National policy of Education (1986) conceives of comprehensive continuous evaluation as built-in aspect of the teaching learning process and this is not possible unless a variety of evaluation techniques, tools and procedures are used. As compared to subjects which are primarily content based and in which each unit to a great extent is independent of the other, language is a skill based subject. In language teaching, skills are to be developed spirally since one skill is the base of the next. Therefore, the element of evaluation in language teaching is inbuilt. It is in this context that in the present study, evaluation of students' writing skills was done continuously in the classrooms through correction by teacher of written assignments, reading aloud of written compositions by few students selected randomly out of the whole class and by peer correction techniques wherein editing, revising and rewriting were significant aspects in the process of writing. This type of evaluation served to provide continuous feedback and motivation to learners. However, in the interest of comparability with other research findings in the field and also in order to induce the element of objectivity in evaluation, the final learning outcomes were assessed through a test developed and standardized locally.

6.1 PLANNING THE TEST: TEST OF WRITING SKILLS IN ENGLISH.

Development of a test of writing skills in English to serve the needs of the present study was preceded by a planning stage, which encompassed all of the varied operations that go into producing the test. It involved the preparation
of a blueprint of the test which showed the placement of each question in respect of the objective and the content area that it was to test. It also showed the marks carried by each question. Preparation of a blueprint required a listing of the objectives and the different content areas to be included for testing, as also the weightages to be allotted to each, the number and proportion of different forms of items, the scheme of sections and of options provided.

The content area and the objectives to be taken up for teaching and testing of higher-level writing skills in English had already been determined and specified at the planning stage of development of instructional material (details given in chapter V). It was decided to touch on as many of the important objectives thus outlined as possible within a feasible total testing time.

6.1.1 Number and Weightages to different Item-types to be included in the Test: The fundamental elements of the ability to write and compose can no doubt be identified and isolated, the final product is more than the addition of these skills and calls for their integration (Percival, 1966). It logically follows that writing is a highly complex skill and it does not come with the practice of any one element. And so acquisition of writing skills cannot be assessed adequately through items on sentence formation, choice of vocabulary, use of tense, reassembling parts of a paragraph in the proper order etc. alone. Some items requiring the examinees to compose were also to be included. Also since there was a variety of instructional objectives and content areas on which the pupil acquisition and retention of writing skills in English was to be evaluated, it was decided to include different types of test items depending on their suitability for testing the various objectives.

Mainly two types of items are conventionally used in tests of English language - 1) supply-type items where the student
has to supply the answer, and 2) selection-type items, also called objectives type, where the student has to choose the correct answer from a number of given choices. So both types of test items, were listed for inclusion in the test so as to cover a wider range of objectives of teaching writing skills in English.

Selection-type test items justify their inclusion in a test because these can be scored with complete objectivity, allow wide and adequate sampling of content for the given time and lend more easily to item-analysis techniques. In a test of writing skills, such items serve to test the fundamental elements of writing skills namely- use of tense, choice of vocabulary, sentence formation or combination, sequencing of ideas etc. but the integration of all these various elements that produces a well-written composition can only be tested through supply type test items.

The length of the answer in such items could vary from one word to one sentence, to a set of sentences or to a number of paragraphs and could thus be categorized as very short answer type (VSA), short answer type (SA) and long-answer type (LA) items. Where the instructional objective to be evaluated was the pupils ability to organize ideas and facts into paragraphs (i.e. to test written expression comprehensively), supply-type items, preferably compositions, were regarded as the best choice. But if the recall of some content or structural words or knowledge or comprehension was to be tested, selection type items in the form of multiple-choice type were to be included. Multiple choice type items provided four alternative answers for each item and minimized the chance of guessing.

Long-answer type items with their emphasis on the whole were acknowledged as being very desirable in giving a better
estimate of the level of acquisition and competence of writing skills in English. Almost all the process objectives could be appraised adequately through long-answer items. These items requiring the students to write a paragraph, letter or report, assessed the extent to which a candidate manages to communicate his ideas effectively in writing since these items required the student to think up related and relevant ideas, organize them in a sequence, use vivid details, use appropriate vocabulary and sentence structure and so write a well-planned piece of writing, tidily set out. Since long-answer items are criticized for the inadequacy of the sampling of content which, in turn, affects both the reliability and validity of the test, very short answer type (VSA) items and short answer type (SA) items were also included. Very short answer type items required one word to one sentence answers and had only one testing point whereas SA items required definite specific but comparatively longer answers and had 2 to 4 value points.

Short-answer type items were not very different from long-answer type items and tended to have all the advantages of long-answer type items, minimizing at the same time their disadvantages. Short-answer type items were included primarily because they permit a wide sampling of content in the given time and test a far-wider range of pupils achievement/acquisition. They also eliminate the possibility of guessing which is a serious drawback with objective type questions but they do not ensure complete objectivity of scoring. However, it may be mentioned here that Very short answer type items have almost as much objectivity of scoring as in the case of objective type items and can be used profitably in language testing for testing knowledge of elements of language comprehension and expression ability. Thus a sincere effort was made to arrive at a judicious combination of the different item types to be
used in the test and the weightages to different forms of questions/items were then decided, which are given in table 6.1 below.

