An Analysis of Exam Questions for First Year Students inCo-operative University, Sagaing

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Abstract

The study is an effort to analyse the exam questions of Business English Course of Co-operative University, Sagaing according to Bloom's Taxonomy. Therefore, this is carried out with two objectives: to analyze the level of exam questions according to Bloom's Taxonomy and to evaluate the question format of Business English Course. At present, twelve sets of questions for elementary level are used to collect the data in the research. There are 10 question forms with 66 questions in one set. After analyzing the questions, the results indicate that most of the questions in one set of questions cover only remembering, understanding and applying levels of Bloom's taxonomy. The percentage of understanding level is the highest in all question sets every semester. The question forms and questions used in elementary level do not cover the analyzing level which can approach to the critical thinking. Although, they can't develop the thinking level of students, they can support to enhance the remembering, understanding and applying skills of students. Although they lack in higher order of cognition levels, they are appropriate for first year student who are in basic level of university level.

Key words: Bloom's taxonomy, cognition levels, standard, elementary level

1. Introduction

Assessments are intended to evaluate student learning but should facilitate opportunities for student learning as well. Good assessment system leads to the good achievement. There are many types of assessment or testing to evaluate student's learning outcomes. They include homework problems, quizzes, exams, group activities, presentations (oral and written), data analysis projects, and article critiques. Among them, written examination is the most common approach used by any higher education institution for student's assessment. Question plays an important role in efforts to improve the cognitive skills of students and to test the student's overall learning objectives. Questions analyzed in the paper are used to test the student's learning achievement for each semester. Swart (2010) said that effective style of questioning is always an issue to help students attend to the desired learning outcome. However, to make the effective question for both lower and higher education levels, not all questions should be on the same level of thinking. It must be balanced with the level of students to develop their thinking level into "creative thinking". Therefore, Benjamin Bloom (1956) has provided teachers with his taxonomy to assist them to compose questions on different levels of cognitive thinking. Bloom's Taxonomy is a

classification of learning objectives within education that educators set for students. The cognitive domain within this taxonomy is referred to verify a student's cognitive thinking level through a written examination. This paper proposes an analysis of exam questions to investigate the level of questions for Business English Course (English second language learners) in Co-operative University, Sagaing. This will be helpful to set up suitable exam questions in accordance with the level of student.

1.1 Area of the Study

The area of the present study focuses on analyzing the exam questions for Business English Course according to Bloom's Taxonomy (2001). English language learners should be asked critical thinking questions from all levels of Bloom's Taxonomy (2001). Teachers need to ask questions from all levels of the taxonomy that are age appropriate and at the English language level of the English language learners.

1.2 Scope and Limitation of the Study

The scope of this study is limited to analyze the exam questions of Business English Course for elementary level of Co-operative University, Sagaing from 2012-2013 Academic Year to 2017-2018 Academic Year. To collect data, 12 sets of questions for elementary students, which are the same in question form or question type, are analyzed and evaluated in this study.

1.3 Objectives of the Study

Question represents the natural language sentences that express the information need of the inquiries. Question plays an important role in educational domain. Analysis of the questions is an important part in educational system, since questioning is the main form of interaction between instructors and students. Therefore, the study is conducted with the two objectives: (1) to analyze the thinking level of exam questions according to Bloom's Taxonomy and (2) to evaluate the question format of Business English Course.

1.4 Method of the Study

Descriptive research methodology is used to analyze the questions in this paper. Firstly, in order to classify the thinking level of questions, content analysis is made by using the question sets. After that, the results of the data are presented with frequencies and percentages as a quantitative design to arrange data in an organized way so that it can be recorded to find out the extent of results. However, as it is done

to investigate the quality of exam questions according to cognitive domain of Bloom's taxonomy, this is a kind of qualitative research.

2. Literature Review

Thinking is the cognitive activities to process information, solve problems, make decisions, and create new ideas. Therefore, thinking is the first step of creation. Thinking skills can be used to make sense of experiences, organize information, make connections, ask questions, make plans, or decide what to do. There are several different types of thinking or ways to think. One of the most important aims in post primary education is the attainment of critical or higher-order thinking skills. Identifying how to encourage, teach and then assess these skills is an important role of the teacher (Alison Cullinane, 2015).

