

CONTENT VALIDITY AND BLOOM'S TAXONOMY IN LANGUAGE TESTING INSTRUMENT

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ABSTRAK

Dalam penilaian bahasa, kita lebih cenderung memperhatikan apakah tes yang diberikan dapat menunjukkan skor yang akurat untuk menunjukkan kemampuan peserta didik. Terkait dengan aspek kognitif, guru-guru juga turut merancang kurikulum yang harus bisa mencapai setiap level pada ranah kognitif. Oleh karena itu, guru dapat menggunakan taxonomy Bloom untuk membantu membangun perspektif dalam perencanaan pendidikan. Selanjutnya, validitas isi sebagai alat ukur juga dapat digunakan untuk mengetahui apakah peserta didik telah mencapai atau tidak tujuan pembelajaran. Dalam penelitian ini, peneliti membahas tentang validitas isi dan taxonomy Bloom yang digunakan didalam merancang instrument tes mata kuliah *Reading* dan *Grammar* di Program Studi Pendidikan Bahasa Inggris STKIP YPM Bangko. Adapun tujuan penelitian ini adalah untuk menganalisis apakah kedua instrument tes ini telah memenuhi atau tidak validitas isi dan memenuhi standar taxonomy Bloom tersebut sesuai dengan target pencapaian yang harus diraih oleh setiap peserta didik. Hasil penelitian menunjukkan bahwa asesmen untuk mata kuliah *Reading* telah di rancang berdasarkan validitas isi sesuai dengan tujuan instruksional pembelajaran. Artinya, asesmen yang dirancang memenuhi standar taxonomy Bloom mulai dari *application*, *analysis*, dan *synthesis*. Dengan demikian, siswa telah diajak untuk berpikir secara mendalam. Sementara itu, untuk mata kuliah *Grammar*, asesmen yang dirancang masih berada pada level *knowledge* dan *comprehension*. Artinya, asesmen untuk mata kuliah ini masih perlu diperbaiki. Berdasarkan hal tersebut dapat disimpulkan bahwa setiap dosen Bahasa Inggris harus memperhatikan capaian pembelajaran setiap mata kuliah didalam merancang asesmen.

Kata kunci: validitas isi, taxonomy Bloom, *Reading*, *Grammar*

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A. INTRODUCTION

Teaching and learning require us to constantly gather information and make decision. Teachers often need to make decision about students at the rate one every 2 to 3 minutes (Shavelson and Stem, 1981 in Nitko)². They argued that sound teaching decisions require sound information. Sound assessment procedures gather sound information. In language testing we are concerned with the extent to which a test can be shown to produce scores that are an accurate reflection of a candidate's ability in a particular area, e.g., careful reading to extract main ideas from a text, writing an argumentative essay, breadth of vocabulary knowledge, or spoken interaction with peers (Weir, 2005)³. It demands an understanding of both trait and method.

According to Weir⁴ language tests from the distant past to the present are important historical documents. They can help inform us about attitudes to language, language testing and language teaching when little alternative evidence of what went on in the bygone language classroom remains. Validity is perhaps better defined as the extent to which a test can be shown to produce data, i.e., test scores, which are an accurate representation of a candidate's level of language knowledge or skills.

Related to the cognitive domain, teachers building a curriculum should find a range of possible educational goals or outcomes in the cognitive area ("cognitive" is used to include activities such as remembering and recalling knowledge, thinking, problem solving, creating) (Bloom)⁵. Use of the taxonomy can also help one gain a perspective on the emphasis given to certain behaviors by a particular set of educational plans.

So, in this research, I tried to find out the content validity and bloom's taxonomy in instrument of the test given by English lecturer in English Education Program of STKIP YPM Bangko. Why did I research such this one? The content

² Nitko. *Educational Assessment of Students (3rd ed.)*. USA: Prentice Hall. 2001. p. 3

³Weir. *Language Testing and Validation: An Evidence Based Approach*. Great Britain: Palgrave MacMillan. 2005

⁴ *Ibid.*

⁵ Bloom. *Taxonomy of Educational Objective*. Canada: David McKay Company Inc. 1956.

validity is a measurement that can be used to measure whether the student can reach the goal of learning or not. It means, the lecturer should design the content of the test based on the material given during learning in the classroom. Meanwhile, bloom's taxonomy is a standard that can measure the quality of students' cognitive. It equals with the Indonesian Qualification Framework⁶ in which it has mentioned that we have to improve the quality of Indonesian human source by repairing the standard of evaluation for learning outcomes.

