



# تحليل الأسئلة التقويمية في كتب رياضيات المرحلة الابتدائية وفق المستويات المعرفية لبلوم

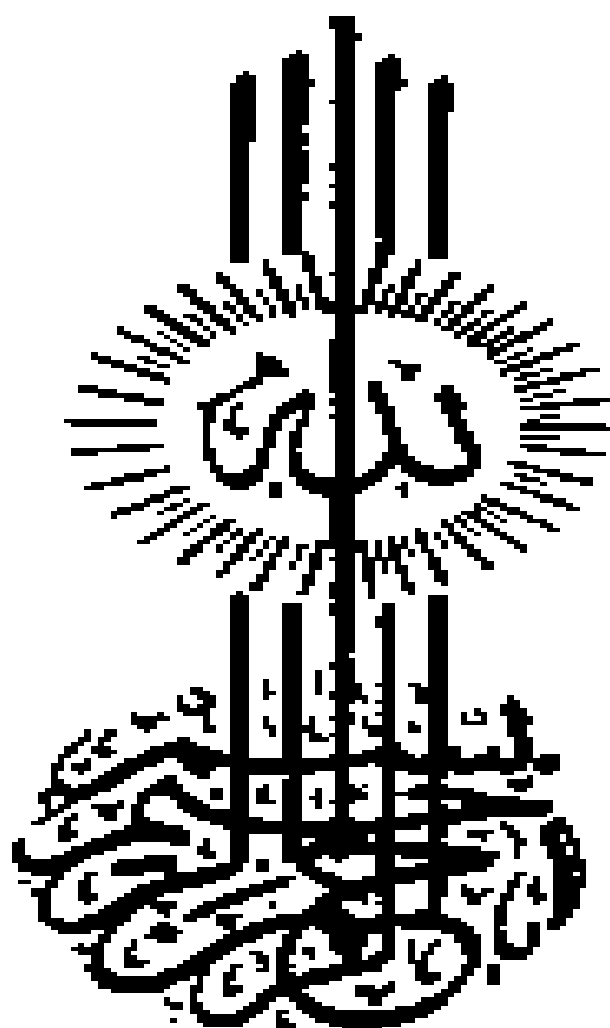
إعداد الطالب  
علي بن صالح علي الشهري

إشراف الدكتور

سمير بن نور الدين فلمبان  
أستاذ المناهج وطرق التدريس المشارك

دراسة تكميلية لنيل درجة الماجستير في المناهج وطرق تدريس  
الرياضيات

الفصل الدراسي الأول ١٤٢٩ هـ



ملخص الدراسة

عنوان الدراسة:

هدفت الدراسة:

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حددت مشكلة الدراسة في السؤال الرئيس التالي:

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وقد توصلت الدراسة إلى عدد من النتائج، من أهمها:

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وبناءً على هذه النتائج أوصى الباحث بعدد من التوصيات، ومنها:

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كما يقترح الباحث إجراء عدد من الدراسات، ومنها:

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## Abstract

### The title of the study:-

The analyses of evaluation questions in Mathematical book for the elementary stage and in accordance with the knowledge levels in Bloomos Taxonomy.

### The objectives of the study : -

- Identifying the knowledge levels for the assessment questions in Mathematical books for the Fourth elementary class.
- Identifying the knowledge levels for the assessment questions in Mathematical books for the fifth elementary class.
- Identifying the knowledge levels for the assessment questions in Mathematical books for the sixth elementary class.

In this study, the Researcher used analytical — descriptive method and analysis card as a tool for this study. The controlling topic of this study ( and its ١٢ samples) is the assessment questions in mathematics books in the upper grades .The statistical methods that have been used in this study are *Recurrences (repetitions&percentage)*,

The study led to the following results:

- ١-The number of assessment questions in mathematics books for elementary fourth grade is (٨٧)showing the rates of the followings : remembrance (٢٢.٩٩%), understanding (٢٧.٥٩%) , application (٢٩.٨٩%) and analysis (١٦.٠٩%), Structure (١.١٥%) and evaluation (٢.٢٩%).
- ٢- The number of assessment questions in mathematics books for elementary Fifth grade is (٧٨)showing the rates of the followings : remembrance ( ٦.٤١%), understanding (٤٧.٤٢%) , application (٣٢.٠٥%) and analysis (٦.٤١ %), Structure ( ٢.٨٥%) and evaluation ( ٢.٨٥%)
- ٣- The number of assessment questions in mathematics books for elementary Sixth grade is (٩٢)showing the rates of the followings : Remembrance (١١.٩٦%), understanding (٣٩.١٣%) , Application (٤٠.٢١%) and analysis (٤.٣٥%), Structure (٤.٣٥%) and evaluation (٠ %).

### Vital recommendations:

- ١- Putting or phrasing assessment questions should include the upper knowledge levels (Analysis — Structure — evaluation) and shouldn't be restricted for the lower knowledge levels (remembrance- understanding— application).
- ٢- Assessment questions should have all the knowledge levels of Plum with equal rates ; in other words ,they shouldn't focus on a particular area over other areas.
- ٣- Teacher's book should be provided with guides or explaining appendixes for the knowledge areas in order to help him to understand and realize these areas or disciplines

### The researcher suggests

- ١-A study similar to the mathematics books in the lower grades.

Ƴ-A similar study on mathematics books primary and secondary stage.

Ƴ-A study shows to which extent teachers understand and master the knowledge levels of Plum.

# الإهداء

أهدي هذا العمل المتواضع.

إلى والدي ووالدي لفضلهما الكبير في تربيته، وحرصهم عليّ،  
ومتابعتهما الدائمة ليّ وتشجيعي.

إلى زوجتي العزيزة حندي في هذه الحياة والتي تحملت مني الكثير  
خاصة فترة الصراحة.

إلى ابني العزيز والغالي يزيد.

إلى إخواني وأخواتي الذين ساعدوني وحانسوني بكل ما لديهم من  
إمكانات طوال فترة صراحتي.

إلى العزيز الذي وقف بجانبني طوال فترة الصراحة حمير بن موسى  
النجدي.

وغيرهم كثير لا يتسع المقام لذكرهم ...

