

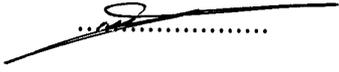
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قرار لجنة المناقشة

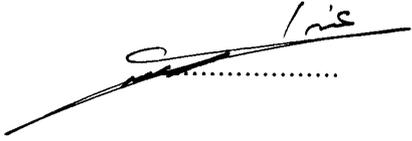
نوقشت هذه الرسالة (الخصائص التي تتميز بها الأنشطة التقويمية الواردة في كتب الكيمياء وعلوم الأرض للمرحلة الثانوية في الأردن)، وأجيزت بتاريخ ٢٦/١٢/٢٠٠٥م.

التوقيع

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أعضاء لجنة المناقشة

الدكتور يحيى محمود الصمادي - مشرفاً  
أستاذ مساعد قياس و تقويم

الأستاذ الدكتور أمين بدر علي الكخن - عضواً  
أستاذ مناهج وتدریس - اللغة العربية

الدكتورة صفاء أمين الكيلاني - عضواً  
أستاذ مشارك أساليب تدریس العلوم

الدكتور محمود ظاهر الوهر - عضواً  
أستاذ مشارك اساليب تدریس العلوم ( الجامعة الهاشمية)

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Daond & Murcia, 1979; Sheldon, 1988; 1998; )  
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(Beane, et al, 1986)

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Anastasi, 1982, Bloom, 1976; Eisner, 1969; )  
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(www.Enc.org.1997; Williams, 1983; Sheldon, 1988; 1998)

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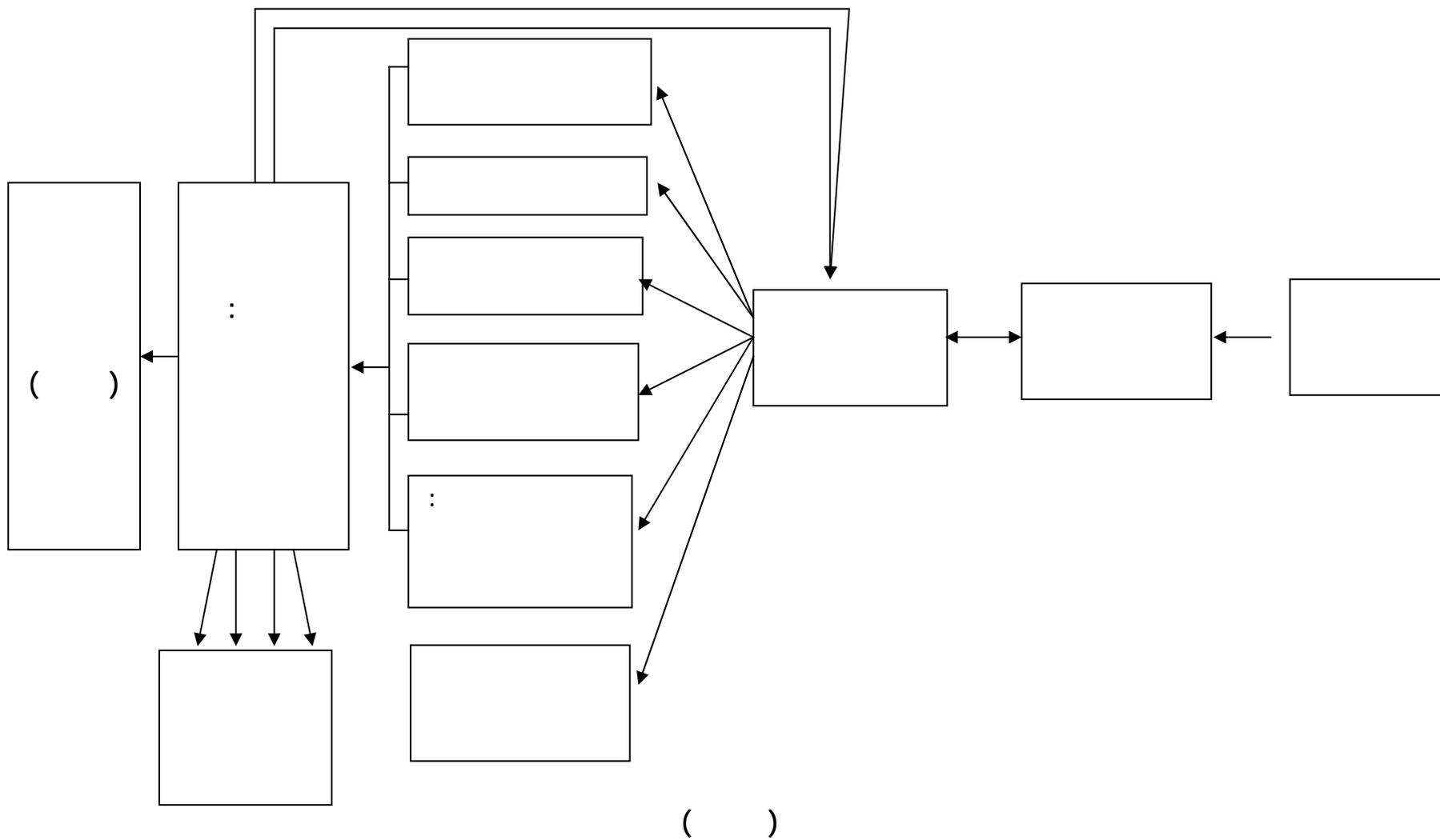
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**User Definition :**