When examining the vast literature on critical thinking, various definitions of critical thinking emerge. Angelo (1995) described that "most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation". Scriven (1996) also said that "Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action".

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself. Critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help to acquire knowledge, improve theories, and strengthen arguments.

Critical thinking can be used to enhance work processes and improve social institutions. It is obviously important for persons working in various subject areas, especially, education, research, finance, management or the legal profession. Critical thinking promotes creativity. To come up with a creative solution to a problem

involves not just having new ideas. It plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

Therefore, teachers should practice their students by questions that promote deeper thinking or critical thinking. It helps them analyze or criticize the connection between cause and effect. Their problem solving skills will improve and they can create an advanced social community.

2.1 Theoretical Background

The present study purposes to analyze the exam questions based on Bloom's Taxonomy (2001). Bloom's Taxonomy refers to educational learning objectives first outlined by a committee of educators led by Benjamin Bloom in 1956. Bloom's taxonomy divides learning objectives into three areas: Cognitive, Affective and Psychomotor. Cognitive learning concerns comprehension and critical thinking skills, and is frequently used to master lower-level skills. In 2001, the taxonomy was revised and refined by Anderson and David Krathwohl shown in the following figure.

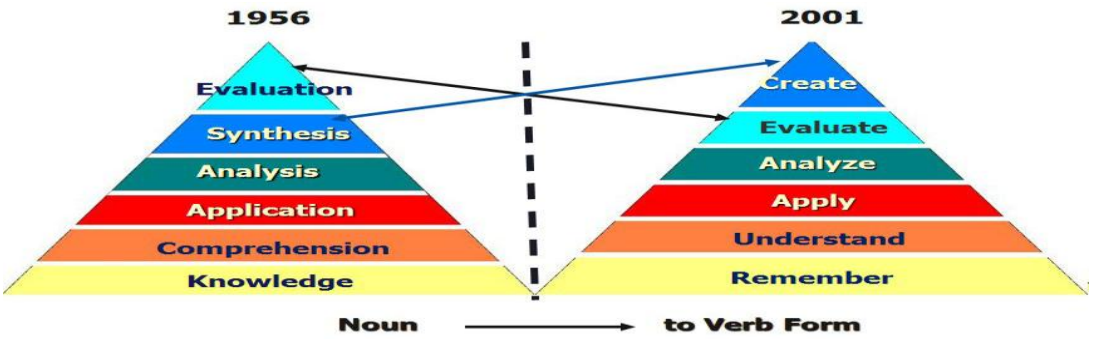


Figure (1.1) Comparison of Old and Revised Bloom's Taxonomy

2.2 Bloom's Taxonomy and Cognitive Learning

Cognition is the scientific concept meaning the mental processes contained in obtaining knowledge and understanding, covering thinking, knowing, remembering, judging, and problem solving (Special Education Support Service, 2009).Cognitive domain of Bloom's Taxonomy is one of the three domains that were introduced by Benjamin Bloom. This domain is designed to verify a student's cognitive quality during written examination. The cognitive domain is grouped under six subsequent levels of thinking. Bloom's Taxonomy ranges from lower to higher levels of cognitive thinking. Undergraduate students are expected to move up through the three lower levels while graduate students are expected to work at the higher cognitive levels. The initial three levels or lower order skills contain: remembering, understanding, and applying while the last three levels or higher-order skills cover analyzing, evaluating

and creating. In other words, the first three down levels are knowledge, comprehension and application, while the three up levels are analysis, evaluation and synthesis.

According to the Bloom's Taxonomy (2001), each level of Bloom's cognitive domain is described in the following figure.

