

TOWARDS OBTAINING AN ADEQUATE AND RELIABLE ASSESSMENT OF THE INDIVIDUAL PERFORMANCE ON ESSAY TEST AND CHALLENGES OF GLOBALIZATION

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ABSTRACT

This paper leads towards how an adequate and reliable assessment of the individual performance on essay can be obtained. Form of essay assessment tests. Problems faced and solutions to them, suggestions and recommendations towards adequate and reliable assessment.

Keywords: Essay Test, Globalization, Education and Students

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INTRODUCTION

Education and challenges of globalization today is highly on increasing mood. Because most of our students today are very poor in essay construction and the examiners also are not readily credible on what exactly to obtain in the child's or individual performance. It was all due to lack of population techniques applied in analyzing achievements in complex learning outcomes.

Essay test as the name implies is the ability to express ourselves in writing with sufficient or superficial thorough knowledge of understanding rather than mere identification. Therefore, the credibility of obtaining an adequate and reliable assessment of an individual performance on essay test depends largely on the ability and experience of the examiner in constructing and preparing objective essay questions coupled along with a stratified marking scheme.

FORMS OF ESSAY ASSESSMENT TESTS

Norman E. G. (1981), an essay test is in two folds "Restricted and Extended Response". The restricted response is basically concerned with explaining of a cause-effect relationships, describing an application of principles, presenting relevant arguments, formulating tenable hypotheses with valid conclusions, stating necessary assumption, describing the limitations of data, explaining methods and procedures and similar outcomes based on the students ability. This is because the student is restricted to a certain area or form of response required. E.g. list in statement form, the major differences between the military regime of

the past and the present civilian regime of Obasanjo. Or why is Nigeria still underdeveloped despite its numerous resources. Answer in a brief paragraph.

While on the other hand, the extended response type exacts the student's ability and articulate drive in producing, selecting, organizing, expressing, relating ideas, integrating learning in different areas, creating original forms, e.g. designing an experiment and evaluating the worth of ideas to its prospective Tips and Fags (2006), <http://www.com> and is generally due to its wide range of latitudes.

For instance, describe the influence of the western world over the issue of Iraq freedom as an independent country or critically evaluate the role played by the World Bank on I. M. F. loan in devaluating the Nigerian currency. Therefore, in so doing, we should remember that the freedom of response provided by the essay question as seen above is a matter of degree. Hence the need to undertake a certain criteria in order to obtain an adequate and reliable assessment in the following steps:-

PROBLEMS AND AVAILABLE SOLUTIONS

Anastasi, A. (1990), the essay questions as it provides complex learning outcomes should revive a careful planning of instructions of objective tests items based on carefully defined and specified behaviour desired or intended. The tensions and pressures of climatic weather conditions under which exams are taken should have to be given favourable attention in order to gain attainments of objectives desired. Considerable time and effort is highly required in both constructions and scoring and the ease at which both the examinee and the scorer are operating. For instance, in a position where time laps or time is limited certainly the essay would definitely lack adequacy and reliability. Egbule, E.F. (2002). Subjectivity and biasness should be ridiculed by a way of framing questions and carefully following scoring rules and obtaining practice in scoring conscientiously with helpful comments written on the papers. More time should be provided for a careful reading of the answers.

The inadequacy of the sampling problem or the limited sampling questions should be expanded to gain wide range of coverage in order to obtain high or equal representative evidence from a series of essay questions administered at different times throughout the school years for analytic comparison to gain adequate and reliable sampling.

Moreover, essay questions should not be hurriedly constructed rather it should be carefully designed to elicit particular aspect of behaviour. Essay questions should as much be free from ambiguity or vagueness rather it should be clear and conscience conveying specific purposes, clearly defined instructional objectives by indicating the basis on which answers will be evaluated. E.g., why do student fail examinations? This is vague or ambiguous in nature. Rather, state three specific hypotheses, which might explain why, postgraduate students, fail exams especially during their first year session. Because the student is

expected or required to express his views or knowledge in real life application rather than just factual recall. Bichi M. Y. (2004).

The use of phrases such as; give reasons, compare and contrast, differently, give original examples of, illustrate, criticize and the like will immensely regurgitate the students ability or insight towards originality of work or prudence. For instance, describe the similarities and differences between an early adolescence chap and late adolescence periods. Age and maturity levels of students should be put into considerations such that the complexity and length of the expected answers would be proportionately appropriate. This could be really envisaged amongst the students' status and caliber.

CONCLUSION

Base on the forgoing discussion the following suggestions would serve a tremendous contribution towards ascertaining a reliable and adequate assessment of the individual performance on essay test. Asabe, M. *et al.*, (2004), prepare a marking scheme in advance. Outline the major points and specify marks to be allotted to each point e.g. marks to legibility and accuracy of factual information, illustrative examples and organizational skills.

- Describe in advance, the provisions of handling irrelevant factors. And such irrelevant factors should be panelized. The penalty should be deduction of marks specific to either grammatical error, spelling errors or inaccurate information etc.
- Set standards across papers by marking one question across all answer before going to the next. Anizeke, C. M. (2005).
- Mark students work unbiasedly by way of instructing students to forward or write their numbers other than names to avoid favoritism or sympathy.
- Always invite an external moderator to mark papers independently for important decision.
- Do not mark papers under stress or depression or under any emotional disturbance for fear of transfer of anger, omission of figure or miscalculation of marks or anything towards that.
- Avoid ambiguity; use of simple and understandable tenses should be encouraged.

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