# الشكر والتقدير

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والآخر هو حمدنا أئمة الحمد لله رب العالمين، وصلى الله وسلم على نبينا محمد وعلى آله وصحبه أجمعين.

الباحث





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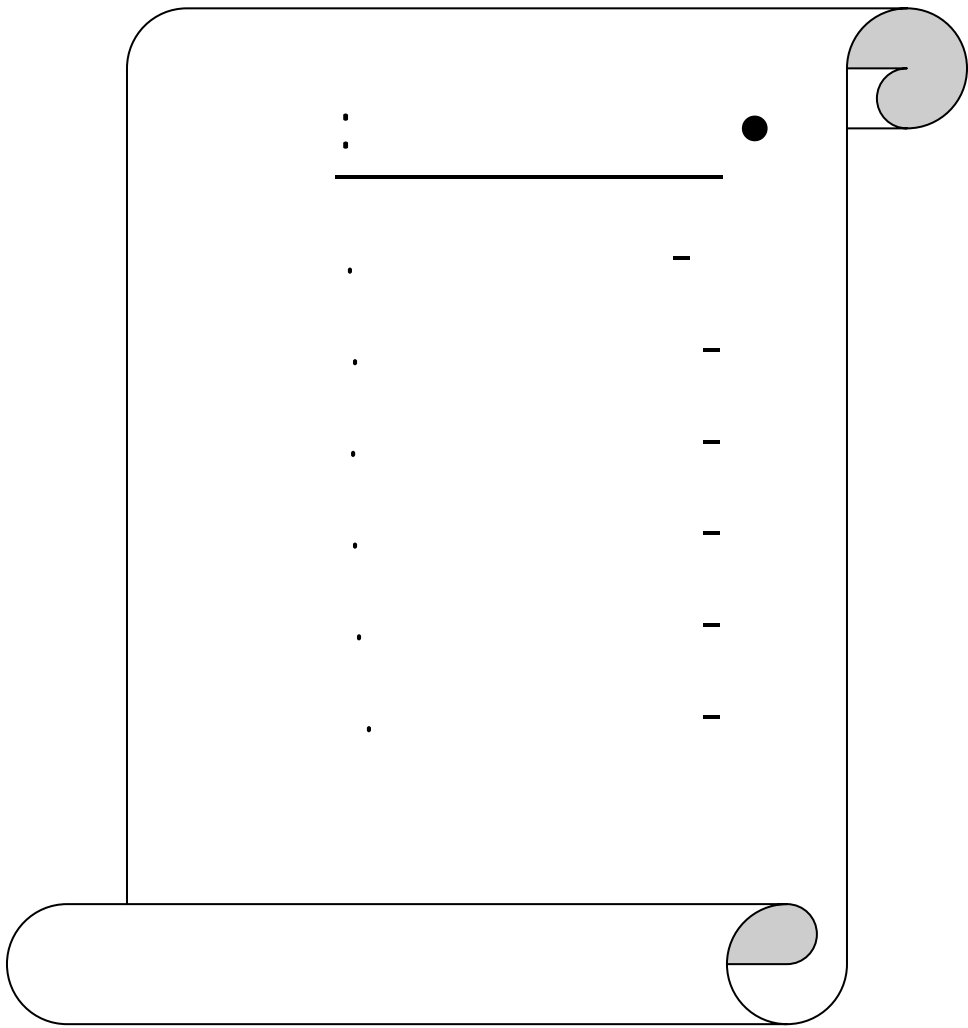
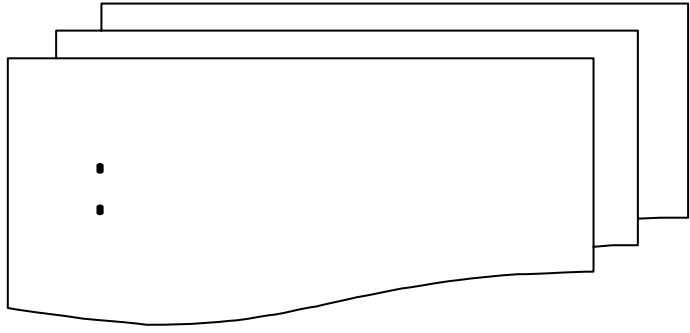


