Maslovaty, N. and Zuckerman, D. (2003). Education students' perception of the "ideal high school student" trait system and Blooms' et al., taxonomies. In S. Levy & D. Elizur, (Eds.). *Facet Theory: Towards cumulative social science* (pp. 151-161). Slovenia: University of Ljublijana, Faculty of Arts, Center for educational development.

EDUCATION STUDENTS' PERCEPTION OF THE "IDEAL HIGH SCHOOL STUDENT" TRAIT SYSTEM AND BLOOM'S TAXONOMIES

NAVA MASLOVATY AND DAVID ZUCKERMAN *
School of Education, Bar-Ilan University

ABSTRACT
The aims of the study are to present a multifaceted theory of the "ideal student" trait system as perceived by 337 undergraduate and graduate students of education and prospective teachers; to determine the extent to which the structure of the trait system and the dispersal of the traits in space, within and among the facets, corresponds to Bloom et al.'s (1956, 1964) taxonomies, and to suggest a structural theory following Guttman (1980). Instruments include an anonymous written questionnaire. Findings: The four facets that defined the mapping sentence polarized the circular space. Three facets confirmed findings of earlier studies. The additional facet for the objective domains corresponds largely to Bloom's cognitive, affective and psychomotor domains, accordingly suggesting a definition for the theory.

INTRODUCTION
In his article, "Integration of Test Design and Analysis: Status in 1979", Guttman (1980) challenged educational scientists to attempt to cope with theory construction for Bloom's taxonomy. The article represents the beginning of the study of this subject. Guttman claimed that Cronbach's concept of construct validity was brought forward to help bridge the gap between the world of technique and the world of substantive theory. Cronbach and Guttman essentially agreed that facet theory can be regarded as a definition of construct validity and provides "an effective approach for fruitful design of content leading to appropriate data analysis techniques and producing actual laws of human behavior in a cumulative fashion" (1980: 94). Guttman emphasized that the point of departure of facet theory is its definition of the concept of theory itself. This definition relates two basic features of an observational system: a) the framework for defining the content of the universe of observations - the mapping sentence; and b) the empirical distribution of the observations carried out, and within this framework of design, Smallest Space Analysis.

Guttman (1980) suggested that it would be interesting to try to restate Bloom's rich taxonomy of educational objectives into more complete facet terms and into a form that would help