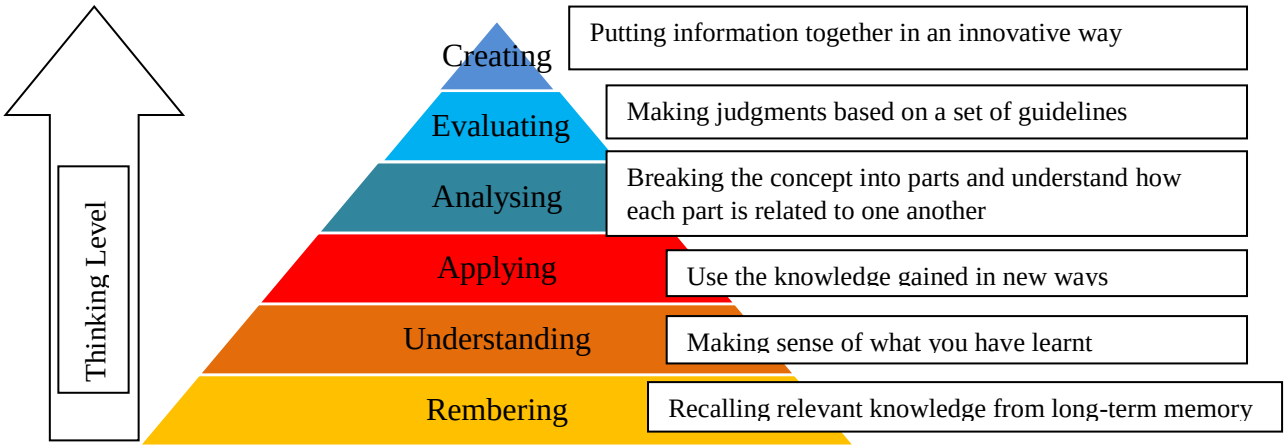


Figure (1.1) Revised Bloom's Taxonomy and its lower-higher cognitive levels

(1) Remembering Level

Recognizing or recalling knowledge from memory is the lowest level or the beginning level of the hierarchy. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

Examples:

(a) Where do giraffes live?

(b) How much amount of leaves do they have?

(2) Understanding Level

This level is the second lowest level of hierarchy by constructing meaning from different types of functions such as written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

(a) How can numbers be remembered much easier?

(b) How can we remember things for a short-term?

(3) Applying Level

This level is defined by carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

Examples:

(a) How would you do if you needed to find your classroom on the first day of school?

(b) Make up a puzzle game using the ideas from the study area.

(4) Analyzing Level

For this level, students need to do breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he or she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

Examples:

(a) Can you find four different feelings of the main charter in the story?

(b) Sequence the following story sentences. What happened first?

(c) What was the turning point in the game?

(5) Evaluating Level

This is a level requires making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.

Examples:

(a) Which one is more important in life? Money or Success.

(b) Conduct a debate about an issue of special interest.

(6) Creating Level

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing is the highest level of achievements. Creating requires users to put parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

Examples:

(a) Design a magazine cover for your project?

(b) Compose a rhythm or put new words to a known melody.

2.3 Bloom's Taxonomy and English Language Learners

English language learners should be developing thinking skills as they acquire English. They should be asked critical thinking questions from all levels of Bloom's Taxonomy. Some of the tasks on the taxonomy are difficult for ELLs because they lack language and vocabulary to work in English. There are activities ELLs can do on every level. Such some below sample questions and activities can be used by teachers to develop and encourage the thinking skill of their students at each level.

Table (1) The New Bloom's Taxonomy and Foreign Language Instruction

Level of Thinking	Level of Learners	Useful Verbs	Sample Questions	Examples of Comprehensible Input-Based Activities
1. Remember (lowest level) Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	**Pre-primary and Primary School Students**	arrange, define, describe, find, label, list, locate, match, memorize, name, order, recall,recognize, repeat, reproduce, relate, restate, state, tell, etc.	- What happened after…..? - How many…? - Who was it that…? - Who spoke to…? - What is ….? - Which is true or false….? - Can you name the….? - Can you tell why…?	- Match characters to action/dialogue - True-False, Either/Or statements - Match L2 vocabulary to English - Make a list of the main events…. - Make a timeline of events. - Make a facts chart. - Write a list of any pieces of information you can remember.
2. Understand Constructing meaning from oral, written, and graphic messages.	**Middle School Students**	classify, compare, describe, discuss, distinguish, explain, express, give examples, give	- Can you write in your own words..? - What do you think could of happened next…? - What was the	- Summarize a story in own words - Restate main idea of story - Explain why a character in a story does/says something (when answer was