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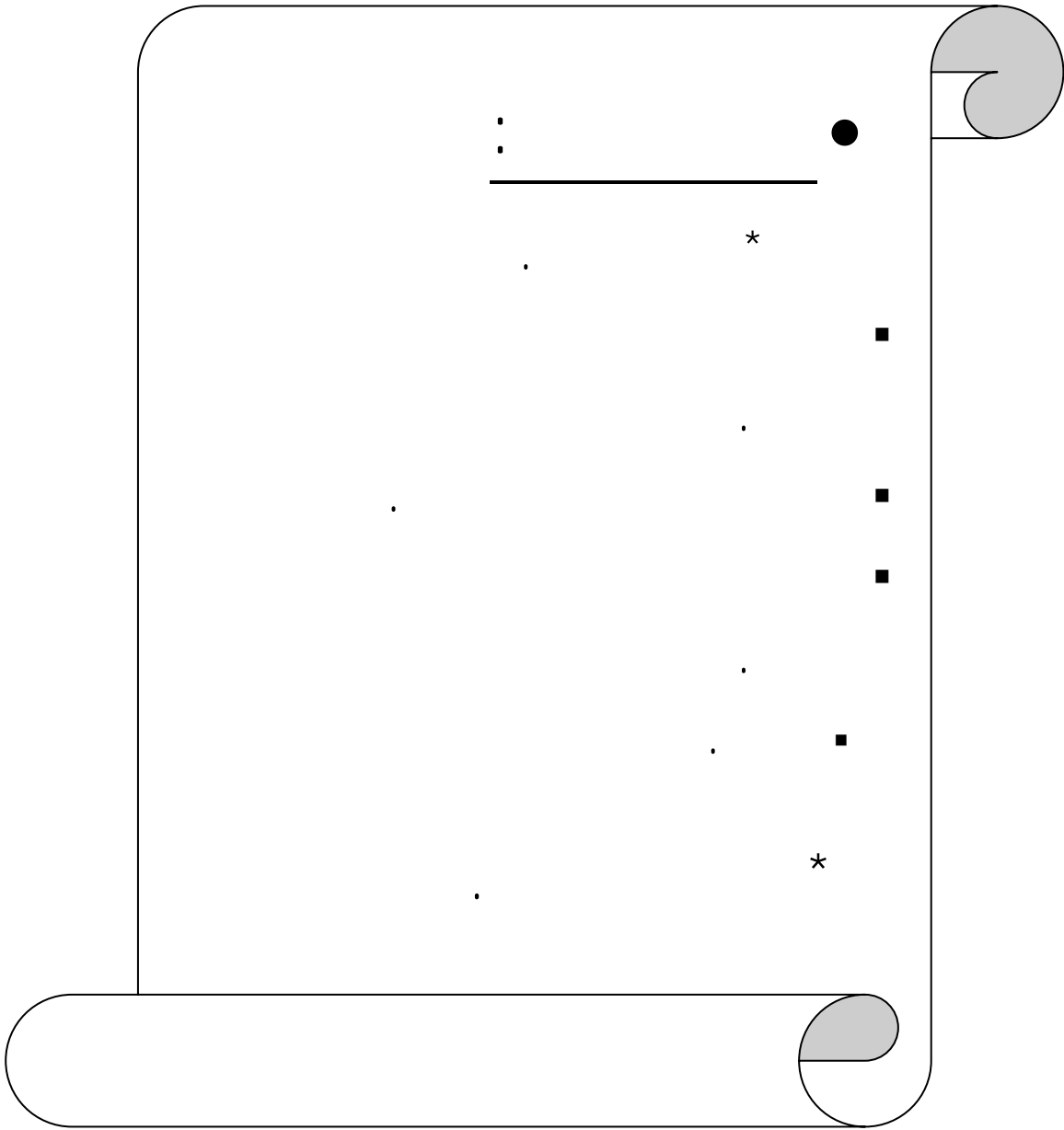
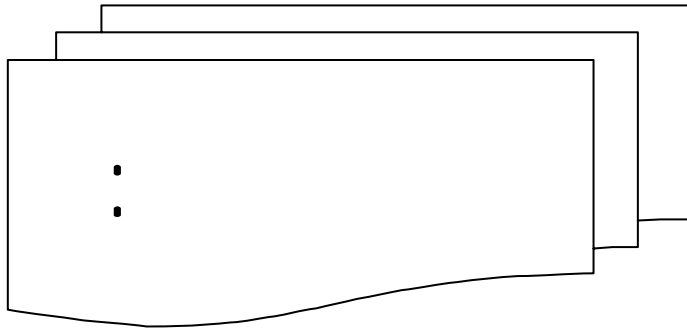
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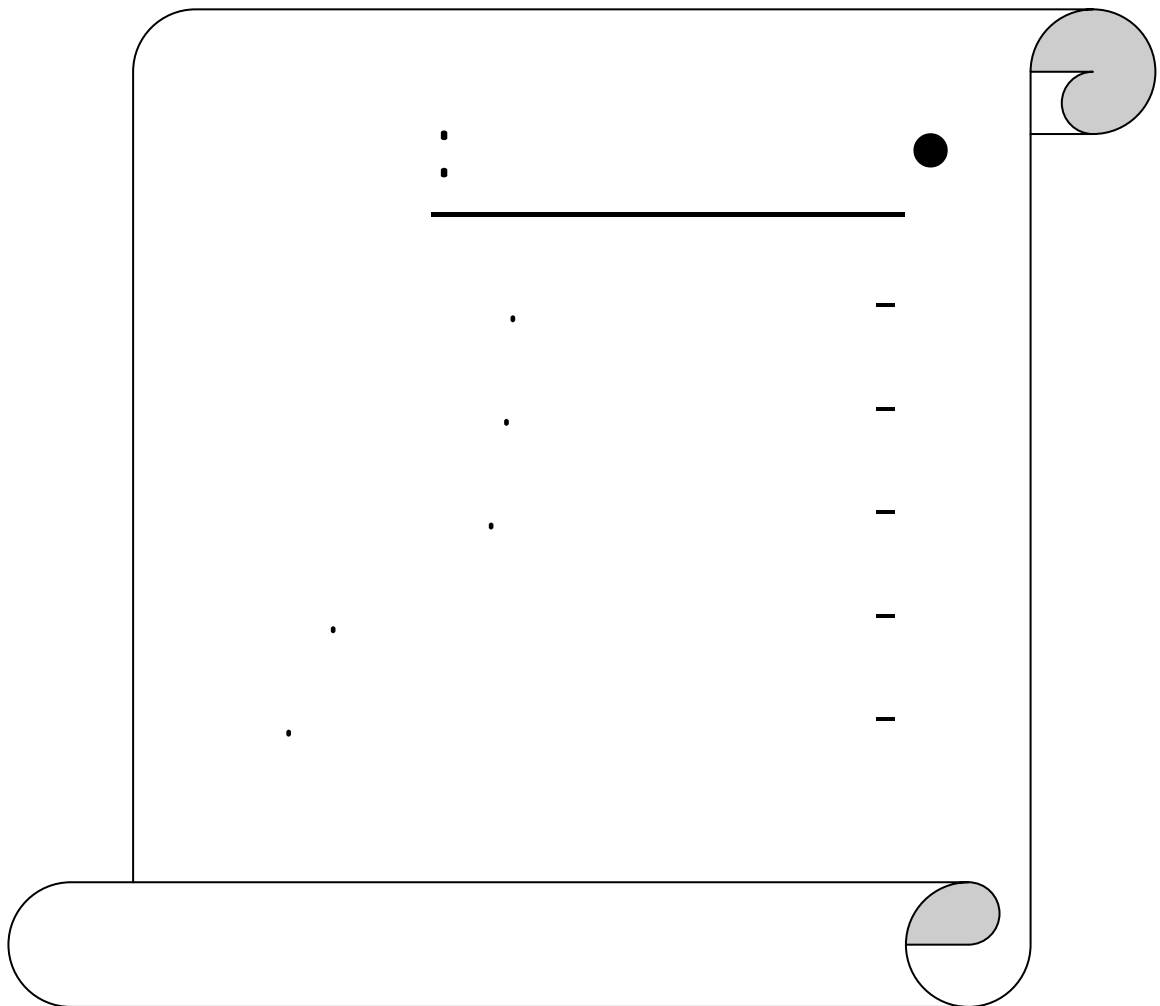
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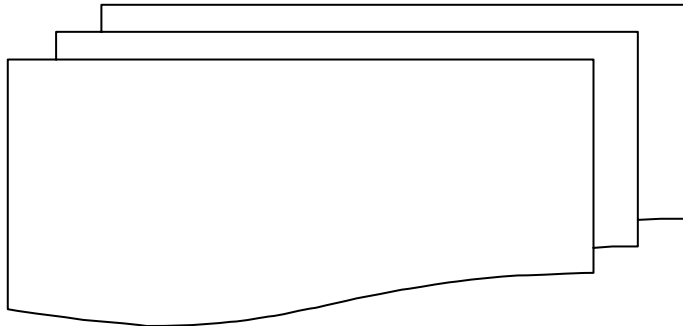
