

EVALUATING STUDENT PERFORMANCE AFTER AUTOMATIC GENERATION OF QUESTION PAPER USING BLOOM'S TAXONOMY

G.N.R. PRASAD¹ Dr. A. VINAYA BABU²

¹ Chaitanya Bharathi Institute of Technology, Hyderabad – 75, India

² Director, Stanley College of Engg. and Technology for women, Hyderabad – 01, India.

Abstract : The performance of students in examinations are improving but it become very difficult to know at which level student is performing better and which level he/she is performing other. Blooms taxonomy is a technique developed by Dr. Benjamin Bloom in the year of 1951. Understudy appraisal is an urgent piece of educating and is done through the procedure of examinations and readiness of test question papers has reliably involved scheme. Blossom's taxonomy is a lot of three progressive models used to group instructive learning goals into dimensions of multifaceted nature and explicitness. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities. Bloom's taxonomy is a device that can help human services educators expand the profundity of their students' learning.[3] The test with the taxonomy is creating assessments that measure every one of the six levels. There are 19 sorts of psychological procedures that can be grouped into six noteworthy classifications: recall, comprehend, apply, break down, assess, and make. There are four noteworthy classifications of learning: verifiable, applied, procedural, and meta cognitive. Instances of computer based appraisals of critical thinking are given dependent on the assessment of the subjective outcomes of youngsters' cooperation in an after-school computer club. In this paper, it is considered as the question paper have been given using six levels of Bloom's taxonomy and proposes a model and evaluates the results of student performance.[1]

IndexTerms - Bloom's Taxonomy, cognitive, Online Examination.

I. INTRODUCTION

Questions presented in an online course take into consideration the educator to have a superior chance to assess in general understudy understanding than would be accessible in a customary homeroom. In a conventional study hall, when the instructor makes an inquiry, just a single understudy can reply. The educator does not know whether every one of different understudies in the class comprehends the idea except if the person in question effectively communicates with every one of those understudies also. At the point when an inquiry is presented on the web, every understudy will react before he/she pushes ahead through the course.

An examination assumes a significant job in checking the scholarly advancement of understudies. Question Paper Generation In the present current aggressive world is exceptionally intense employment to instructor. For different examinations led in a year in any scholastic course, educators need to make variety of inquiry papers according to the self-sufficient school rules and evaluation prerequisites. It is troublesome for the educators to cover all highlights of the course results furthermore, sidestep duplication of inquiries in the succeeding tests. There is no methodical system and consequently the nature of the inquiry paper depends altogether on an individual educator's experience and capability. On occasion, this whole component may debase standard of the inquiry paper. According to investigate, a quality inquiry paper is a genuine mix of inquiries managed by changed criteria, for example, trouble level, dissemination of imprints over the inquiry paper in type of paper design and the kind of examination. The technique associated with structure of a fair examination paper by a free is testing and complex. Standard of the examination paper depend on different arrangement of details so considering the unmistakable dimensions of students is additionally an urgent parameter and the course results additionally play an indispensable job in arranging a precise inquiry paper. So partner the learning result of the subject to the examination paper is likewise an incredible occupation[4]. Bloom's Taxonomy was made by Benjamin Bloom amid the 1950s and is an approach to order the levels of reasoning skills required in classroom situations. There are six levels in the taxonomy, each requiring a more elevated amount of abstraction from the students. As an educator, you should endeavor to move students up the taxonomy as they progress in their insight. Tests that are composed solely to assess learning are tragically exceptionally normal. Be that as it may, to make thinkers as opposed to students who simply review data, we must join the more elevated amounts into lesson plans and tests.[2]

II. LITERATURE REVIEW

2.1 Knowledge Level: In the knowledge level of Bloom's Taxonomy, questions are asked solely to test whether a student has increased specific data from the lesson. [1] For instance, have they remembered the dates for a specific war or do they know the presidents that served amid specific eras in American History. Question verbs: Define, list, state, identify, label, name, who? when? where? what?

2.2 Comprehension Level : The comprehension level of Bloom's Taxonomy has students go past simply reviewing facts and instead has them understanding the data. With this level, they will almost certainly translate the facts. Instead of simply having the capacity to name the various types of clouds, for instance, the students would most likely understand why each cloud has shaped as such. Question verbs: Explain, predict, interpret, infer, summarize, convert, translate, give example, account for, paraphrase x?

2.3 Application Level : Application questions are those where students need to really apply, or use, the information they have learned. They may be asked to solve an issue with the data they have picked up in class being necessary to make a suitable solution. For instance, a student may be asked to solve a legitimate question in an Indian Government class using the Constitution and its amendments. Question verbs: How could x be used to y? How would you show, make use of, modify, demonstrate, solve, or apply x to conditions y?

2.4 Analysis Level : In the analysis level, students will be required to go past information and application and really see patterns that they can use to break down an issue. For instance, an English instructor may ask what the motives were behind the protagonist's actions amid a novel. This requires students to break down the character and reach a conclusion based on this analysis. . Question verbs: Differentiate, compare / contrast, distinguish x from y, how does x affect or relate to y? why? how? What piece of x is missing / needed?

2.5 Synthesis Level : With synthesis, students are required to use the offered facts to make new theories or make predictions. They may need to pull in learning from numerous subjects and synthesize this data before arriving at a conclusion. For instance, if a student is asked to imagine another item or amusement they are being asked to synthesize. Question verbs: Design, construct, develop, formulate, imagine, create, change, write a short story and label the following elements.