Table 6.1
Number And Weightages To Different Types Of Test Items.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Type of item</th>
<th>Number</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Long-answer type (LA)</td>
<td>3</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Short-answer type (SA)</td>
<td>14</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Very short-type (VSA)</td>
<td>10</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Objectives type (O) (Multiple choice type)</td>
<td>24</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Provision of optional question: It was decided to provide internal options in long answer items as to free the process from the content. Since the objective was to evaluate the students power of expression and ability to organize ideas, a number of topics were provided for paragraph, letter and report writing so that he/she is not handicapped because of the content. Care was taken to ensure that the internal options provided in long-answer questions were comparable, i.e. the two or three topics provided tested the same process objective, were based more or less on the same content area, were equally difficult and required almost the same time to complete. No options were to be provided in short answer and objective type items.

In view of all these considerations, the test was divided
into two parts - Part A (Max. Marks: 60) which contained a specified number of both selection and supply type items and was to be standardized on a representative sample; and Part B (Max. Marks: 50) which consisted of only supply-type items and was not standardized due to the constraint of time but was submitted to experts for their comments and suggestions. Part B of the test, thus, was constituted of such items as would test comprehensively the highly complex skill of writing compositions.

6.1.2. Preparation of Blueprint of the Test: The planning and designing of the test culminates in the preparation of the blueprint which lays before the test-constructor a complete picture of the test he is going to prepare. The blueprint of the test thus prepared is given hereunder.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form of questions</td>
<td>O VSA</td>
<td>SA</td>
<td>O VSA SA</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of paragraph writing</td>
<td>3 (3)</td>
<td>3(3)*</td>
<td></td>
</tr>
<tr>
<td>Principles of report writing</td>
<td>1 (1)</td>
<td>1 (1)*</td>
<td></td>
</tr>
<tr>
<td>Principles of telegram writing</td>
<td>1 (1)</td>
<td>1 (1)*</td>
<td></td>
</tr>
<tr>
<td>Sequencing of sentences</td>
<td>4 (4)</td>
<td>4 (4)*</td>
<td></td>
</tr>
<tr>
<td>Use of linking words</td>
<td>6 (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension questions</td>
<td></td>
<td></td>
<td>4 (2)</td>
</tr>
<tr>
<td>Sentence formation</td>
<td></td>
<td></td>
<td>11 (11)</td>
</tr>
<tr>
<td>Writing parallel paragraphs</td>
<td>2 (2)</td>
<td>9 (3)</td>
<td>9 (3)*</td>
</tr>
<tr>
<td>Identifying types of reports</td>
<td>2 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of tenses</td>
<td>2 (1)</td>
<td></td>
<td>2(1)*</td>
</tr>
<tr>
<td>Activity</td>
<td>Questions</td>
<td>Marks</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Sentence combination</td>
<td>6 (3)</td>
<td>2(1)*</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>5 (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inferences from statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing deductive statement</td>
<td></td>
<td>4(2)*</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 41(31) 19(15)

**Note:** Figures within brackets indicate the number of questions and figures outside brackets indicate the marks allotted for them. Note: *indicates the entry is duplicated in the column because the objectives for which item is to be tested are combined.
Table 6.3
Blue Print Of The Test (Part B)

Unit : Questions - paper to test writing skills in English
Section : Part B
Class : XII  
max marks: 50

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form of questions/content</td>
<td>SA</td>
<td>LA</td>
<td>LA</td>
</tr>
<tr>
<td>Paragraph Writing</td>
<td></td>
<td>10(1)*</td>
<td>10(1)*</td>
</tr>
<tr>
<td>Letter writing</td>
<td></td>
<td></td>
<td>10(1)</td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
<td></td>
<td>10(1)</td>
</tr>
<tr>
<td>Writing advertisements</td>
<td></td>
<td></td>
<td>10(1)</td>
</tr>
<tr>
<td>Writing Telegrams</td>
<td></td>
<td></td>
<td>5(1)</td>
</tr>
<tr>
<td>Writing directions</td>
<td></td>
<td></td>
<td>5(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20(3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30(3)</td>
</tr>
</tbody>
</table>

Note: Figures within brackets indicate the number of questions and figures outside brackets indicate marks allotted.

Note: *indicates the entry is duplicated in the column because the objectives for which item is to be tested are combined.
Table 6.4
Synoptic view of the test (Part A and Part B) The table below represent a synoptic view of the types, numbers and marks to allotted different items.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Section</th>
<th>Type of Questions</th>
<th>Number</th>
<th>Marks Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Objective Type(O)</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>Very short answer type (VSA)</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>Short Answer Type(SA)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>Long-answer Type (LA)</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>Short answer type (SA)</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>6</td>
<td>50</td>
</tr>
</tbody>
</table>

6.2 DEVELOPING THE TEST:

Planning stage was followed by development of the test, wherein test items were written as per specifications of the blueprint, scoring key and marking scheme were prepared, item analysis was done and reliability of the test established through test-retest method.

6.2.1 Writing the Test Items (Selection and Supply type) Keeping in view the various precautions specified by Anastasi (1968, 1982) and Freeman (1962), test items were written in accordance with the specifications of the blueprint. These were so - framed and so worded as to be within the comprehension level of twelfth class students in Indian schools and were all based on the content - area to be taken up for teaching later during the experimental sessions and on which the
instructional material had earlier been developed. Moreover, in accordance with the guidelines provided by Aggarwal (1988) for evaluating writing skills of secondary/senior secondary stage students, the students were provided with clearly defined problems for writing wherein an effort was made to contextualize the situation. Such controlled test, it is claimed by Aggarwal (1988) give direction to the students and help them to come out with their ideas. To ensure that the students did not have to fumble for ideas, the topics chosen for testing written expression in Part B of the test were from the range of experience of students.