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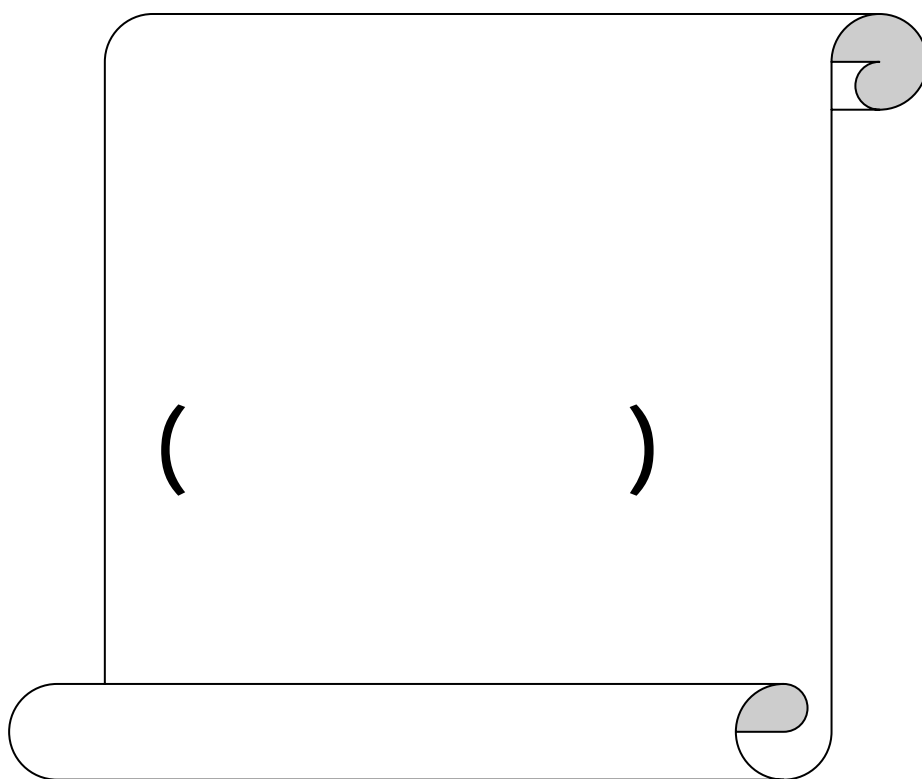
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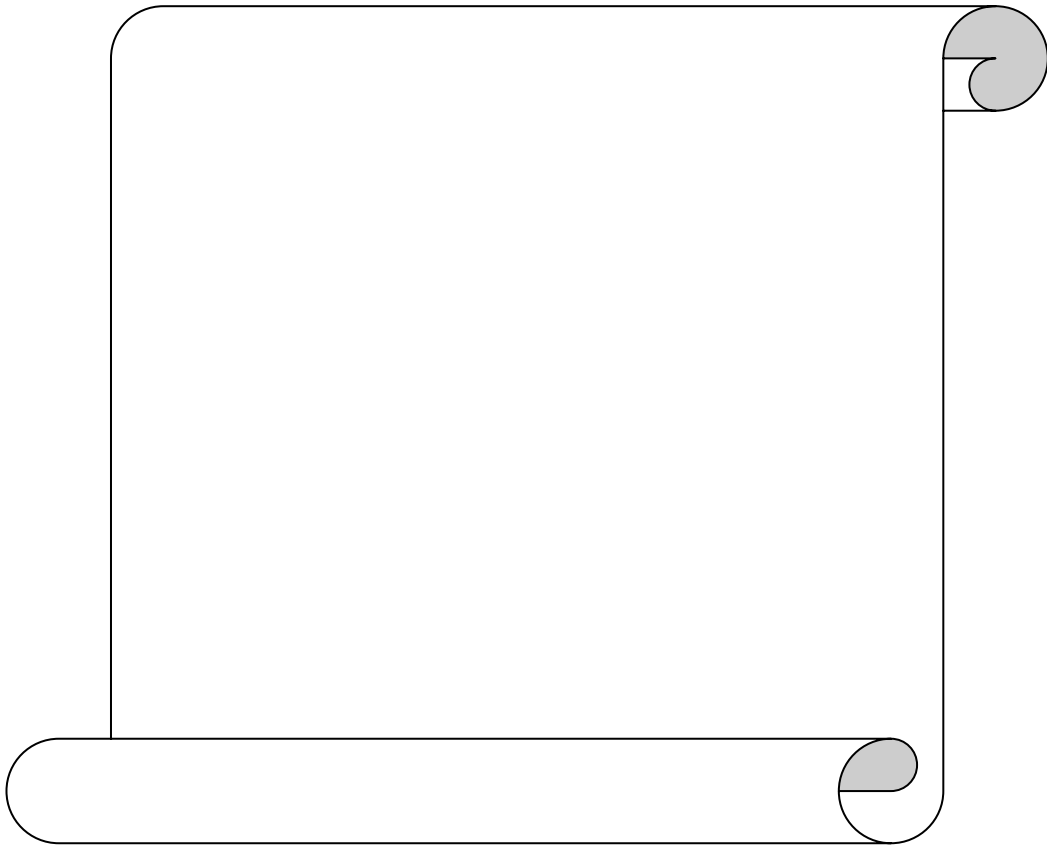
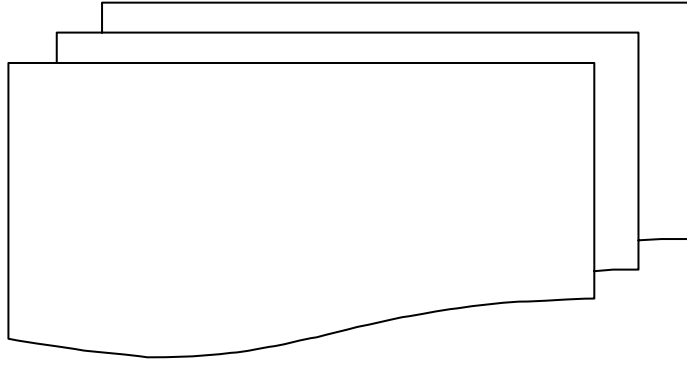
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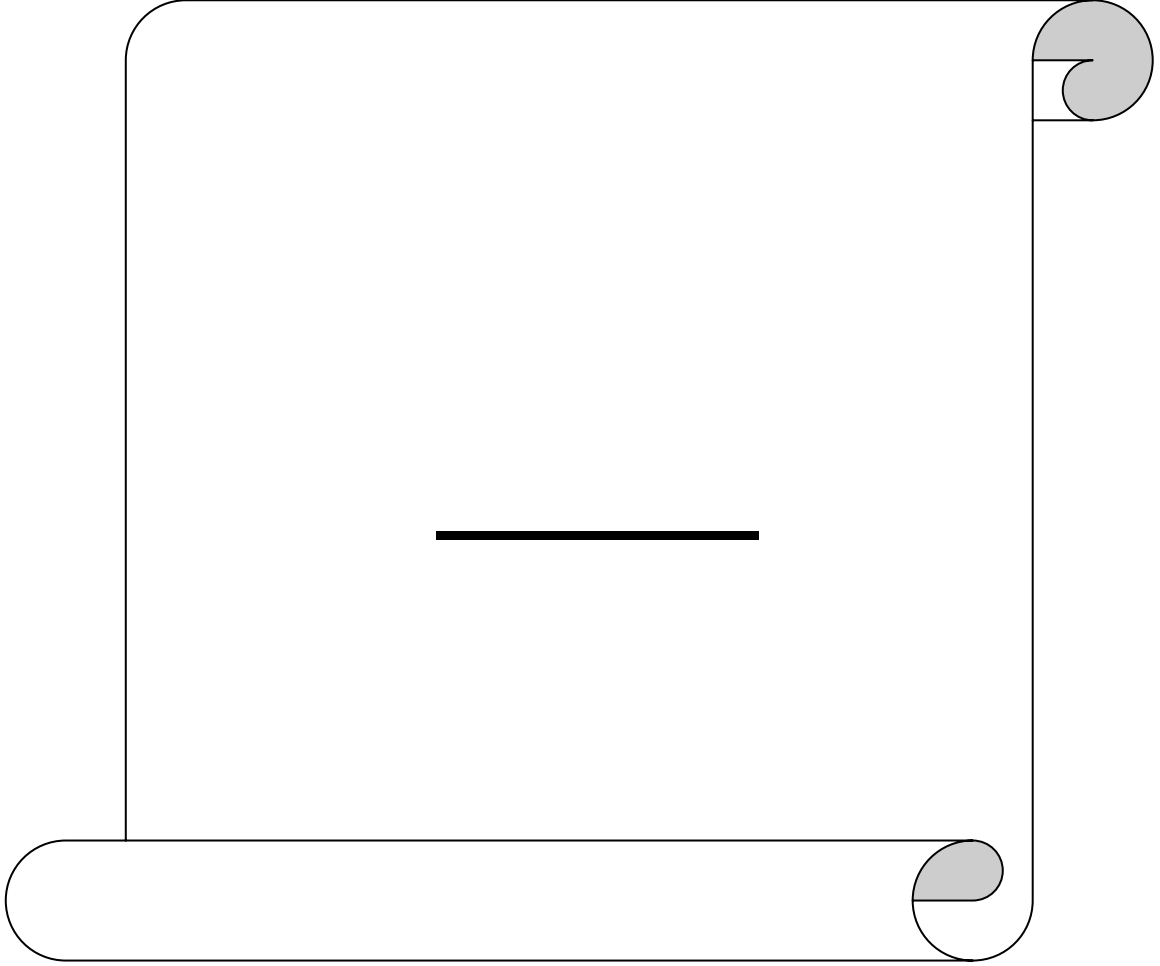
