

Post Graduate Diploma in Teaching English as Second Language (TESL) - 2021/22
Education Measurement and Evaluation
Assignment 1 – Group

- 2021/TESL/11 – R R F Rizla
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1. Describe the strengths and weaknesses of extended essay type questions.

Essay type question is a constructed type test item and “A test item which requires a response composed by the examinee, usually in the form of one or more sentences of a nature that no single response or pattern of responses can be listed as correct, and the accuracy and quality of which can be judged subjectively only by one skilled or informed in the subject.” (J.M. Stalnaker 1951)

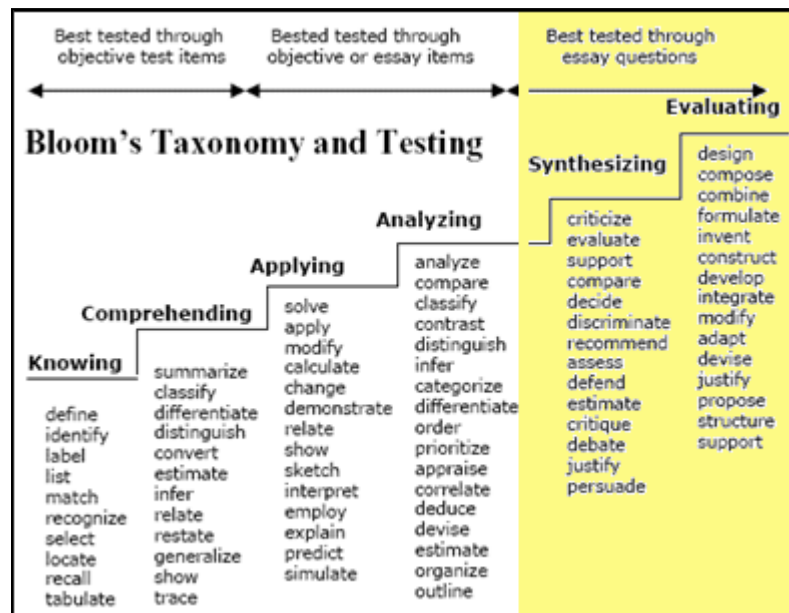
According to the above definition, we can derive that an extended essay type question is an answer composed by a student with more than a single sentence and is piece of formal writing focused on the intended subject matter where ideas and reasoning are presented in a structured and coherent manner. And also, there is no definite singular correct response to the extended essay type question and thus, the answers for an extended essay type question can only be marked and judged by an expert in the subject.

Since extended essay type questions expect free written responses from examinees, not only the thinking skills and subject matter but also the creative writing ability and the way of reasoning in presenting the answer also judged in marking extended essay type questions.

Most of the summative assessments and tests in secondary classes and above include one or more of extended essay type of questions in them. Following is an analysis of strengths and weaknesses of extended essay type questions.

Strengths of Extended Essay Type Questions

- a) Opportunity to examine each students' highest level of critical thinking and processing. Unlike selective test items that are suited for testing students' broad knowledge of course content in a short amount of time, extended essay questions are best suited for testing higher-level learning. They require longer time for students to think, organize and compose their answers. Extended essay type questions assess the highest levels of revised "Bloom's Taxonomy" levels.



- b) Authenticity of responses. Since extended essay type questions provide freedom of writing to examinees it largely eliminates any guesswork by the students. The students can show their initiative, the originality of their thought and their imagination and creativity as they are permitted freedom of response.
- c) Extended essay type questions induce good study habits and provides valuable feedback. Responding to extended essay type questions help the students to develop good study habits such as making outlines and

summaries, organizing the arguments for and against and improves their logical thinking and critical reasoning and systematic presentation. They also provide valuable feedback to the teachers as they portray the depth of students' knowledge as well as erroneous conclusions that they have drawn. This allows the teacher to redesign teaching techniques and reach out and help students.

- d) Ease of construction in preparing extended essay type questions. It is relatively easier and less time consuming to prepare and administer extended essay test than to prepare and administer a good multiple-choice test.

Weaknesses of Extended Essay Type Questions

- a) Assess only a limited sample of the content. Due the time consumption by students to provide responses and the examiners to mark the responses, the number of extended essay type questions that can be included in a paper is limited and thus, they can test only a limited sample of the content thereby reducing the content validity of extended essay type questions. A test of 60 MCQ will cover a wider content in comparison to 3-4 extended essay type questions.
- b) Difficulty and time consuming to grade. It is laborious and very time consuming to mark each extended essay answer. Moreover, scoring may be affected by spelling, good handwriting, neatness, grammar, length of the answer etc. Also extended essay responses can only be marked by subject competent examiners.
- c) Lack of reliability in grading. Mood of the examiner affects the scoring of answer scripts. There can also be halo effect-biased judgement by previous impressions. The grading may be affected by the examiner's personal bias or partiality for a particular point of view, his way of understanding the question, his weightage to different aspect of the answer, favoritism, and nepotism.