		main idea, infer, interpret, predict, paraphrase, report, restate, review, select, summarize, translate, etc.	main idea…? - Who was the key character…? - Can you distinguish between…?	stated in story) - Translate text aloud to English. - Cut out or draw pictures to show a particular event. - Write and perform a play based on the story.
3. Apply Carrying out or using a procedure.	**High School Students**	apply, choose, construct, complete, classify, demonstrate, dramatize,show, examine, use, execute, illustrate, implement, interpret, outline, point out, role play, sketch, solve, etc.	- Do you know another instance where…? - Would this information be useful if you had a…? - From the information given, can you develop a set of instructions about..?	- Act out novel commands - Rewrite a story form a different point of view - Construct a model to demonstrate how it will work. - Take a collection of photographs to demonstrate a particular point. - Design a market strategy for your product using a known strategy as a model.
4. Analyze Breaking material into constituent parts, determining how the parts relate to one another and to an overall	**Under -graduated Students**	advertise, analyze,dissect appraise, attribute, break down, contrast, calculate, categorize, compare, differentiate, discriminate,	- Which events could have happened..? - How was similar to..? - What was the underlying theme of..? - What do you see as other	- Design a questionnaire to gather information. - Conduct an investigation to produce information to support a view. - Make a flow chart to show the critical stages. - Construct a graph to illustrate selected

structure or purpose.		identify,examine, distinguish, explain, test, investigate, organize, question, separate, etc.	possible outcome? - Can you distinguish between….?	information. - Make a family tree showing relationships. - Write a biography of the study person. - Break down the main actions of the story.
5. Evaluate Making judgments based on criteria and standards.	**Graduated Students**	argue,appraise assess, choose, critique,check, estimate, conclude, compare, criticize, decide,debate, defend,discuss, determine, evaluate,judge, justify, predict, prioritize,rate, recommend,etc	- Is there a better solution to.. - Can you defend your position about..? - Do you think ..is a good or a bad thing? - How would you feel if..? - How effective are..? - What do you think about…?	- Prepare a list of criteria to judge a …show. Indicate priority and ratings. - Conduct a debate about an issue of special interest. - Make a booklet about 5 rules you see as important. Convince others. - Write a report. - Predict what will happen next.
6. Design (Highest Level) Putting elements together to form a coherent or functional whole: reorganizing elements into a new pattern.	**Graduated Students**	assemble,combineproduce,compile,designcompose, invent, creat, construct,develop, revise,plan, devise,prepare, formulate,generate,organize, propose, etc.	- Can you design a…to..? - Why not compose a song about..? - Can you see a possible solution to..?	- Create and give novel commands - Write an original story - Compose a class story - Invent new details for a story - Compose a rhythm or put new words to a known melody.

Source:Brycehedstrom.com

3. Data Collection and Data Analysis

In the present study, 12 sets of questions used for elementary level during six years from 2012-2013 Academic Year to 2017-2018 Academic Year are used to analyze the thinking level of questions. There are 10 question forms consisting of 66 questions in each set. The descriptive analysis covers classifying levels of all questions according to the six categories of the cognitive level of Bloom's Taxonomy, calculating frequencies, and reporting percentages. To evaluate the effectiveness and efficiency of question forms in these question sets, all the data collected by descriptive analysis, such as frequencies and percentages, are employed in the inferential component of data analysis.The question forms of elementary level, and data analysis and data interpretation are described below.