To make good analysis, I was guided by some research question below:

1. How does the content validity in reading and grammar test instrument?
2. How does the blooms' taxonomy in reading and grammar test instrument?

Based on those research questions, the purpose of this research is to find out the content validity and bloom's taxonomy that must be included in every test instrument.

B. DISCUSSION

In this part, there are two items that I would like to discuss: (1) content validity, and (2) bloom's taxonomy. Then, in doing the research, I took the test instruments (that is reading and grammar test instrument), that had been made by English lecturers in the last semester. I was also taking the syllabus of reading and grammar that had been designed by them. This syllabus would be guided me in analyzing the content validity of the test.

1. Content Validity

Validity refers to whether the assessment instrument actually measure what its purports to measure (Cohen)⁷. Thus a test must be reliable in order to be valid. A test can be considered as valid or invalid only with respect to some intended purpose. In other words, validity exists only in terms of specified criteria

⁶ Indonesian Qualification Framework. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Republik Indonesia. 2010.

⁷ Cohen. *Assessing Language Ability in the Classroom (2nd ed)*. USA: Heinie & Heini Publisher. 1994.

(Morrow, 1981 in Cohen⁸). The assessment of validity is conducted in different ways. One of them is content validity.

Nowadays, content validity is described as *context* validity. Weir⁹ explains context validity is concerned with the extent to which the choice of tasks in a test is representative of the larger universe of tasks of which the test is assumed to be a sample. This coverage relates to linguistic and interlocutor demands made by the task(s) as well as the conditions under which the task is performed arising from both the task itself and its administrative setting.

Cohen¹⁰. Content validity is determined by checking the adequacy with which the test samples the content or objectives of the course or area being assessed. Sometimes, even commercial tests developed by experts fall to state what objectives are being covered in the test and which items are specially testing each of these objectives..

In order to assess reading comprehension in a second language or foreign language, it is necessary to have a working knowledge of what that process entails. In many ways, reading in a target language is like reading the native language. According to Cohen¹¹, reading calls for the reader to actively supply meaning to text on a continual basis. Reading is viewed as an interaction between the text and the reader with comprehension varying according to a number of the text features and reader characteristics.

When reading in a second or foreign language, readers may try a host of busy bottom-up reading activities without coming away with a clue about what a word, phrase, sentence or passage means. Such a situation can be avoided if the texts that are selected are not too far above the level of readers' proficiency. Johnston (1983) in Cohen¹² called for a series of new direction in the assessment of reading comprehension in a native language. There are: (1) awareness and use of cues in text, (2) perception of the authors' plan, (3) insight into the nature of the

⁸ *Ibid.*

⁹ Weir. *Op. Cit.*

¹⁰ Cohen. *Op. Cit.*

¹¹ *Ibid.*

¹² *Ibid.*

text, (4) strategies for retrieving information, (5) schemata selection, (6) cognitive monitoring skill, and (7) the knowledge of summarization rules.

Related to the research, the analysis of the data can be seen as follow:

Box 1.

Indicator used by English lecturer in assessing reading:

1. Students are able to explain the organizational pattern of the paragraph, identify the main idea, topic sentence, and supporting details
2. Students are able to explain the role of supporting ideas in a paragraph
3. Students are able to analyze the text type and genre
4. Students are able to analyze the coherence devices used to connect the ideas in the text
5. Students are able to criticize the factors that influence reading
6. a. students understand the text type and coherence devices
b. students are able to analyze and discuss the fact based on the text
c. students are able to summarize the points of the text.

Based on **Box 1.** the English lecturer measured nine (9) item in assessing the reading. They are measure the students' ability in identifying the main idea, topic sentence, supporting details; explain the role of supporting ideas in paragraph; analyze the text type and genre; analyze the coherence device used to connect the ideas in the text; criticize the factors that influence reading; understand the text type and coherence devices; analyze and discuss the fact based on the text; and summarize the points of the text. These all items were divided into some different instruction.

Box 2.