- d) Extended essay type questions encourage selective type reading by students and cramming all findings into a response which is often irrelevant to the required. Also, since essay type questions has a weightage on creative writing skills, it could be disadvantageous towards different types of learners.

2. I. Explain the steps to be taken to minimize or overcome the weaknesses or the limitations of extended essay type questions.

- a) Reduce the length of questions and avoid use ambiguous terms in formulating extended essay type questions. Far too lengthy questions could be misinterpreted by examinees thus, the length of questions should be limited. It is important to use unambiguous, specific, and simple words in extended essay questions. Specific words such as define, illustrate, outline, select, classify, summarize, etc., instead of discuss, comment, explain, etc.
- b) Giving specific directions to students to elicit the desired response and clearly indicating the score of the question and the time suggested for answering it. This would allow the students to manage the time effectively and to provide justified answers to each question.
- c) Provide adequate time for students to respond. Extended essay type questions should be a power test rather than a speed test. Allow a just time limit so that the essay test does not become a test of speed in writing. And is necessary to supply the necessary training to the students in writing essay tests beforehand to practice.
- d) To have two independent markings by different examiners of the extended essay response and use the average as the final score. This would increase the reliability of the extended essay type question scoring.

- e) In preparation of the question paper, test items should be carefully planned as not penalize the students and to meet the objectives of the lesson. Preparing a blue print of question paper beforehand will help to avoid repetition and frame questions carefully to meet the lesson objectives.

BLURPRINT																	
Subject: Social Science						Class: IX						Marks: 90					
Sl. No	Objectives	Knowledge				Understanding				Application				Skill		Total	
	Form of Question	ET	SA	VSA	OT	ET	SA	VSA	OT	ET	SA	VSA	OT	ET	SA		
	Content																
1	India: Partition of Bengal, Swadeshi Movement		3(1)				3(1)										06
2	Rise of Gandhi and Freedom Movement Of India			2(1)	1(1)	4(1)											07
3	Assam: Anti British Rising and Presents' Revolts in Assam		3(1)		1(1)						3(1)						07
4	Indian Freedom Movement and national Awakening in Assam			2(1)	1(1)	5(1)											08
5	Cultural Heritage of India and North East Region			2(1)	1(1)	4(1)											07
6	Economic Geography	4(1)			1(1)			2(1)									07
7	Environment and Environmental Problems	3(1)			1(1)						2(1)						06
8	Geography of World			2(1)	1(1)	5(1)											08
9	Geography of Assam			2(1)		5(1)	3(1)							4(1)			14
10	Indian Democracy				1(1)	4(1)											05
11	International Organizations- World peace and Human rights			2(1)			3(1)										05
12	Money and Banking		3(1)									2(1)					05
13	Economic Development						3(1)					2(1)					05
Sub Total		4(1)	12(4)	12(6)	8(8)	27(6)	12(4)	2(1)		3(1)	6(3)			4(1)			90
Total		36(40%)				41(45%)				09(10%)				04(5%)			

- f) Prepare a marking scheme, providing the best possible answer to each extended essay question and the weightage given to the various points of this model answer. To have a rubric prepared in advance to every question on which factors will be considered in evaluating an essay response. This would avoid any personal issues with the examiner.

Criteria	Exemplar (5)	Developed (4)	Limited (3)
Appearance/ Neatness	The text and the illustrations are visually appealing, clear, and colorful. The book is free from smudges and stray marks.	The text and the illustrations are clear and colorful. No more than a few smudges or stray marks are visible.	The text and the illustrations are adequate and clear. More than three smudges or stray marks are visible.
Content Knowledge	Exceptional idea development with supporting details written in the author's own words, or correctly credited if quoted.	Satisfactory idea development with some supporting details written mainly in the author's own words, or correctly credited if quoted.	Unclear, incorrect, or limited idea development with lack of details. Author's own words are not used, or quotes are not correctly credited.
Image Communication	Images are highly engaging for content and audience.	Images are appropriate to content and audience.	Images detract from or are inappropriate for content and audience.
Mechanics	The book contains only minor mechanical errors.	The book contains some mechanical errors, but does not distract the reader.	Mechanical errors distract the reader.
Factual Information (A-Z)	All letters are represented with accurate information, interesting information, and relevant illustrations.	All letters are represented with minor errors in information, undeveloped information, or irrelevant illustrations.	Letters are missing from the book, or information is largely incorrect, or illustrations are not accurate.