The items thus written were discussed with school teachers teaching English to +2 classes as also with University professors who had the expertise of development and standardization of tests and were also familiar with the latest trends in the teaching and testing of writing skills in English. In this manner, the opinion of experts about the structure, nature and difficulty of the various items was obtained. Some of the items were altered or modified and others were qualified as per their instructions. These were then assembled in the form of a question paper - Part A (No of items = 46 ; Max. Marks = 60) and Part B - (No of items = 6 ; Max. Marks = 50). As per requirements of standardized tests, general instructions at the top of the paper and specific instructions before individual questions were written. First draft of the test (Part A and B) thus prepared is given here below.

It needs to be mentioned at the outset that only Part A of the test of writing skills was administered for first and second try-outs, its items analyzed, reliability computed and thus this part was standardized for use with +2 students of English. Part B of the test could not be standardized due to constraint of time. Since the school administration refused to make their students available for treatment purposes after August, 1990, the data had to be gathered completely before
that date from the selected sample. Thus the time required to standardize Part B of the test, which comprised largely of long-answer type items requiring longer time periods for assessing and grading etc., was not available.
This is a test of writing skills in English. Read the instructions carefully and do as directed.

Note: Read the following texts and put a tick mark against the letter of the statement which you think is correct.

1. The flowers are blooming. She has been knitting for six hours. They like large houses. I am sending you a gift parcel. It was winter there.
   a) The above text is a paragraph.
   b) The above text is an essay.
   c) The above text is simply a number of sentence written together.
   d) The above text is a report written for a newspaper.

2. He stood in the shadows. He was near the village hall. It was late last night. He was evil looking. We did not want him to see us. We hid in a doorway. We stayed until he went.
   a) The sentences suffer from mistakes.
   b) The words are wrongly spelt.
   c) Linking words should be filled in.
   d) The sentences are jumbled up.

3. The Mona Lisa was painted by Leonardo Da Vinci, an Italian painter, who lived during the Renaissance. The woman in the painting is smiling and there has been talk about the meaning of her smile for centuries. People have different ideas about it. Nevertheless, all agree that the Mona Lisa is a great painting.
   a) The above text is not a paragraph because the ideas are jumbled up.
   b) The above text is not a paragraph because it has a logical pattern.
c) The above text is a paragraph because, it has a logical pattern and the sentences have been combined together with the help of linking words.
d) The above text is not a paragraph because no relational links are to be found.

Note: The following sentences, when arranged logically will form a paragraph. Place a tick mark against the sequence you think is the best one out of the few given.

4 (i) I walk into the store and tell the man that I need a bottle of tomato ketchup.
    (ii) So I leave.
    (iii) He says it is out of stock but will be available in two days.
    (iv) I say that I can't wait.
    (a) (ii), (iv), (iii), (i)
    (b) (iii), (iv), (i), (ii)
    (c) (i), (iii), (iv), (ii)
    (d) (iv), (ii), (i), (iii)

5 (i) Then at the doorstep, Bob broke the buckle of his shoe and had to change.
    (ii) First, I finished breakfast a little late.
    (iii) Dad was going to take us to school.
    (iv) By the time we were ready, Dad had gone without us.
    (a) (iii), (ii), (i), (iv)
    (b) (iv), (iii), (i), (ii)
    (c) (iii), (iv), (i), (ii)
    (d) (ii), (i), (iii), (iv)

6 (i) The paint gets on my clothes, my arms and sometimes my face.
    (ii) It takes a long time to get the paint mixed.
    (iii) Some people like to paint furniture, but I don't enjoy it.
    (iv) It is hard to apply the paint evenly since it always seems to streak.
(a) (i), (iii), (iv), (ii)
(b) (iii), (ii), (iv), (i)
(c) (iv), (iii), (i), (ii)
(d) (iii), (i), (iv), (ii)

7 (i) They often fail to notice other cars or pedestrians.
(ii) Human error gives rise to many road accidents.
(iii) Accidents often result from such errors.
(iv) For instance, drinking alcohol causes drivers to be less alert.

(a) (iv), (iii), (i), (ii)
(b) (ii), (i), (iv), (i)
(c) (i), (iii), (iv), (ii)
(d) (ii), (iv), (i), (iii)

8 The primary purpose of writing a newspaper report is:
(a) to give information accurately
(b) to practise writing
(c) to pass an examination
(d) to impress the reader with good English.

9 The main consideration in writing a telegram is:-
(a) the type of words used
(b) brevity
(c) the address of the sender
(d) clarity of style

Note: Put a tick mark by the statement that is probably true.

10 I dropped a cup. Mom will be mad at me.
(a) The cup is broken.
(b) The cup is red.
(c) Mom does not like me.
(d) Mom does not like cups.

11 My dog will not bark at you. He knows you.
(a) My dog barks at everyone.
(b) My dog barks at friends.
(c) My dog barks at strangers.
(d) My dog is mad.

12 Dinner was brought to the king. He drank his soup in one gulp. He gobbled his meat and potatoes. He stuffed the cake in his mouth.
(a) The king likes ice cream.
(b) The king was hungry.
(c) The king was tired.
(d) The king was poor.

Note: One statement after each paragraph is true. You can be sure it is true because of what the paragraph tells you. Tick mark the true statement.

13 Ducks have feathers. Wilbur is a duck.
(a) Wilbur is three years old.
(b) Wilbur has a long beak.
(c) Wilbur has feathers.
(d) Feathers are white or green.

14 The footprints led to the river. Now I had a clue to where the thief had gone.
(a) The thief had stolen my purse.
(b) The thief went to the river.
(c) The thief wore boots.
(d) The thief was tall.