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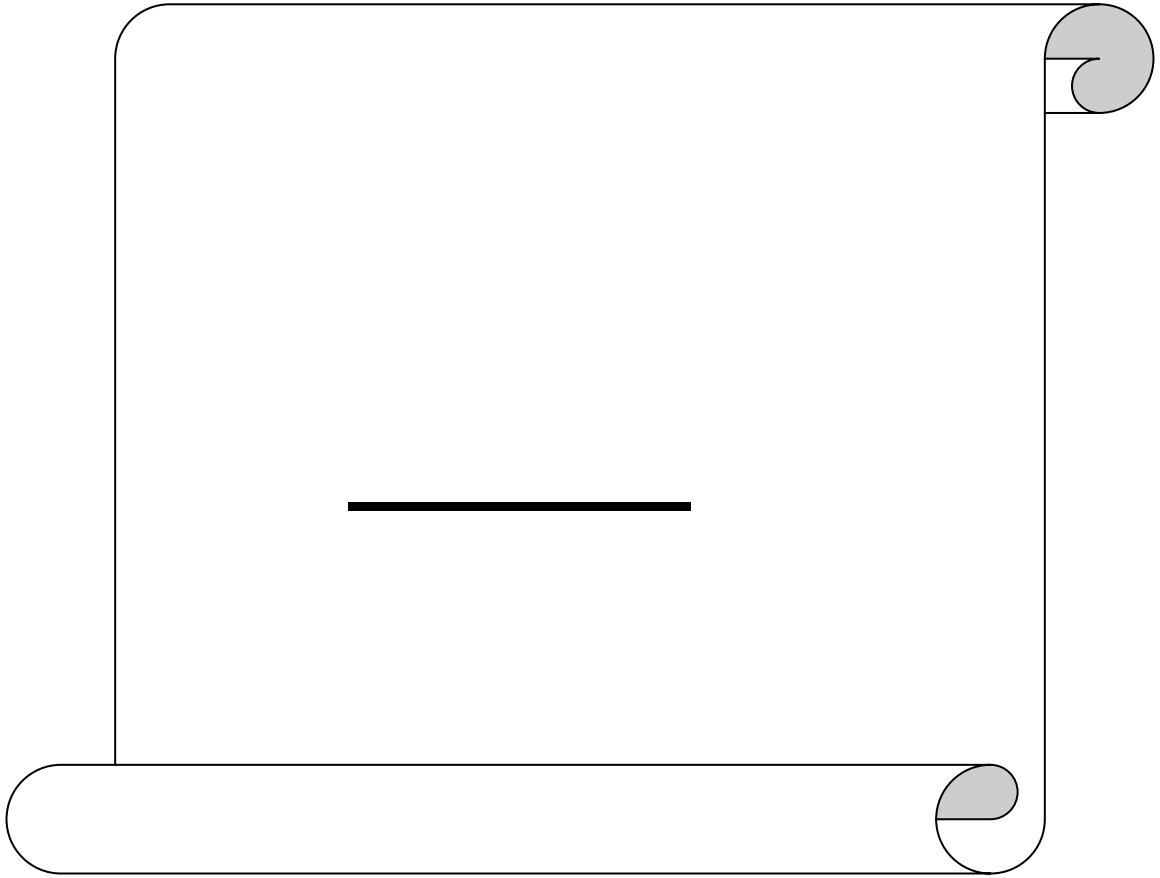
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) Mamary,Albert.( ).The effects of variations in the cognitive level of test items on students achievement in mathematics. Columbia University Dissertation Abstracts Int.Vol. / A .



