

9. Sınıf Öğrencilerinin Alternatif ve Geleneksel Ölçme Değerlendirmedeki Başarılarının Karşılaştırılması

9th Grade Students Comparison of Success in Alternative and Traditional Assessment

Zafer KARAGÖLGE, Ali KOLOMUÇ, İlhami CEYHUN..... 52-61

EXTENDED SUMMARY

In our age where information is rapidly developed, countries to improve the quality of science education and great efforts are to benefit from the results (Kaya vd., 2012). That for some countries, some countries in accordance with the reconstruction and development program to evaluate existing as well go the way they develop new science programs (Şenel vd., 2007). Especially constructivist learning theory traditional learning by developing new insights in the areas of learning, teaching and assessment approach has deeply affected. This has become important new insights together to participate in the evaluation of the learning process of learning the product next. Constructivist learning theory in the evaluation has a very different assessment methods than traditional evaluations. Science educators to measure the success of science have pointed to alternative assessment methods indicating that there is sufficient capacity for traditional assessments. Another feature of the alternative assessment approach is to focus on higher-level cognitive learning and problem-solving skills.

In this study, it renewed 9th grade chemistry program located in the same gains the appropriate mix of alternative assessment unit and aimed to compare the academic achievement of students by developing traditional assessment questions. In continuation of the work it is carried out interviews to determine their perspectives on students' alternative assessment questions.

Alternative assessment when preparing questions, Level Determination Examination (SBS) and made international PISA, TIMSS was developed inspired by the questions are taken from the traditional test prep book LGS-LYS. For those teachers and scholars discussed the validity of the test and it was finalized. Test reliability coefficient of 0.70 for the traditional test, was found to be 0.72 for the alternative test. At the same time, after the application to determine the outlook of the students, 90 students discuss alternative assessment questions were taken.

The sample in the center of Trabzon is formed with 90 students in the 9th grade. The study included 50 girls and 40 boys participated in socio-economic status of students is moderate and the average age is 15. Classes are three different classes, entry points to the class the students are similar. The three classes are the same as chemistry teachers.

Concepts achievement tests in 2009-2010 academic year in Trabzon High School 9.sınıfda the reading was applied to 90 students. According to the statistical results obtained from the study, prepared for the same benefits, alternatives and academic success of students, applied traditional assessment calculated with SPSS 15 software has emerged that there is a significant difference in favor of the traditional assessment. Students were observed to be successful in the traditional measurement and evaluation. The result; Students said that they were missing in the alternative assessment. The failure of the alternative assessment of student teachers can be attributed to shortcomings in this regard. Teachers are relieved of this lack of alternative assessment based seminars.

However, as in accordance with international examinations related to alternative assessment of Turkey's one of the reasons that can be attributed to the recent failure in the alternate assessment. Evaluation measurement of students who grew up in a traditional training is done in conventional tests. As a result of international examinations (PISA, TIMSS), students at the end of the settlement as one of the reasons it may arise from traditional assessment. One reason for the failure of the students can be said to arise from the encounter for the first time this kind of question.