Note: You have to choose the most appropriate linking word out of the four given at the end of every statement and place a tick mark against it.

15 I don't know this person. I have never spoken to him.
(a) But
(b) Yet
(c) Although
(d) Furthermore
16 All the figures have been checked the totals are still wrong.
   (a) As a result
   (b) Consequently
   (c) But
   (d) Also

17 India has been plagued by frequent floods and droughts._____the
prices of essential commodities have been continuously rising.
   (a) But
   (b) As a result
   (c) Similarly
   (d) After this

18 The children were doing their homework._____their mother
prepared dinner.
   (a) In fact
   (b) Meanwhile
   (c) Secondly
   (d) Similarly

19 People hold different opinions regarding the education system of
India._____all agree that the future of the country depends on it.
   (a) Nevertheless
   (b) Also
   (c) So much so
   (d) Likewise

20 You must get some more petrol.____ we will not have enough
to get us to the next town.
   (a) Otherwise
   (b) Thus
   (c) More important than
   (d) Equally
Note: Combine the following pairs of sentences into one. Begin with the words given.

21 Don't touch the dog. It will bite. If

22 He may pass. It is not certain. Whether

Note: Read the model text with care for writing parallel versions.

23 Alan is very practical, but he is also rather untidy. For example, he is very good at repairing things as bikes, but he never puts his tools away afterwards.

Now write similar reports, using these:

- clever
- careless
- solving puzzles and riddles
- never concentrates

Note: Read the following reports.

(i) Last night heavy rain flooded the town of Phagwara in Punjab. Streets and roads were full of foul smelling water. High winds damaged roofs and felled trees in the surrounding countryside.

(ii) Last Night Phagwara looked like a ghost-town, deserted, dead. Throughout the afternoon and evening, a river of foul-smelling water rushed unchecked through the narrow streets. In the surrounding countryside, winds blowing at 120 km per hour blew away roofs and many trees fell before its might.

(iii) Two children, Ramesh and Umesh Bhatnagar, are lying in General Hospital today after they had collapsed near a park. They had been playing on waste ground which is used for illegal dumping by several manufacturing companies. Exactly what caused the children's condition is not yet clear.
Tonight 8 Year old twins, Ramesh and Umesh Bhatnagar, are lying in General Hospital fighting for their lives. Local girl, Archana Patil had earlier in the day spotted the young boys roaming about on a piece of waste ground next to a park. "I told them not to play there", said Miss Patil. She explained that people dumped dangerous chemicals there. The children went away, but after Miss Patil had left, they apparently returned. They were discovered later, both unconscious. Their father is still unaware of the situation as he is on a long distance trip to Gauhati.

24. Out of the four reports quoted above, which ones can be termed as straight forward reports of facts, giving only essential facts. Put a tick mark against the right answer.

(a) (i) and (ii)
(b) (i) and (iii)
(c) (ii) and (iv)
(d) (ii) and (iii)

Note: Out of the four reports quoted above which ones can be termed as reports in story-form with the human interest point of view. Put a tick mark against the right answer.

25
(a) (i) and (iv)
(b) (iii) and (iv)
(c) (ii) and (iii)
(d) (ii) and (iii)

Note: Refer to report (i) and (ii) and answer the comprehension question given below.

26 Why was there no traffic on the streets and roads of Phagwara.

Note: Refer to report (iii) or (iv) and answer the following:

27 Why do you think the two boys fell unconscious on the waste ground where they were playing?
28 There are several steps in cleaning your room. First, make your bed. Second, pick up all toys. Third, pick up all dirty clothes
   a) Fourth, the floor needs to be swept.
   b) Then be sure to sweep the floor.
   c) Fourth, sweep the floor.
   d) Fourth, you must sweep the floor well.

29 Before the white man came, Eskimos relied upon the seal for many of their needs. The meat was used for food. The oil was used for cooking, lighting and heating. The sinews were used for sewing.
   a) Eskimos used skins for clothes.
   b) Skins were used for clothes.
   c) Clothes were made out of skins.
   d) Skins were utilized for making clothing.

30 Jane sat down to do her homework. First she did her maths. Then she finished her spelling .......... 

Note: Read the description of a flat and then write similar description of another flat based on the information given below:-
31 Rahul’s flat, in which he lived for the last three years, is on the fourth floor of a tall building. It is quite near to a large park. It has five rooms, of which the biggest is the living room and the smallest is the study. The living room is well furnished with a velvet sofa in teak, television set and beautiful curtains. Rahul is a writer and works at home.

Hema’s flat five years second floor huge building market three rooms biggest living room smallest dining room bed room well kept neat curtains, new beds secretary office.
32 There are no clean glasses in the kitchen, we have used them all.
new books/library/read

33 The doctor gave me a prescription yesterday.
brother/lend/ten rupees/last week

34 While I was waiting for the bus, the rain stopped.
have/lunch/door bell/ring

35 The bus had already left when I arrived.
The manager/left/telephoned

36 I expect he will take his examination either today or tomorrow.
think/buy/ticket/this week/next

37 I will do it if I have enough time.
buy/money

38 If she hadn’t been playing tennis, she wouldn’t have broken her leg.
dog/bark/soloudly/we/discover/burglars.

39 The lecturer told us that oxygen is a gas
40 You should find out how to solve this problem.

41 He would rather ride the bicycle than go on a camping holiday.

42 He introduced the guests to his wife

43 Unlike most other insects, flies have only two wings. Other insects have four wings. Flies also have a pair of balancers located just behind the wings. They vary greatly in size.

