion and Suggestions

Some of the studies in the literature (Algan, 2008; Demirezen, 2005; Günay, 2006; Turan, 2010; Turgut, 2011; Yıldırım, 2006) cover 6<sup>th</sup> and 7<sup>th</sup> grade books, some of them are not

handled in terms of question types and Bloom's Taxonomy, and since it only covers the 2005 curriculum, it does not contribute to the discussion part of the study.

Not only was it stated that an assessment-evaluation approach was adopted to provide continuous feedback in curricula in order to guide students through the process, to identify and eliminate learning difficulties, and to support students' meaningful and permanent learning (MNE, 2017: 9); in 2005 and 2017 Social Studies curriculum 4<sup>th</sup> and 5<sup>th</sup> grade social studies textbooks, only traditional measurement-evaluation methods were added in the unit-end evaluation questions, and only in the 2005 curriculum of 4<sup>th</sup> grade Science Technology and Society in learning field the concept puzzle from alternative measurement and evaluation methods was used.

Compared to the 2005 curriculum, there is a 50% increase in the number of questions in the 2017 curriculum. The highest increase was in the written probe questions in the 4<sup>th</sup> grade and in the true-false questions in the 5<sup>th</sup> grade in the 2017 curriculum. In addition, while the matching question was included only once in the 2005 curriculum, there was a significant increase in the 2017 curriculum and 14 questions were included. While multiple choice questions were mostly included in the 2005 curriculum, true-false questions were mostly included in the 2017 curriculum. Except for the multiple-choice test, there was an increase in all measurement and evaluation methods in the book in the 2017 curriculum compared to the 2005 curriculum, and there was a 10% decrease in the number of multiple-choice questions.

Some errors have been detected both in the 2005 and 2017 curriculum. These errors differ according to the characteristics of the question types. In parallel with the increase in the number of questions in the 2017 curriculum, the number of errors is also higher in the 2017 curriculum. The most errors were detected in the multiple-choice tests in the 2005 curriculum. Considering the errors in the MNE Publishing House in the study conducted by Kıbrız (2015), it was concluded that "the number of erroneous questions in the traditional measurement and evaluation method multiple choice tests is more often" supports the study. While the highest number of errors in short-answer and matching questions were detected in the 2017 curriculum, the highest number of errors in true-false and multiple-choice tests were detected in the 2005 curriculum.

*In the books, short-answer questions in the sentence completion type are included*, and these questions have few distractors, the questions are not homogeneous, the blanks are not equal, and the errors are given in the questions. In the questions, the clue is the word in the question, the word that will come to the end of the word that will come to the blank, and are suffixes such as “dir, dı” (is, are, was, were). With these clues, the student can easily identify the distractors by examining the harmony of the word and the suffix in the sentence. Including distractors up to 50% more than the number of blanks in such questions will reduce the chance of success of the student. In addition, the blanks reserved for the word to be typed must be long enough to fit the longest word or phrase in the distractors. In this case, there is a possibility that every distractor may suit to every blank. The homogeneity of the questions means that the date, number, name, place or similar concepts (rainfall patterns, landforms, etc.) appear in the blanks in all questions. If the questions are not homogeneous, the distractors will also be mixed, so some questions will be answered directly.

In the study, it was found that the options were not in alphabetical order *in multiple choice tests*. In multiple choice tests, giving dates and numbers in order of magnitude and names in alphabetical order helps the student to save time. In order to provide ease of reading and perception, if words are to be used as options, the options should be listed in alphabetical order, if numerical options are to be used, the options should be listed in order of size. Errors were encountered *not specifying the roots of negative questions and not clarifying the most correct statement*. If a negative root is written, it should be written in bold and the concept indicating negativity should be underlined. Likewise, if the most correct answer is at the root of the item, this part should be underlined and written in bold. In addition, *the error of giving repetitive words in the option* was also encountered. Repeating words should not be used in the options of an item, instead, repeating words in the options should be taken to the item root.

In *true-false questions*, the expressions are in the form of asking only the correct or incorrectness, and not making any correction increases the chance of success to 50%. Since there is a 50 percent chance of answering the question correctly, a correction formula must be applied and each wrong question must delete a correct answer. Or, to ensure scoring reliability, the wrong part of the sentence that is wrong is asked from the students to be underlined and the correct is written instead. In this way, even if the student answers the question correctly with luck, as he cannot write the correct one, he does not get any points.

There are formal errors, few options and inhomogeneity of questions in *matching questions*. There should be a clear guideline on how to match test questions. Including options up to 50% more than the number of premise (item root) in such questions will reduce the student's chance of success. Homogeneity of the questions means that the item roots (premises) and the content of all options are the same. In case the questions are not homogeneous, the answers will be given directly in some questions because the options will be mixed.

Bloom's Taxonomy consists of six levels. These levels from simple to complex are as follows: knowledge, comprehension, application, analysis, synthesis and evaluation level. Bloom's Taxonomy has been criticized for its incremental ranking and not being appropriate for every subject area (Senemoğlu, 2005). However, changing world conditions have also affected Bloom's Taxonomy. Considering the changes in the world, Anderson and Krathwohl (2001) revised the taxonomy to enable educators to focus on the original version of the Bloom's Taxonomy. With the update they made, they changed the place of the synthesis level and the evaluation level (Cited in Günaydın, 2018: 40).

Bloom's cognitive domain taxonomy is divided into 6 basic level: knowledge, comprehension, application, analysis, evaluation and synthesis. There is a hierarchical structure between these levels and the way to go to the upper level is to pass the lower level. While the first three levels (knowledge, comprehension, application) measure lower-level mental processes, the last three levels (analysis, evaluation, synthesis) measure higher-level mental processes. In both curriculum, the number of questions measuring low-level mental processes is more and the number of questions measuring high-level mental processes is few. Again, in both curricula, most students say and write the **knowledge** they have been taught without changing at all, transform the information into another format without distorting it, summarize it, find the main idea, explain and give examples in their own sentences, as well as based on what was given, the questions at the level of comprehension were included before and after predicting what might happen; while at the analysis stage questions where he can divide the minimum whole information into logical parts, and the synthesis stage where he combines the parts to form a unique whole, are included. While the questions in the evaluation step where he made comments, criticized or made judgments using criteria were included in 3 questions in the 2005 curriculum, they were not any in the 2017 curriculum.

The following situations can be suggested within the framework of the findings obtained from the study:

- In book review commissions, the participation of a measurement-evaluation expert among those who participate in the panel can contribute to the reduction of errors in measurement-evaluation in books.
- Alternative measurement-evaluation methods can be included as stated in the curriculum guide.

### Statements of ethics and conflict of interest

“I, as the Corresponding Author, declare and undertake that in the study titled as “*Analysis of Unit Evaluation Questions in the 4th and 5th Grade Social Studies Books*”, scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation.”

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