Text 1. Highlighting and Summarizing

Another way to focus your attention while reading expository texts is highlighting and summarizing. Highlighting (or underlining with a pen or pencil) helps readers to focus on the details presented in a chapter, so it is effective for "global" learners who see the main ideas of a chapter but have trouble focusing on details like definitions, dates, and people. Highlighting forces you to reread the information you highlight (or underline), aiding in retention of that information. Highlighting also gives you a quick way to review the important details in the chapter days or weeks after you have read it, helping with exam preparation.

But to avoid focusing only on the details while reading a chapter, it helps to write a summary of the main points after you finish reading. Although there may be a chapter summary in the book, writing your own summary forces you to pull the isolated facts and details into a cohesive unit that is understandable to you. Write your own summary and then compare it to the one in the book. Review both summaries in preparation for exams.

Questions

1. In what pattern does the author present the idea, and what is the main idea of this paragraph? How do you know?
2. In what way (s) does the second paragraph help focus the first paragraph?

In **Box 2.** the lecturer give the text about *Highlighting and Summarizing*.

It consists of two paragraphs. In the questions, she asked the students to identify

Text 2. Mountain Story

"A son and his father were walking on the mountains. Suddenly, his son falls, hurts himself and screams: "AAAhhhhhhhhhhh!!!" To his surprise, he hears the voice repeating, somewhere in the mountain: "AAAhhhhhhhhhhh!!!" Curious, he yells: "Who are you?" He receives the answer: "Who are you?" And then

the idea and main idea of the paragraph. It means the questions were related to the indicator that must be tested.

Box 3.

Questions:

3. What is the type of the text above? Why? Prove your answer by showing the transitional signals (coherence devices) used to indicate the text type!
4. To whom that this text is generally intended? Explain your answer!

Next, **Box 3.** shows that how the students able to analyze the genre of the text. After the students decide that category of genre related to the *Mountain Story* text, the lecturer asked the students to prove their ability by writing down the transitional signal used in the text related to the genre category.

Box 4.

Text 3

Questions number 5 until 7:

5. In your own words, what is the best optimum age to read a mother language and foreign language? Elaborate your answer by stating the reasons why you think that your answer is correct, and then state the factors that may influence somebody in reading!
 - a. In what text type that the writer arrange the ideas in this article? Explain your answer by showing the key words used to indicate the text type.
 - b. Discuss the same case with the content of this article related to water pollution at your closest environment!
 - c. Summarize this article by using your own words! The summary is not more than four sentences.

Read the following article that is taken from The Jakarta Post!

Greater Jakarta: Bekasi sets up lab to monitor pollution

The Jakarta Post | Jakarta | Mon, March 11 2013, 11:51 AM

BEKASI: The administration opened on Sunday an environmental analysis laboratory to monitor pollution from industries in the satellite city west of Jakarta, tempo.co reported. "We want to get serious in environmental management," said newly elected Mayor Rahmat Effendi. Rahmat cited several studies revealing high levels of pollution in Bekasi's rivers that were thought to derive from untreated industrial waste. He said the administration was struggling to conform to safe pollution levels despite a public outcry over the sudden death of fish in the rivers and the putrid smell of the water. Rahmat expressed his hope, however, that the laboratory would help to determine the cause of the water pollution. "The laboratory will test the water, especially near factories' drainage ditches," he said. Any companies found in violation of the 2004 Water Resources Law would be punished accordingly, Rahmat added. Besides analyzing water pollution, the laboratory is also tasked with conducting an environmental impact assessment of buildings in Bekasi.

In **Box 4.** for the last text, the lecture assesses the students' ability in understanding the type of the text. Besides, she was also asked the students to analyze the fact based on the text *Greater Jakarta: Bekasi sets up lab to monitor pollution*. At the end of the instruction, she asked the students to summarize.

Next, the researcher analyzes the test instrument for grammar subject. According to Purpura¹³ grammar, the structural glue, the "code" of language, is arguably at the heart of language use, whether this involves speaking, listening,

¹³ Purpura. *Assessing Grammar*. United Kingdom: Cambridge University Press. 2005.

reading or writing. Grammar has also been central to language teaching and assessment historically, from the Middle Ages, when “rhetoric” was a key component of a university education, to the “skills-and-components” models of the 1960s that informed both language pedagogy and language testing.

However, although the way grammar is currently viewed, both in theoretical and applied linguistics, and in language learning and language teaching, is vastly different from the perspective that informed grammar tests in the 1960s, very little has changed since then in the way language testers conceive of grammar and in the way it is assessed in practice. Thus, many of the grammar tests that are currently in use, both in large-scale and in classroom assessment reflect the perspectives of structural linguistics and discrete-point measurement.