In order to tell a fly from another type of insect, look at_________________________

44 During a heavy rain, soil is washed away. This washing away is called erosion. In a forest, trees act as an umbrella to break the face of rainfall. In that way, soil is not washed away. Instead, rain drips slowly into the earth and is absorbed. It then drains away slowly.

In order to prevent erosion, you might __________________________

Note: Complete the sentence below each paragraph with a true statement, based on the paragraph.

45 I park the car and walk up the hill, feeling sure that I am being followed. Ahead of me, I see that the slope is covered by thick forest.

Note: Convert the tense of the following passage into simple past.

46 There is a kitchen.
The kitchen is at the back of the school.

Note: Read the following sentence and combine it into a single sentence.

There is a kitchen.
There are two toilets. 
The toilets are to the right of the kitchen.

PART B

Q1: Write a paragraph of about 150 words on anyone of the following:

1) I like jazz 2) Waiting for an important letter/phonecall
3) Spilling coffee on the carpet at the school farewell 4) An old man and a child alone in a house

Q2: Write a newspaper report suggested by any one of the following

1) Mystery illness reported in many cities 2) Monkeys terrorize a town 3) Man ordered to destroy illegal garage

Q3: Read the following advertisement that appeared in the Tribune of 20th May, 1990 and write a suitable letter, applying for the post advertised.

Wanted smart, young, healthy Junior secretary for sales department, aged 17-20 having qualified +2 stage of C.B.S.E., holding certificates for short hand at 80 w.p.m and typing at 40 w.p.m. Knowledge of secretarial duties and fluency in English a must. Contact Ms. MacMohan Ltd., 8, Darya Gang, Delhi

or

Read the following matrimonial advertisement and write a suitable reply to the same, giving details of your elder sister.

Suitable match for a handsome, young Engineer earning four figure salary, employed in a multinational; age 26, 5'11" tall, having own car and house. Girl should be smart, well

Q4: A) You have constructed a one kanal house in a central locality, having three bedrooms plus all other comforts available in a modern house. You wish to rent it out for 3 to 5 years either to Government officers or professionals, and not to advocates or businessmen.

Write out a suitable advertisement for your house, quoting the rent acceptable to you.

B) Imagine that you are a young scientist couple. You are looking for a house with a living room (Drawing cum dining not a must) one bedroom with or without attached bath, a spacious study that can become your laboratory, and a kitchen. You would prefer to stay in a secluded locality and want it only for a short period.

Write out a suitable advertisement in Indian Express, Chd.

Q5: Your mother has suddenly been taken ill and is in the hospital. Write a telegram to your brother, Mr. Arun Kumar Chaturvedi, who lives at House no 648, Greater Kailash, New Delhi, informing him of her illness and asking him to reach Chandigarh immediately.

Q6: Look at the sketch map below and instruct Driver 'A' on how he could best reach house 'B' on Gandhi Road, using the shortest route.
6.2.2. Preparation of Scoring Key and Marking Scheme for Part A of the Test: When the test had been assembled and provided with...
directions, some other important accessories had to be prepared. In order to facilitate and objectivize scoring, a scoring key for multiple-choice type and very short answer (VSA) type items and a marking scheme for supply type items were prepared. The scoring key gave the alphabet of the correct answer and the marks carried by each multiple choice and very short answer type (VSA) type item wherein the awarding of marks was dichotomous, either one or zero. Since the students were required to write the answers on the test booklet itself, the scoring key listed down serially the key to each question against its number for all objective-type questions - i.e. multiple-choice and very short answers type. The examiner simply had to compare the answers given by the students with those in the scoring key to arrive at the marks to be awarded to the students.

In case of short answer type items where the students are likely to get partial marks when their answers are only partially correct, a marking scheme was devised to minimize the element of subjectivity. The marking scheme gave the expected outline answer and the value points for each aspect of the answer, whereby various crucial stages in the answer to a problem or in a composition were identified and marks were allotted to them depending upon their importance, intrinsic difficulty and the time required. The scoring key and marking scheme for part A of test thus prepared is given hereunder (ref. table 6.5).
Table 6.5
Scoring Key And Marking Scheme For Part A Of Test Of Writing Skills In English.

<table>
<thead>
<tr>
<th>Q.No.</th>
<th>Ans.</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>c d c</td>
<td>1 1 1</td>
</tr>
<tr>
<td>4-8</td>
<td>d a b d a</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>9-11</td>
<td>b a c</td>
<td>1 1 1</td>
</tr>
<tr>
<td>12-16</td>
<td>b c b d d</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>17-20</td>
<td>b b a a b d c b</td>
<td>1 1 1 1 1 1</td>
</tr>
</tbody>
</table>

21. If you touch the dog, it will bite.  
22. Whether he will pass is not certain.  
23. John is very clever but he is also rather careless. For example, he is very good at solving puzzles and riddles but he never concentrates long enough to reach the solution.  
26. Because the streets and roads of Phagwara had been flooded by heavy rain the night before.  
27. Perhaps the boys had inhaled dangerous fumes from some chemicals dumped there illegally by certain manufacturing companies.  
30. Finally, she packed her schoolbag and settled her bookshelf.
31. Hema’s flat, in which she lived for the last five years, is on the second floor of a huge building. It is quite near to a large market. It has three rooms, of which the biggest is the dining room. The bedroom is well kept with neat curtains and new beds. Hema is a secretary and works in an office.