## املاخ رقم ( ١ )

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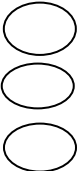


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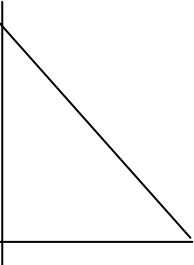
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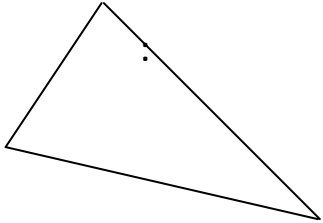
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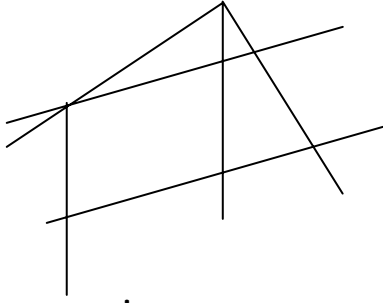
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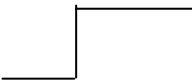
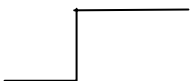


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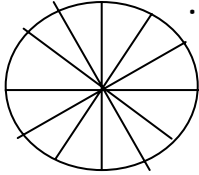
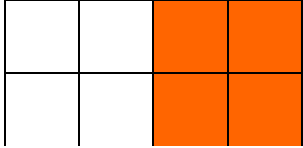










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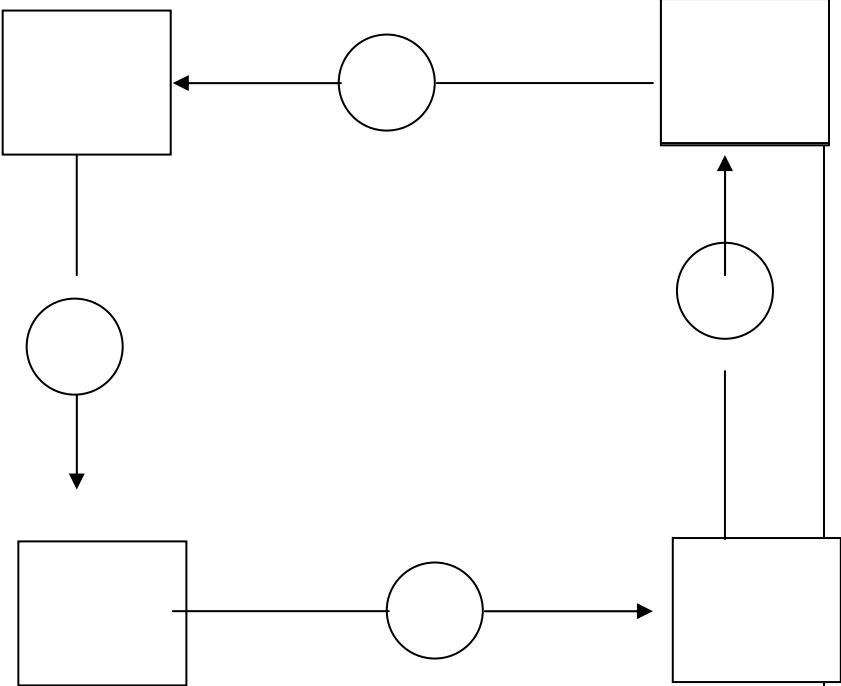
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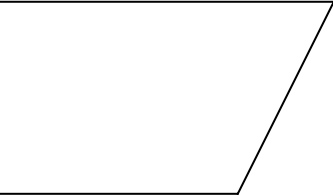
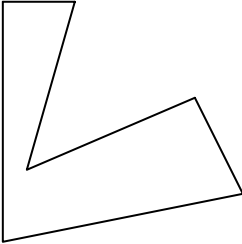
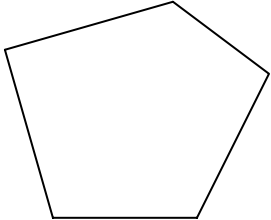
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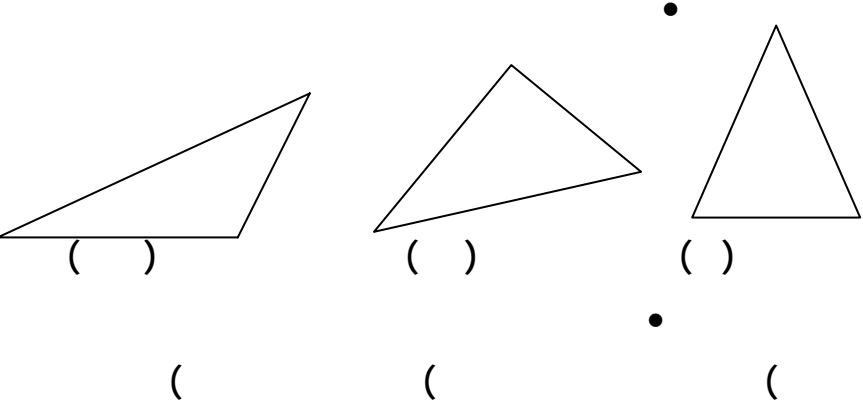
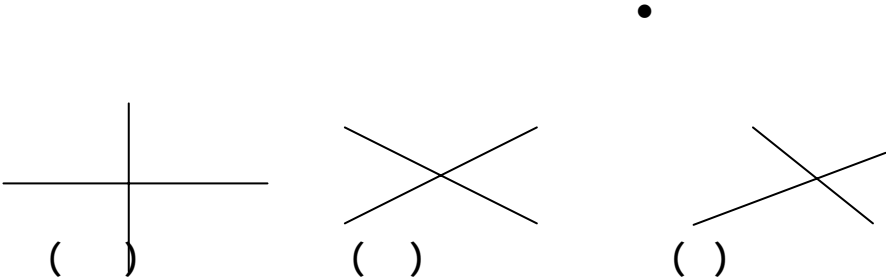