The study of grammar has had a long and important role in the history of second language and foreign language teaching. Celce-Murcia (1991) in Purpura (2005)¹⁴ identified two broad categories of variables critical to making informed decisions about learning grammar. One involves learner variables (e.g., age, proficiency level, educational background) and the other instructional variables (e.g., skill, register, need or use for the language). Besides these two variables, we could mention a host of other variables such as (1) typological distance between the first language and the L2, (2) the socio-psychological characteristics of learners (i.e., strategy use or processing attributes, motivational attributes, or levels of anxiety), (3) teacher characteristics (e.g., beliefs about language learning, formal training), (4) task characteristics and (5) contextual characteristics (e.g., input-poor versus input-rich environments). It can be concluded that grammatical assessment tasks could be constructed with developmental proficiency levels in mind, then the scores from these tests could have been used not only to infer grammatical accuracy.

In the grammar test instrument which was given the English lecturer in STKIP YPM Bangko, she drawn 10 indicator as seen in the **Box 5**.

¹⁴ *Ibid.*

Box 5.

1. The students are able to explain about simple present, present progressive, future and past tense, and make the example in sentences
2. The students can make the similarity and differences of “will and be going to” and make the example in sentences
3. The students are able to Make sentences by using adverb clause of time to show time relationship
4. The students are able to explain about there + be and make examples in sentences about that
5. The students are able to make differences sentences by using possessive nouns
6. The students are able to make differences of article a, an, and make the example in sentences
7. The students are able to make sentences by using personal pronouns
8. The students are able to understand about collective noun

All thus items means that the lecturer still measure about the concept of grammar, but not grammar usage. So, the indicator of item in assessing grammar that used by grammar lecturer is different from the goals of assessing grammar. The following questions are the test given by English lecturer in assessing grammar.

Box 6.

1. Explain about simple present, present progressive, future and past tense, make the example of them in sentences!
2. What are the similarity and differences of ‘will and be going to’ and make the example in sentences?
3. Make two sentences by using adverb clause of time to show time relationship!
4. Explain about There + be and make two examples in sentences about that!
5. Make two sentences by using possessive nouns!
6. What are the differences of article a, an, and the?
7. Make two sentences by using personal pronouns!
8. What does it mean of collective nouns and give the example!
9. Explain about phrasal modal and give the example!
10. Change those sentences bellow into passive form:
 - a. Shirley has suggested a new idea
 - b. Shakespeare wrote that play
 - c. People grow corn in Java

As seen in **Box 6.** all questions are related to the concept of grammar. Actually, the lecturer must use another types of test such as *cloze test*. It means the lecturer must put the concept of grammar into the application of grammar. For example:

Choose the appropriate verb for the following sentence:

Ani _____ the book (read / reads).

Moreover, the lectures also can used another kind of grammar assessment related the grammar usage.

2. Bloom's Taxonomy

By educational objectives, we mean explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings, and their actions. There are many possible changes that can take place in students as a result of learning experiences, but since the time and resources of the school are limited, only a few of the possibilities can be realized. It is important that the major objectives of the school or unit of instruction be clearly identified if time and effort are not to be wasted on less important things and if the work of the school is to be guided by some plan.

The formulation of educational objectives is a matter of conscious choice on the part of the teaching staff, based on previous experience and aided by consideration of several kinds of data. The final selection and ordering of the objectives become a matter of making use of the learning theory and philosophy of education which the faculty accepts. Another source of suggestions for objectives comes from the nature of the subject matter and the deliberations of subject-matter specialists on the contributions their subject is able to make to the education of the individual.

The major purpose in constructing taxonomy of educational objectives is to facilitate communication¹⁵. The use of the taxonomy as an aid in developing a precise definition and classification of such vaguely defined terms as "thinking" and "problem solving" would enable a group of schools to discern the similarities and differences among the goals of the different instructional programs. It could compare and exchange tests and other evaluative devices intended to determine the effectiveness of these programs. Set at this level, the task of producing taxonomy, that is, a classification of educational outcomes.

¹⁵ Bloom. Op. Cit.