32. There are no new books in the library, we have read them all.

33. My brother lent me ten rupees last week.

34. While I was having lunch, the door bell rang.

35. The manger had already left when I telephoned.

36. I think she will buy the ticket either this week or next.

37. She will buy it if she has enough money.

38. If the dog hadn’t been barking so loudly, we wouldn’t have discovered the burglars.

39. The doctor advised us that overeating is dangerous.

40. You should learn how to mend a puncture.

41. She would rather play with the doll than go for a drive.

42. He explained the difficulty to his creditors.

43. Look at the wings since unlike other insects that have four wings, flies have only two wings and a pair of balancers located just behind the wings.
44. You might ensure that the trees in a forest are not felled or cut but act as an umbrella to break the force of rainfall. (2)

45. parked____ walked____ was____ saw____ was_____. (2)

46. There is a kitchen at the left back hand side of the school with two toilets to its right. (2)

6.2.3. Criteria for Evaluating Part B of the test: As regards Part B of the test involving mainly composition writing, assessing the compositions objectively is a difficult task though the utility of composition writing for evaluating the accuracy as well as effectiveness of written expression cannot be questioned. After reviewing the analytical and impression methods that are prevalent for assessing compositions, decision fell in favour of a mixed eclectic method as per the recommendations of Aggarwal (1988) for marking paragraph and report-writing, i.e. Q.No.1and 2. The compositions were graded on the basis of a set criteria and after deciding the grade, marks were awarded. These grades were awarded keeping in view the different components of written expression. For a 10 mark composition, the range of marks was divided into the following categories.

The evaluation of letter-writing (Q.No.3) was done on the basis of analytical marking since it lays stress on different testing points and the general layout of the letter is a vital element that needs to be assessed. The marks as recommended by N.C.E.R.T. (Aggarwal, 1988) were divided as follows:
### Table 6.6
Criteria For Evaluating Part B Of The Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Five point scale</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The composition shows&lt;br&gt;(i) perfect control on the structural pattern&lt;br&gt;of the language and use of appropriate sentence&lt;br&gt;linkers.&lt;br&gt;(ii) appropriate vocabulary.&lt;br&gt;(iii) adequate and relevant content matter&lt;br&gt;with novelty of ideas and uniqueness of&lt;br&gt;presentation.&lt;br&gt;(iv) perfect organisation with appropriate&lt;br&gt;paragraphing, introduction, body and&lt;br&gt;conclusion.</td>
<td>9 - 10</td>
</tr>
<tr>
<td>B</td>
<td>(i) a few grammatical mistakes.&lt;br&gt;(ii) appropriate vocabulary.&lt;br&gt;(iii) adequate and relevant content matter but&lt;br&gt;with restricted originality.&lt;br&gt;(iv) good organization with a proper&lt;br&gt;introduction, body and conclusion.</td>
<td>7 - 8</td>
</tr>
<tr>
<td>C</td>
<td>(i) a repetition of grammatical errors.&lt;br&gt;(ii) limited vocabulary.&lt;br&gt;(iii) satisfactory treatment of the subject.&lt;br&gt;(iv) casual paragraphing with some errors in&lt;br&gt;spelling and punctuation.</td>
<td>5 - 6</td>
</tr>
<tr>
<td>D</td>
<td>(i) lack of control on language patterns.&lt;br&gt;(ii) limited vocabulary.&lt;br&gt;(iii) vague subject matter with lot of repetition&lt;br&gt;(iv) no paragraphing, lots of spelling mistakes&lt;br&gt;and wrong use of punctuation marks.</td>
<td>3 - 4</td>
</tr>
<tr>
<td>E</td>
<td>(i) complete lack of control over language&lt;br&gt;structures with broken sentences.&lt;br&gt;(ii) irrelevant content matter.&lt;br&gt;(iii) spelling and punctuation mistakes.</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>
The evaluation of letter-writing (Q.No.3) was done on the basis of analytical marking since it lays stress on different testing points and the general layout of the letter is a vital element that needs to be assessed. The marks as recommended by N.C.E.R.T. (Aggarwal, 1988) were divided as follows:

1. General layout of the letter, including address, date, salutation and subscription 2

2. Body of the letter - content relevance, organization of ideas and style ____________________________ 4 marks.

3. Vocabulary and structure ____________________________ 2 marks.

4. Spelling and punctuation ____________________________ 2 marks.

Note :- No marks to be awarded if only the general layout is given and body of the letter is not attempted at all.

Regarding test items No. 4,5 and 6, the conciseness of statement, exactness in the choice of words and clarity of message were given maximum weightage while assessing the writing of advertisements, telegrams or directions.

Such detailed specification for assessing part B of the test was taken up with a view to reducing the elements of subjectivity in marking compositions written by the candidates.

6.2.4. First try-out of the test : It needs to be made clear here that only Part A of the test was standardized through two try-outs. Before Part A was administered on the selected sample of students for its first try-out the items written to constitute Part B of the test were submitted to experts in the field of teaching English as well as to University professors who had the requisite experience in development of tests for research purposes. As per their suggestions, various alterations were
made in this part of the test. With regard to item no. 1, the internal options provided in paragraph-writing were reduced from four to three and two of the topics provided were also changed. For item no. 2 out of the three options provided for writing a report, only one was changed. For item no. 3, i.e. letter writing, it was the considered opinion of most experts that instead of giving an advertisement as resource material and asking students to write a suitable letter in reply to the same, the task of letter writing should be stated directly. The reason given for suggesting this change was that the pattern of examination paper of English set by C.B.S.E. for class XII should be followed. Minor changes in item no. 4, i.e. the question on advertisement writing, were suggested which were incorporated in the final draft of the test (Part B only). No changes were suggested in test items no. 5 and 6 and these were retained as such. Besides, the criteria selected for evaluating the items of part B were also submitted to the same experts for their comments and approval.