3.1 Question Format of Elementary Level and Levels of Questions

Table (2) Analysis on the levels of questions according to the question words

No	Question Forms	Question Words	Levels of Questions	Numbers of Questions in a Set
I.	Reading Comprehension			
I.A	Choose Correct Synonym or Back Reference	**What** do the underlined words in the passage refer to?	Level-II	5 items – 5 marks
		Choose the correct answer from the words given.	Level-I	
I.B	True or False or Choose Correct Synonym	**Say** whether the following statements are TRUE or FALSE.	Level-I	5 items – 5marks
		Choose the correct synonym from the words given.	Level-I	
I.C	Short Questions	**Answer** the following questions in complete sentence.	Level-I & Level-II	5 items-10 marks
II.	Abbreviations	**What** do the following abbreviations stand for?	Level-I	10items-10marks
III.A	Word Form	**Rewrite** the following sentences, using the correct form of words	Level-II	10items-10marks

		given in brackets.		
III.B	Verb Form	**Rewrite** the following sentences, using the correct form of verbs given in brackets.	Level-II	10items-10marks
III.C	Make own sentences by using the given words	**Make** own sentences using the given words.	Level-III	10items-20marks
III.D	Multiple Choice Question	**Rewrite** the following sentences, choosing the correct word given in brackets.	Level-II	5 items – 5 marks
IV.	Complete a dialogue with reasonable expressions	**Complete** the following conversation.	Level-III	5items – 10 marks
V.	Write a business letter with the given facts	Sample Question: **Write** a reply letter to the request about the water coolers on approval advertised in the New Light of Myanmar.	Level-III	1items – 15 marks

3.2 Data Analysis and Data Interpretation

Table (3): Frequencies and Percentage of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the 12 question sets for elementary students in Co-operative University, Sagaing

Academic Year and Semester of Questions	Level of questions	Frequencies	Percentage
2012-2013 Academic Year, First Semester Question	Remember	25	37.9%
	Understand	25	37.9%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2012-2013 Academic Year, Second Semester Question	Remember	18	27.3%
	Understand	32	48.5%
	Apply	16	24.2%

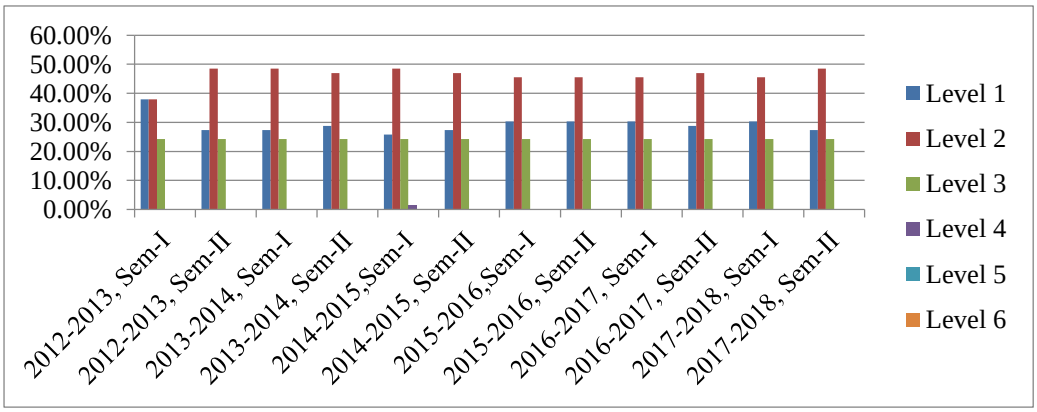
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2013-2014 Academic Year, First Semester Question	Remember	18	27.3%
	Understand	32	48.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2013-2014 Academic Year, Second Semester Question	Remember	19	28.8%
	Understand	31	47%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2014-2015 Academic Year, First Semester Question	Remember	17	25.8%
	Understand	32	48.5%
	Apply	16	24.2%
	Analyze	1	1.5%
	Evaluate	0	0
	Design	0	0
2014-2015 Academic Year, Second Semester Question	Remember	18	27.3%
	Understand	31	47%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2015-2016 Academic Year, First Semester Question	Remember	20	30.3%
	Understand	30	45.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0

	Design	0	0
2015-2016 Academic Year, Second Semester Question	Remember	20	30.3%
	Understand	30	45.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2016-2017 Academic Year, First Semester Question	Remember	20	30.3%
	Understand	30	45.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2016-2017 Academic Year, Second Semester Question	Remember	19	28.8%
	Understand	31	47%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2017-2018 Academic Year, First Semester Question	Remember	20	30.3%
	Understand	30	45.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0
2017-2018 Academic Year, Second Semester Question	Remember	18	27.3%
	Understand	32	48.5%
	Apply	16	24.2%
	Analyze	0	0
	Evaluate	0	0
	Design	0	0