In addition, Bloom explains that to comprehensiveness and communicability, the taxonomy should satisfy two other criteria if it is to be regarded as a useful and effective tool. First, it should stimulate thought about educational problems. If the taxonomy is to prove a useful tool for educational research workers, it must aid them in formulating hypotheses about the learning process and changes in students. If it is to be useful for teachers and testers, it should provide a basis for suggestions as to methods for developing curricula, instructional techniques, and testing techniques. As a highly organized and presumably comprehensive plan for classifying educational behaviors, it should form the basis for easily determining the availability of relevant evaluation instruments, techniques, and methods so that each worker can determine their appropriateness for his own work. Properly used, taxonomy should provide a very suggestive source of ideas and materials for each worker and should result in many economies in effort.

According to Bloom¹⁶ there six levels of taxonomy, they are: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. Clear description can be seen in the following explanation:

a. Knowledge

Knowledge as defined here includes those behaviors and test situations which emphasize the **remembering**, either by recognition or **recall**, of ideas, material, or phenomena. The behavior expected of a student in the recall situation is very similar to the behavior he was expected to have during the original learning situation. In the learning situation the student is expected **to store in his mind certain information**, and the behavior expected later is the remembering of this information. Although some alterations may be expected in the material to be remembered, this is a relatively minor part of the knowledge behavior or test. The process of relating and judging is also involved to the extent that the student is expected to answer questions or problems which are posed in a different form in the test situation than in the original learning situation.

¹⁶ *Ibid.*

b. Comprehension

When students are confronted with a communication, they are expected to **know what is being communicated** and to be able to make some use of the material or ideas contained in it. The communication may be in oral or written form, in verbal or symbolic form, or, if we allow a relatively broad use of the term "communication," it may refer to material in concrete form as well as to material embodied on paper.

Three types of comprehension behavior are considered here. The first is **translation** which means that an individual can put a communication into other language, into other terms, or into another form of communication. It will usually involve the giving of meaning to the various parts of a communication, taken in isolation, although such meanings may in part be determined by the context in which the ideas appear. The second type of behavior is **interpretation** which involves dealing with a communication as a configuration of ideas whose comprehension may require a reordering of the ideas into a new configuration in the mind of the individual. This also includes thinking about the relative importance of the ideas, their interrelationships, and their relevance to generalizations implied or described in the original communication. Evidence of interpretation behavior may be found in the inferences, generalizations, or summarizations produced by the individual. Interpretation as here defined differs from analysis. In the latter the emphasis is on the form, the organization, the effectiveness, and the logic of the communication. It differs from application in that application is more definitely concerned with the meanings a communication has for other generalizations, situations, and phenomena, or the meanings that generalizations known by the student have for the communication. It differs from evaluation in that evaluation is characterized by the formulating of judgments explicitly based on criteria. The third type of behavior to be considered under comprehension is **extrapolation**. It includes the making of estimates or predictions based on understanding of the trends, tendencies, or conditions described in the communication. It may also involve the making of inferences with respect to implications, consequences, corollaries and effects which are in

accordance with the conditions described in the communication. It differs from application, however, in that the thinking is based on what is given rather than on some abstraction brought from the other experiences to the situation, such as a general principle or rule of procedure.

c. Application

What prediction, if any, can be made concerning the condition of and then give some reasons? In application, it is on remembering and bringing to bear upon given material the appropriate generalizations or principles.

d. Analysis

Analysis emphasizes the breakdown of the material into its constituent parts and detection of the relationships of the parts and of the way they are organized. It may also be directed at the techniques and devices used to convey the meaning or to establish the conclusion of a communication. Although analysis may be conducted merely as an exercise in detecting the organization and structure of a communication and may therefore become its own end, it is probably more defensible educationally to consider analysis as an aid to fuller comprehension or as a prelude to an evaluation of the material.

e. Synthesis

Synthesis is here defined as the putting together of elements and parts so as to form a whole. This is a process of working with elements, parts, etc., and combining them in such a way as to constitute a pattern or structure not clearly there before. Generally this would involve a recombination of parts of previous experience with new material, reconstructed into a new and more or less well-integrated whole. This is the category in the cognitive domain which most clearly provides for creative behavior on the part of the learner. However, it should be emphasized that this is not completely free creative expression since generally the student is expected to work within the limits set by particular problems, materials, or some theoretical and methodological framework.

f. Evaluation

Evaluation is defined as the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc. It involves the

use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. The judgments may be either quantitative or qualitative, and the criteria may be either those determined by the student or those which are given to him.