The final draft of the test (Part B) thus contained 6 test items carrying maximum marks 50 and is attached in appendix.

As mentioned earlier, only Part A of the test consisting of 46 items was standardized. Subsequent to the preparation of first draft of the test, its scoring key and marking scheme and reviewing it in terms of the coverage of objectives and content areas, Part A of the test was tried out for the purpose of item-analysis.

Item-analysis is a post-administration appraisal of the test and is done through an analysis of the pupils’ response to the test as a whole and to the individual items. It helps to determine which items are to be retained, which ones to be modified and which ones to be discarded.
Part A of the test was administered to fifty students of twelfth class studying in a local representative senior secondary school of Chandigarh. The details of the sample for first try out have already been discussed in chapter IV under Sample. The subjects taken for try-out were however distinct from those taken up for the conduct of the main study/experiment.

Scoring of the answer-sheets was thereafter done in accordance with the scoring key and marking scheme prepared earlier and the difficulty values (DV) of all the forty-six items were calculated. The difficulty values (DV) were, however, calculated differently for different items-types. The difficulty values for multiple-choice type items (N = 24) and for very short answer type items in which scoring is either one or zero (N = 11) was found with the help of the following formula:

\[
DV = \frac{RU + RL}{NU + NL}
\]

Where

- \(RU\) = number of pupils who got the item right in the upper 27%
- \(RL\) = number of pupils who got the item right in the lower 27%
- \(NU\) = number of pupils in the upper group
- \(NL\) = number of pupils in the lower group

For determining the difficulty values (DV) of short-answer type (SA) items (N = 11), a formula given by Aggarwal (1988) was used so as to take care of the large range of marks.
Sum of marks obtained by all examinees

\[
DV = \frac{\text{Sum of marks obtainable on the question}}{\text{Sum of marks obtained by all examinees}} \times 100
\]

The values thus calculated for all the forty-six items of Part A of the test are entered in Table 6.7 given below.

Table 6.7
Difficulty Values (DV) Of Items Of First Draft Of The Test (Part A Only)

<table>
<thead>
<tr>
<th>Sample size: 50</th>
<th>No. of items = 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>DV</td>
<td>frequency</td>
</tr>
<tr>
<td>1</td>
<td>.0 to .2</td>
</tr>
<tr>
<td>2</td>
<td>.2 to .4</td>
</tr>
<tr>
<td>3</td>
<td>.4 to .6</td>
</tr>
<tr>
<td>4</td>
<td>.6 to .8</td>
</tr>
<tr>
<td>5</td>
<td>.8 to .9</td>
</tr>
<tr>
<td>6</td>
<td>.9 to 1.0</td>
</tr>
</tbody>
</table>

It should be noted that higher the DV, the easier the item is and lower the DV, the more difficult the item is. Guided by Garret (1981), all those items that had their DV higher than 9 and lower than 2 were discarded as being too
easy or too difficult; those whose DV ranged between 0.2 to 0.4 and 0.8 to 0.9 were accepted after modifications and the rest were retained as such.

6.2.5. **Second (Final) Try-out of the Test**: Second draft of the test was prepared after eliminating fourteen items rejected on the basis of having either too high or too low difficult values, droping items no.4 and 5 having difficulty values of .23 and .26 respectively and modifying the other twelve items whose DV ranged from 0.2 to 0.4 or from 0.8 to 0.9. The modified items were accepted as being valid indices of the elements of writing skill being tested.

At this stage, the test comprised of thirty items. Three new items were included, one on combining of sentences and two on the use of linking words. The second draft of the test (Part-A) had thirty three items in all and the breakup of the item-types and marks allotted has been entered in table 6.8 given below:

Table No : 6.8

**Breakup Of Item Types And Marks Allotted To Items Of Second/Final Draft Of The Test (Part A).**

<table>
<thead>
<tr>
<th>Item type</th>
<th>No of items</th>
<th>Marks allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-choice type (0)</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Very short answer type (VSA)</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Short answer type (SA)</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
This draft of the test (Part A) was then administered to a sample of 105 twelfth class students; the details of sampling technique and number have already been discussed in chapter IV under sample. The subjects were seated in three different classrooms of the school and clear instructions were given to each group on how to attempt the test. Test administration was supervised by the researcher and two lecturers of the school, who volunteered their services for the task. The time allowed was one hour which was based on the criteria of time taken by 90% of the sample to complete the test (Part A) during first try-out.

This set of 105 answer-sheets was then scored and difficulty values (DV) and discrimination indices (DI) of all the thirty-three items were calculated. Difficulty values of the items were calculated as mentioned earlier for first try-out using the same formulae for different item-types. These values are entered in table 6.9 for multiple-choice type items and very short answer type items and in table 6.10 for short answer type items.

Item-discrimination: The discrimination index (DI) of an item refers to the degree to which the item discriminates between high and low achieving students and serves to show whether the students who did well on the whole test tend to do well or badly on individual items in the test. Kelly's criterion of top twenty-seven percent forming the upper group and bottom twenty-seven percent forming the lower group was taken and an item on which the 'upper group' did well while the lower group did poorly was accepted as having good discriminating power. The discriminating Index (DI) of multiple choice type and very short answer (VSA) type items was calculated by the following formula.

\[ \text{DI} = \frac{P(H) - P(L)}{P(H)} \]

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\[
\text{DI} = \frac{\text{RU} - \text{RL}}{\text{NU} \text{ or } \text{NL}} \\
\]

where \( \text{RU} \) = number of students who gave right answer in the upper group.
\( \text{RL} \) = number of students who give right answers in the lower group.
\( \text{NU}/\text{NL} \) = number of students in any one group.

