

B. Construct a 10-item. Supply type test to assess this competency: Identify farm tools according to use (Grade 7-8 Curriculum Guide; Agriculture fishery.)

Supply the correct answer and write it on the blank.

- _____ are also called pruning scissors. They are sharp, heavy-duty scissors that are used for cutting branches of trees and plant stems. (pruning shears)
- Axe is used for _____ woods and big branches of trees. (cutting)
- Crowbar is also called as a _____, mainly used for digging holes. (wrecking bar)
- _____ is a common gardening and landscaping instrument. (pick-mattock)
- A spade is used for _____ soil or trash. (removing)
- _____ is like a broom but made with metal. (rake)
- _____ it is used for loosening the soil around plants. (hand trowel)
- _____ a simple garden instrument used for cultivating garden plots and removing weeds. (hand cultivator)
- Sprinklers is simply a tool for _____. (watering plants)
- Sickle has a _____ blade that is used for cutting weeds. (curved)

C. Justify each rule used in constructing an essay type of test.

1. – In constructing an essay type of test there are ten rules that a teacher should explain in a brief manner for the students to determine how their essays are going to evaluate or be given scores.
 - The first rule, *Phrase the direction in such a way that students are guided on the key concepts to be included. Specify how the students should respond.* This rule, should be elaborated in the way that the students will be able to discern the important keys and concepts they're going to include on their writings. Teachers should give complete directions on his/her given article summarization or opinion so learners can give also complete and correct response based on what the facilitators need to see/read in that essay. Students will be given enough ideas to formulate sentences in order to respond the test has demand them to do.
 - Second rule, *Inform the students on the article on the criteria to be used for grading their essays. This rule allows the students to focus on relevant and substantive materials rather than on peripheral and unnecessary facts and bits of information.* Giving criteria will serve as the basis and guidelines to students on what essential statements they would attach to their writings, and helps them to choose better and relevant words to aid in her essay to encourage the readers to be sided with her. She will have the chances to think more deeply on how to verbalize her knowledge and bits of information in regards with the topic since criteria of scoring is provided.
 - Third rule, *put a time limit on the essay test.* Giving time limit will give somehow the students an adrenaline rush to finish the task in a limited time, and for me it helps us to enhance our capabilities in thinking to grasps more information since our mind works properly and cooperates to ponders various words to form group of sentences to support a certain opinion about the given topic.
 - Fourth rule, *decide on your essay grading system prior to getting the essays of your students.* This is also important for teachers to have basis on how to give grades that every students deserves for all of their efforts and time in taking the test.
 - Fifth rule, *evaluate all of the students answers to one question before proceeding to the next question.* Scoring or grading essay test question by question makes it possible to maintain a more uniform standard for judging the answers to each question. When all of the answers on the paper are read together, the grader's impression on the papers a whole is apt to influence the grades he assigns to the individual answers.
 - Sixth rule, *evaluate answers to essay question without knowing the identity of the writer.* Doing this kind of scoring helps to avoid bias during scoring. All of the

answers written in the essay should be evaluated according to the content and connection of it to the topic, not in a way that the writers and scorer will be graded due to their relationship. The best way to prevent our prior knowledge from influencing our judgement is to evaluate each answer without knowing the identity of the writer. This can be done by having the students write their names on the back of the paper by using the code numbers in place of names or just initial signature.

- The seventh rule, *whenever possible, have two or more persons grade each answer*. In order to check the reliability of scoring, someone will be given the chance to evaluate or judge the other works of a specific student to ensure that the said essay was been scored correctly.
- Eight rule, *do not provide optional questions*. It is difficult to construct questions of equal difficulty and so teacher cannot have valid comparison of student's achievement.
- Ninth rule, *provide information about the value/weight of the question and how it will be scored*. This rule is needed to discuss with the students for them to understand the need to write their opinions with supported evidences to get higher score based on the given criteria.
- Tenth and the last rule, *emphasize higher level thinking skills*. The deeper thoughts and information provided in the essay, the better score will be given by the scorer. Choices of words and relevant or concrete ideas will highlight that the writers have a higher level thinking skills.

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