Evaluation is placed at this point in the taxonomy because it is regarded as being at a relatively late stage in a complex process which involves some combination of all the other behaviors of Knowledge, Comprehension, Application, Analysis, and Synthesis. What is added are criteria including values. Evaluation represents not only an end process in dealing with cognitive behaviors, but also a major link with the affective behaviors where values, liking, and enjoying (and their absence or contraries) are the central processes involved. However, the emphasis here is still largely cognitive rather than emotive.

Related to the test instrument given by English lecturer as seen in **Box 6.**, questions number 1, 2, 4, 6, 8, and 9 are measuring the knowledge of the students. It can be seen from the questions word given such as *explain about ...*, *what are the similarity and differences...*. These questions show that the students have to remember about the concept of grammar. They must explain correctly about the concept, the similarity and the differences for each concept. To make good answer, the students must recall the knowledge that has been stored in their mind. Next, questions number 3, 5, 7, and 10 are measuring the students' comprehension related the concept of grammar. The question words given by lecturer are *make the sentence...* and *change the sentence...*. It means, the students must recall the information in their mind related to the concept of grammar, then create something new based on their understanding about the concept. Indirectly, the students must do interpretation of the concept. Then, write down the interpretation based on the instruction given.

Meanwhile, for reading test instrument, the lecturer measurement is related the level of application, analysis, and synthesis. It can be started form the question in **Box 2.** in which the lecturer give questions:

1. *In what pattern does the author present the idea, and what is the main idea of this paragraph? How do you know?*

2. *In what way (s) does the second paragraph help focus the first paragraph?*

It means, conceptually, the students know about the pattern usually used by author in developing their ideas. So, in this part, the lecturer measured whether the students can **apply** the knowledge (theory) that had been given during the teaching and learning in the classroom. In this part, the students must be able to comprehend the theory.

Next, in **Box 3**, the lecturer invited the students to **analyze** the text given. It can be seen from the question given below:

3. *What is the type of the text above? Why? Prove your answer by showing the transitional signals (coherence devices) used to indicate the text type!*
4. *To whom that this text is generally intended? Explain your answer!*

In this case, the lecturer asked the students to comprehend the text. Then, she asked the students to think deeply by giving continuously question *why*. Finally, she asked the students to give the reason related to the answer given by the students. So, there is argumentative thinking in this process. It means, the students must think hardly to give the best and appropriate answer. Besides, the students must do interpretation related to the text given, so that they know to whom the text is generally intended.

The last level which was measured in reading test instrument is **synthesis**. It can be seen from the questions in **Box 4**, which is related to the text *News*. The questions given are as follow:

5. *In your own words, what is the best optimum age to read a mother language and foreign language? Elaborate your answer by stating the reasons why you think that your answer is correct, and then state the factors that may influence somebody in reading!*
- a. *In what text type that the writer arrange the ideas in this article? Explain your answer by showing the key words used to indicate the text type.*
- b. *Discuss the same case with the content of this article related to water pollution at your closest environment!*
- c. *Summarize this article by using your own words! The summary is not more than four sentences.*

In point *a*, the lecturer measure about the students' knowledge and how they can comprehend the text. Moreover, she asked the students to give the reason

related to the answer. Next, she invited the students to think hardly related the case *water pollution*. It means, the students must recall the knowledge related to the water pollution. Then make the correlation with the content of the text. So, there is comprehension and analysis process in this step. Finally, the lecturer asked the students to make summary by using their own words. It means, there is a process of synthesis here.

From content validity and Bloom's Taxonomy which are used in the test instrument, the teacher know whether he/she has reached his/her own objective. He/she can measure to what aspect the test given, to which level the test will be measured.

C. CONCLUSION

Based on the discussion, it can be concluded that the reading assessment in English Department of STKIP YPM Bangko has been created by considering the content validity of the learning objective. Then, the lecturer has created the test item based on Bloom's Taxonomy which are started from application, analysis and synthesis. It means, the lecturer tried to make the students to think hardly and deeply. It is hoped that this process can make the students become Higher Thinker. Meanwhile, for grammar assessment must be improved for the next test. It caused by the test is still in the first and second level of Bloom's Taxonomy. There is no application of grammar usage.

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