2.6 Evaluation Level : The top dimension of Bloom's Taxonomy is evaluation. Here students are relied upon to assess data and arrive at a conclusion such as its esteem or the bias behind it. For instance, if a student is finishing a DBQ (Document Based Question) for an Indian History course, they are relied upon to assess the bias behind any essential or secondary sources so as to see how that effects the points that the speaker is making. Question verbs: Justify, appraise, evaluate, judge x according to given criteria. Which option would be better / preferable to party y?

We need to know at which level, student is performing well. Automatic evaluation technique allows us to do faster.

2.7 Objective

1. To make online questions paper with varied questions and which meet learning objectives of the course.
2. To cover all aspects of the bloom's taxonomy and
3. To identify the level of student.

As per their assessment office, the reasons for adopting Blooms Taxonomy stem from the following reasons: 1.

Blooms Taxonomy system makes the teaching staff to think about the type of questions before they are put in black and white. 2. This brings about a clarity when questions are formulated by the staff members. 3. It is possible that the question paper is termed as tough or easy by the students. Blooms Taxonomy assists the staff to bring out a balance while setting the question paper. 4. Consistency is also observed across all module question papers when

Blooms taxonomy is introduced in the assessment system

III. METHODOLOGY

In this paper, we are proposing an evaluation method for software testing course and the study group is fourth semester Master of Computer Applications (MCA) students. The input data to this system is cumulative score of all the Units learnt. The question papers are set to test the critical thinking of the students and scores for each criteria are separately allotted for the tests conducted. The five criteria cover six levels of Bloom's taxonomy and considered to be essential in upgrading skills of students as given in Table I.

3.1 INPUTS (DATA) OF THE PROPOSED MODEL

In this case, a Software Testing Subject is considered a model, to evaluate the student performance. This examination was conducted after the completion of their semester class work. A Set of 60 questions were prepared to know the level of student. The six levels of Bloom's taxonomy is considered. On Each level, staff prepares 10 questions. So, the number of questions will be 60. There is criteria will be followed to give the ranking to students. A Google Form is used in preparation of questions. A software like... can be used for more effective results.

Table I : Bloom's Taxonomy Levels and Values

Input Variable Factor	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
Knowledge	<5	5-6	7	8	>8
Comprehension	<3	3-5	6-7	8	>8
Application	<4	4-5	6	7-8	>8
Analysis	<5	5-6	7	8	>8
Synthesis	<3	3-5	6-7	8-9	10
Evaluation	<4	4-6	7-8	9	10

IV. RESULTS AND DISCUSSION

We have tested the proposed method of evaluation on 15 students for Software Testing course. Bloom's Taxonomy levels for each student are displayed. This method helps in identifying strengths and weaknesses of each student at every stage of learning. There are few students whose performance is excellent at first two levels, average at third level and poor at fourth, fifth and sixth levels. These students need to work on their weaknesses to improve their overall performance. The results are tabulated as shown in Table II.

The numbers of questions taken at each level are 10. The total numbers of questions are 60. The time given to complete the test is 30 minutes.

The roll number 8 performed excellent at all levels except knowledge level. A search of the World Wide Web will yield clear proof that Bloom's Taxonomy has been connected to an assortment of situations. Current results incorporate an expansive spectrum of applications represented by articles and websites describing everything from corrosion preparing to restorative readiness. In almost all circumstances when an instructor desires to move a gathering of students through a learning process using a sorted out system, Bloom's Taxonomy can demonstrate supportive.

Bloom's taxonomy is in no way, shape or form a firm rulebook that needs to be pursued to a tee; it's a hypothetical construct that can be translated from numerous points of view to fit individual showing styles, courses, and lesson plans. Some trust that it is proper for the lower levels of learning, and that it fails to address later developments in psychological psychology, including the capacity for students to make information in their own minds all through the learning process. Some also disapprove of the possibility that students must start at the lowest dimension and stir their way up before taking part in an important exchange about facts, which isn't always necessarily the case.

As with any construct, there's always opportunity to get better and further improvement. With Bloom's taxonomy, the 21st-century revision demonstrated there was in making critical adjustments that helped the system stay pertinent for future decades. Sticking to the layout without contemplating the reasons behind it can prompt an over-dependence of the exacting translation of Bloom's taxonomy. Just because a student is ready to guard a position, for instance, doesn't mean they're doing as such in anything over a superficial way. What's more, the capacity to concoct a nitty gritty arrangement isn't confirm that the arrangement itself is the result of practical insight and analysis. There's something else under the surface the eye to learning and instruction, yet using Bloom's taxonomy as a manual for ensure each of the six levels are secured, in whichever way works best, can put you on the correct way to success

V. CONCLUSION AND FUTURE WORK

A viable online instructor must discover approaches to exhibit that understudy learning has happened. One sort of appraisal alone won't be enough to gauge the majority of the destinations and results wanted. For online appraisal to be successful, teachers must extend the evaluation measures utilized all through the instructional conveyance of the online course. This paper talked about the execution of Blooms Taxonomy idea as a rule in structuring sensible examination question paper. The results from this framework can be utilized as rule by the academician (test question originator) to configuration/modify the test paper appropriately. Finally, the professor will be able to make analysis of the examination results and teach the students based on Bloom's Taxonomy. In examining this article it turned out to be evident that there are many applications in different structures using Bloom's Taxonomy. Blooms Taxonomy can be utilized to encourage an attention to how to gauge more elevated amount thinking abilities. As teachers, we are having to continually assess how well our understudy is advancing to decide when the time has come to proceed onward or when fortification is required. Regardless of whether it is a kindred educator planning for a test, an understudy needing to investigate a greater amount of the mountain condition, a member in a pro program attempting to ace the hypothesis substance or yourself deciding whether you are prepared for your next dimension of experience, using the taxonomy is an effective and demonstrated technique to decide proficiencies

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