Source: Data Collection and Analysis on Twelve Sets of Question during Six Academic Years

As it can be seen in the above table, the questions used for final examination cover only three levels of Bloom's Taxonomy: remembering, understanding and applying levels. According to the table (1), the questions for elementary level are based on the lower order cognition levels of Bloom's Taxonomy while they lack the higher order cognition levels. In addition, it can be found that the percentage of understanding level is the highest in all 12 sets of questions. The percentage of remembering level is the second highest and the applying level is the lowest. To clarify the data in a detailed manner, the following figure represents the frequencies and percentages of levels of questions used in one question set for each semester.

Figure (1) The results of content analysis on exam questions for each semester



Source: Data Collection and Analysis on Twelve Sets of Question during Six Academic Years

The data descriptions of question forms are also illustrated below in accordance with Bloom's Taxonomy.

For No. (I) Reading comprehension question, except 2012-2013 Academic Year, First Semester examination, "back reference question form" is used for question I. (A). This question form covers the understanding level because student can answer the questions if they have knowledge on sentence constructions. Therefore, this question form can be used to assess student's understanding on sentence constructions. "True or False" or "choosing correct synonym" question forms are used in question I. (B). These forms cover the lowest level because these questions are created to remember messages of the reading passage or the use and meaning of words learnt in the passage. In question I. (C), the level of "short questions" is analyzed one by one. The questions in I. (C) cover only remembering and understanding levels. Most of the questions cover level (1) because these help students remember or restate the messages of the passage. However, some questions cover level (2) because these can assess student's reading comprehension.

No. II question form always covers the level (1) because students need to learn business abbreviations by heart and just only to write down the answer paper.

No. III (A), (B) and (D) question forms cover the level (2) because these types of question test student's understanding on word formation and tenses and structural words or function words. Student can answer these question types if they have learnt and noted the knowledge of word formation and verb forms or tenses, such as present simple, past simple, present continuous and present perfect, and structural words such as preposition, adjective, adverb, etc., to make the correct and complete sentences. No. III (C) question form covers the level (3) because this form of question tests whether students can apply knowledge they learnt in own way or in new way. Student needs to apply their background knowledge of sentence structures and grammatical rules such as subject-verb agreement and use of eight parts of speech to make the correct and meaningful sentences by themselves.

No. (IV) question form covers the level (3) because student has to complete a reasonable expressions based on their knowledge in a conversation. This question type tests how to apply student's knowledge in speaking.

No. (V) question type covers the level (3) because student needs to write a business letter by applying their knowledge how to write a business letter and grammatical knowledge. This question type tests how to apply student's knowledge in writing.

4. Findings and Discussion

Bloom's Taxonomy is a clear taxonomy defining six levels for testing the achievement of the aims of students' cognitive domains. It was revised by Anderson and David Krathwohl in 2001 with a ranked system of rearranging thinking skills from lower to higher levels covering all the cognitive skills: remembering, understanding, applying, analyzing, evaluating and creating. The present study aims to analyze the thinking levels of exam questions of Business English Course for elementary level in Co-operative University, Sagaing.

During six years, from 2012-2013 Academic Year to 2017-2018 Academic Year, it can be found that the same question forms were used for final examinations every year. There are ten question forms with 66 questions in all 12 sets of questions. The findings show that the question forms cover the three lower levels of thinking skills: remembering, understanding, and applying levels. According to Bloom's taxonomy, undergraduate students should try to improve their thinking skills through three lower levels. It means

that exam questions for undergraduate students should cover the three lower levels. So that's to say, these questions are appropriate and effective for first year level who are in the lowest or basic level of the undergraduate levels.

Among these three levels, it can be known that the percentage of question forms which cover the thinking level-II, understanding level is the most highest with 45.5% to 48.5%. The percentage of question forms which are included in the level-I is second highest with 25% to 30.3%.In all sets of questions, the percentage of question forms which are included in the level-III is the lowest with 24.2%.

