

# **An Analysis of Grade Ten Chemistry Questions of Selected Schools in Yangon Region**

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## **Abstract**

The purpose of this study is to investigate Grade Ten Chemistry questions of selected schools in Yangon Region. Analysis of question format, content validity (content coverage) and objective test items were made according to the nature and principles of Educational Test and Measurement and the rules of construction of achievement test. Ten questions from selected schools were weak in balancing the ratio of behavioral outcomes since they gave more emphasis on problem solving but less emphasis on comprehension level items. The criteria for all analyses were based on the Bloom's Taxonomy of educational objectives. The table of specifications was drawn up for the analysis of content validity of the test and calculated the weights given to each area of Grade Ten Chemistry syllabus by comparing the weights given in Basic Education Curriculum syllabus (2017). Each paper was analyzed by finding and deviations from the criteria value. Concerning objective test items, about 90.18% were good and 9.81% were poor items. The poor writing skill was detected in matching items since the heterogeneous materials were included in the test items. The quality of matching items depends upon the homogeneity of the items in the format. This study suggests that Grade Ten Chemistry teacher should construct their achievement test with high content validity and high-quality test items by considering the principles and applying the rules of test construction.

**Key words:** Validity, Content validity, Chemistry

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