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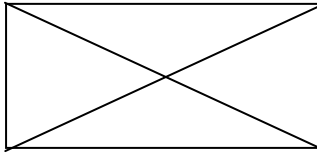
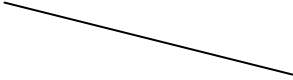
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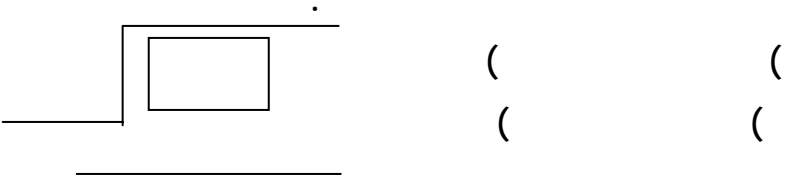
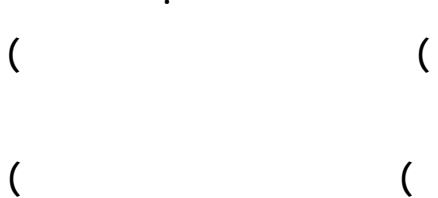


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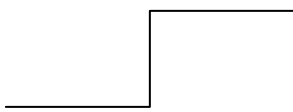


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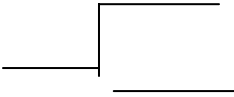
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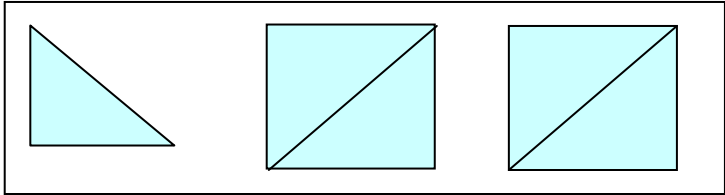


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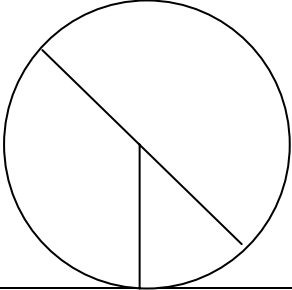
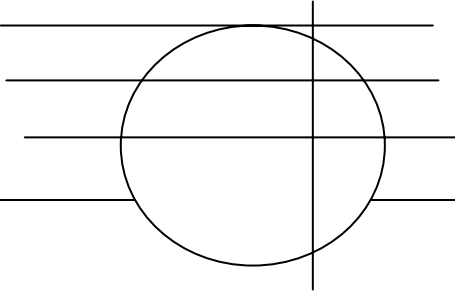




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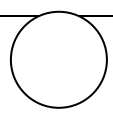
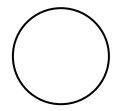
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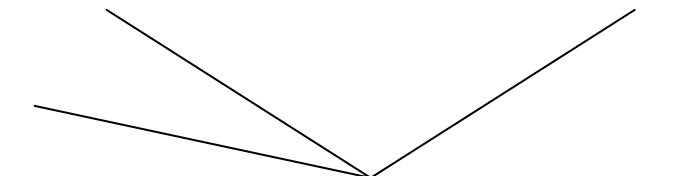
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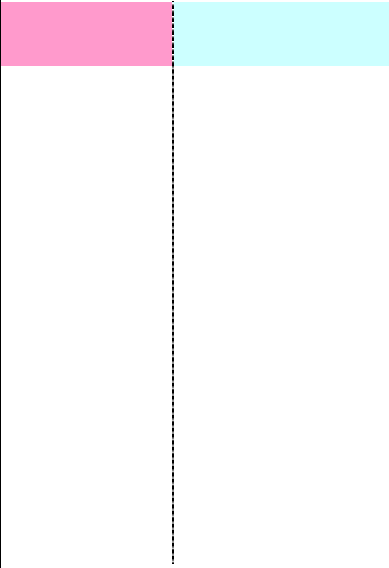
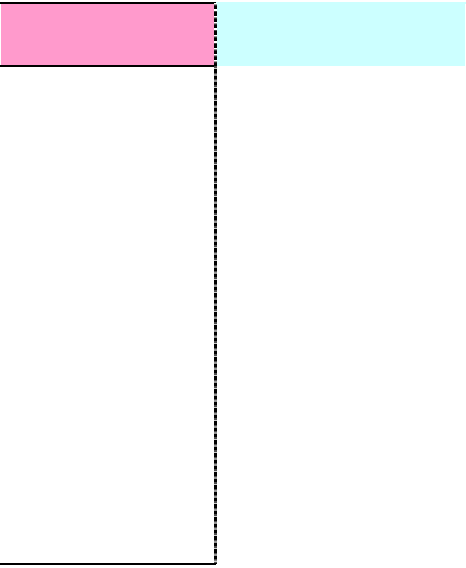