In analyzing the questions, No. I (A), they cover the level-II, understanding level. It is an appropriate question type for elementary students.

And then, questions No. I (B) cover the level-I, remembering levels these questions are created to remember a message of the reading passage. Therefore, to remember the meaning and use of words in the passage, this question form can be changed into matching the given words with the definitions or synonyms.

In all question sets used to test the achievement of students at the end of each semester, according to Bloom's taxonomy, it can be found that the questions cover the three lower levels, and question No-I (C) can make the percentages of these levels in one question set more or less. No-I (C) is the short question form. If most of the questions in No-I (C) are created into the questions based on their understanding or reading comprehension, which cover the level-II, the percentage of level-II will increase. Moreover, short questions in No-I (C) can be developed into the questions cover the level-IV. Therefore, to enhance the question format for elementary level, No-I (C) should be developed into the higher thinking level questions.

Question No-II is the question form which covers the level-I by recalling their memorization of long form of words. The level of this question form could be changed into the level (II) and level (III) by filling given acronyms in suitable and correct sentences or by matching given acronyms with correct definitions or by making meaningful sentences with acronyms. In this way, the percentages of level (II) and level (III) could be increased, and then the level of question will be quite higher than the old form. Moreover, it would be more effective and appropriate to the elementary level.

Question No-III (A) is a question form, which tests the students' understanding on word formation, covers the thinking level-II. Question NO-III (B) is also included in level-II because it tests the students' understanding on tenses or verb forms. Question NO-III (C) is included in the level-III because students need to make the sentences in their

own way by applying their knowledge on grammar patterns such as tenses or verb forms, word formation, agreement of subject and verb, and sentence construction. Question NO-III (D) is included in the level-II as it is a kind of question form which tests the students' understanding on the use of structural words or function words such as determiners, pronoun, preposition, adjective, adverb, etc.

All in all, it can be considered that question forms in No-III are appropriate question forms for elementary level students.

Question No-IV is a type which tests the speaking skill of students. It is included in the level-III as this question form tests the English second language learners' application skill in speaking by using the useful expressions what they have learnt for speaking.

Finally, question No-V is a question form to write a business letter, which is created to test the writing skill of students. Students need to apply the background knowledge on grammatical skill, sentence construction, the rules how to write a business letter, etc. Therefore, it is included in the level-III.

Overall**,** it can be realized that the percentages of the understanding level, level-II are the highest every semester, and the remembering level are the second highest, and the application level are the lowest, but the differences of percentages between them arevery close. Bloom's Taxonomy suggested that the questions for undergraduate students should cover the level-IV, analyzing level. According to the data, it can be known that the question forms and questions used in elementary level do not cover the analyzing level. Therefore, it can be said that the question forms and questions for elementary level can't develop the thinking level of students. However, they can support to enhance the remembering, understanding and applying skills of students. Therefore, the question format and questions in elementary level are appropriate with the level of first year students who are the basic level of undergraduate levels although they are lack in level-IV. To sum up, the question format used from 2012-2013 Academic Year to 2017-2018 Academic Year is well enough to meet a standard for elementary students in Co-operative University, Sagaing.

5. Conclusion

In teaching and learning process, teachers need to test or evaluate the learning outcomes of students. Therefore, teachers create the questions to test the students' interest, comprehension and application on what they have learnt. Moreover, teaching and learning process should lead to creation and innovation. Creativity is the highest learning

outcome for learners and thinking is the first step for this. Thus teachers need to approach to such learning method based on thinking. And then, teachers have to create the appropriate questions with the level of students to promote deep thinking. Therefore, the paper analyzes the thinking level of exam questions for first year students. According to the findings, while they lack in the higher orders of thinking skill, exam questions for first year level develop key cognitive skills such as remembering, understanding and applying.

Furthermore, it will be better for future researchers if they conduct the similar research for second year and third year levels and the action research with students in the classroom to bring an effective learning outcome and to realize the thinking level of questions.

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