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**Grading :** .

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**Physical Characteristics :**

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**Cultural Bias :**

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**Educational Validity :**

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**Practical Issues :**

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**Flexibility :** .

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**Overall Value for Money :** .

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1997; Roseman et al, 2001; Cowles, 1976; McCormicx &  
James, 1989; Sheldon, 1988; 1998; Williams, 1983; Ansary &  
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Hedin & Conrade, 198, )

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Sax, 1981, )

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### **:Performance-Activities**

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## One Way Analysis of Variance

Tukey

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**THE CHARACTERISTICS OF EVALUATION ACTIVITIES'  
OF SECONDARY SCHOOL EARTH SCIENCE  
AND CHEMISTRY TEXTBOOKS**

**By**

**Abd-Naser Musa Batsh**

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**Abstract**

This study aims at exploring the characteristics of evaluation activities' of secondary school earth science and chemistry text books, through analyzing 1352 evaluation activities ( 723 evaluation activities at chemistry textbooks, 629 evaluation activities at earth science textbooks ) and surveying the opinion and believes of random sample of 158 teachers who teaching chemistry or earth science at secondary schools at Amman, Zarqa, Irbid and Madaba about the evaluation activities at chemistry textbook and earth science textbooks.

In order to achieve the objective of this study two tools were used: The evaluation activities analysis card prepared by Batsh (1994) and Adas etal, (2001); and scale of opinions and believes about evaluation activities which developed by the researcher.

The results of this study indicate that the evaluation activities of the earth science textbook were concentrated on the lower levels of Bloom's cognitive objective ( knowledge, comprehension, and application ) while the evaluation activities of the chemistry textbook were distributed at all the levels of Bloom's cognitive objective. The results of this study also indicate that the majority of the evaluation activities at the earth science

text book and chemistry textbook were an essay questions with definite answer, written in clear language, individual activities, and concentrate in cognitive domaine outcomes rather than affective domaine outcomes and psychomotor domaine outcomes. The results show that there are high percentage of the activities at the earth science texbook and chemistry contain more than one thing that the student have to do in some activity ( complex questions ); also the accuracy and amount of the response were the major standers to determined the scores on the question; most of the evaluation activities of the earth science textbook and chemistry textbooks be done by the student in appropriate period of time; traditional kind of activities; related directly to the textbook content; and compulsive activities, so it didn't give the student the chance to chose from many activities or to use different ways in doing it.

The results of this study showed that the teachers hold a high to average degree of opinions and believes abut how the characteristics measured by the scale of opinions and believes abut evaluation activities can be applied to evaluation activities' at chemistry and earth science textbooks; also the results showed a concordance between the results that this study found about evaluation activities at chemistry and earth science textbooks through analysis evaluation activity card and through surveying teachers opinions and believes about evaluation activities.

Finally the results of this study found there is statistical significant effects for the experience of the teachers on their opinion and believes about the evaluation activities at chemistry and earth science textbooks, while the results showed there is no statistical effects for each of teachers gender, qualification, and specialty area on their opinions and believes on evaluation activities at chemistry and earth science textbooks. The result were discussed and some of the practical and research recommendation were displayed.