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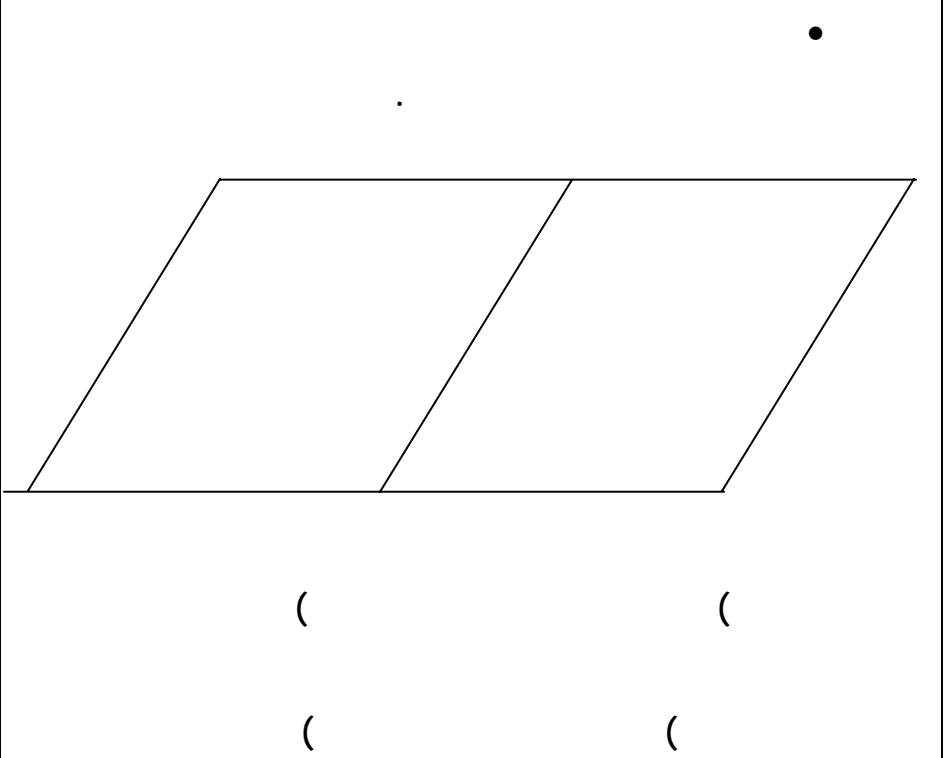


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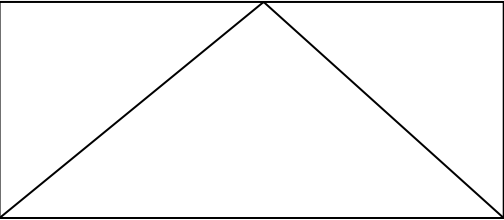
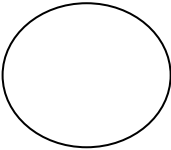
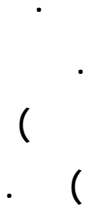
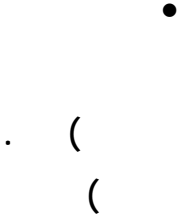
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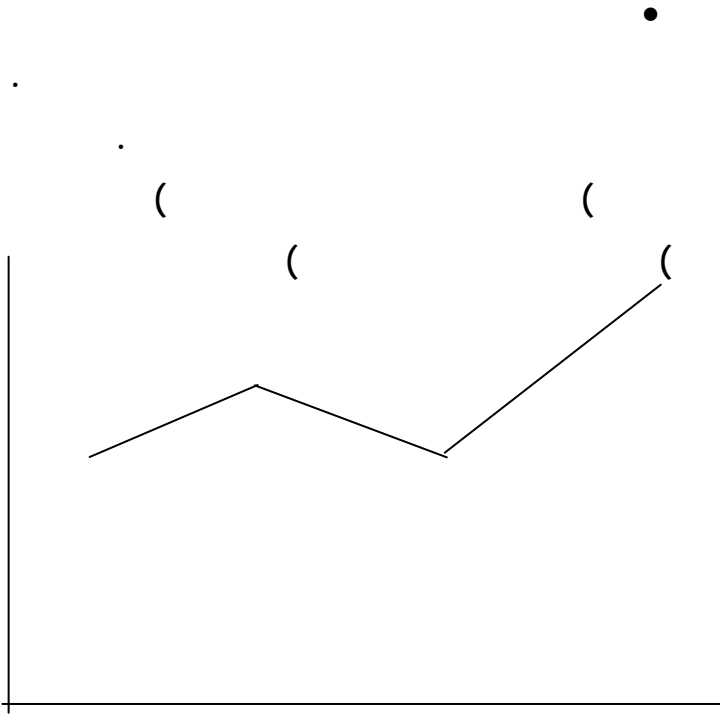
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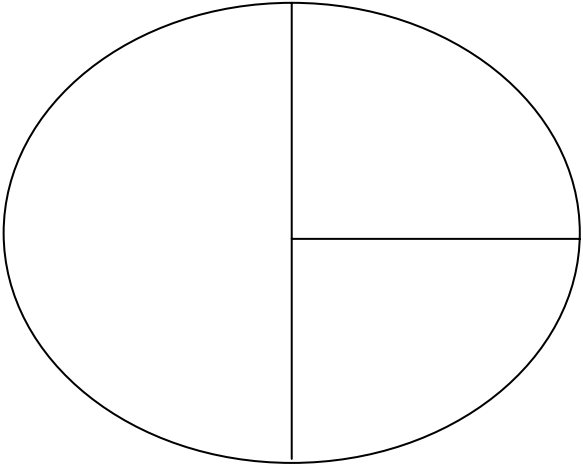
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