To determine DI of short-answer type (SA) items, a formula given by Aggarwal (1988) was used:
\[
\frac{\text{Sum of marks obtained} \text{ by upper group}}{\text{Sum of marks obtained} \text{ by lower group}} \times \frac{\text{Maximum marks allotted} \times \text{Number of candidates to the question}}{\text{Number of candidates in a group}}
\]

The discriminate index (DI) values for all the multiple-choice and very short answer type items are entered in table 6:9 and those for short answer type items, i.e. supply type, items in table 6:11. Items with DI above 20 were retained as per the recommendations of Garret (1981) since they have sufficient discriminating power for use in tests, whereas those with DI value of 35 and above are considered good items. Only item no. 12 had a DI value of less than 20 and since its computed DI was .19, it was accepted after modification. All the remaining items were accepted as such. The test (Part A) thus had 33 items with maximum marks of 50 and the breakup of item-types remained unaltered from that of the second draft of the test (ref. table 6.8).

The test (Part A and B) that was finally developed, its
scoring key and marking scheme and questions - wise analysis are all attached in appendix (Ref. Appendix 3,4 and 5).

Table 6.9
Difficulty Values And Discrimination Indices (DI) Of Multiple-Choice Type And Very Short Answer Type (VSA) Items Of Second/Final Draft Of The Test (Part A).

<table>
<thead>
<tr>
<th>Item No.</th>
<th>RU</th>
<th>RL</th>
<th>DV</th>
<th>DI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>27</td>
<td>20</td>
<td>.87</td>
<td>.26</td>
</tr>
<tr>
<td>2.</td>
<td>24</td>
<td>17</td>
<td>.75</td>
<td>.25</td>
</tr>
<tr>
<td>3.</td>
<td>20</td>
<td>12</td>
<td>.59</td>
<td>.30</td>
</tr>
<tr>
<td>4.</td>
<td>26</td>
<td>22</td>
<td>.88</td>
<td>.26</td>
</tr>
<tr>
<td>5.</td>
<td>17</td>
<td>09</td>
<td>.48</td>
<td>.30</td>
</tr>
<tr>
<td>6.</td>
<td>21</td>
<td>14</td>
<td>.65</td>
<td>.26</td>
</tr>
<tr>
<td>7.</td>
<td>18</td>
<td>08</td>
<td>.48</td>
<td>.37</td>
</tr>
<tr>
<td>8.</td>
<td>20</td>
<td>06</td>
<td>.48</td>
<td>.52</td>
</tr>
<tr>
<td>9.</td>
<td>24</td>
<td>14</td>
<td>.70</td>
<td>.37</td>
</tr>
<tr>
<td>10.</td>
<td>20</td>
<td>11</td>
<td>.57</td>
<td>.33</td>
</tr>
<tr>
<td>11.</td>
<td>26</td>
<td>19</td>
<td>.83</td>
<td>.30</td>
</tr>
<tr>
<td>12.</td>
<td>10</td>
<td>05</td>
<td>.28</td>
<td>.19</td>
</tr>
<tr>
<td>13.</td>
<td>26</td>
<td>18</td>
<td>.81</td>
<td>.30</td>
</tr>
<tr>
<td>14.</td>
<td>26</td>
<td>20</td>
<td>.85</td>
<td>.22</td>
</tr>
<tr>
<td>15.</td>
<td>19</td>
<td>07</td>
<td>.48</td>
<td>.44</td>
</tr>
<tr>
<td>16.</td>
<td>14</td>
<td>06</td>
<td>.37</td>
<td>.29</td>
</tr>
<tr>
<td>Item no.</td>
<td>Sum of marks obtained by all examinees</td>
<td>Sum of maximum marks obtainable on the question</td>
<td>Difficulty value (DV)</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>158</td>
<td>200</td>
<td>.79</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>112</td>
<td>200</td>
<td>.56</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>233</td>
<td>500</td>
<td>.46</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>269</td>
<td>500</td>
<td>.53</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>070</td>
<td>200</td>
<td>.35</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>103</td>
<td>200</td>
<td>.52</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.10
Difficulty Values (DV) Of Short-Answer Type Items Of Second/Final Draft Of The Test (Part A)

Sample size = 100
No. of items = 6
### Table 6.11
**Discrimination Indices (DI) Of Short-answer Type Items Of Second/Final Draft Of The Test (Part A)**

<table>
<thead>
<tr>
<th>Item No</th>
<th>Sum of marks obtained by upper group</th>
<th>Sum of marks obtained by lower group</th>
<th>Maximum marks allotted to the item</th>
<th>No. of candidates in a group</th>
<th>Discrimination index (DI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>48</td>
<td>30</td>
<td>2</td>
<td>27</td>
<td>.33</td>
</tr>
<tr>
<td>18</td>
<td>44</td>
<td>13</td>
<td>2</td>
<td>27</td>
<td>.57</td>
</tr>
<tr>
<td>19</td>
<td>97</td>
<td>30</td>
<td>5</td>
<td>27</td>
<td>.49</td>
</tr>
<tr>
<td>31</td>
<td>114</td>
<td>18</td>
<td>5</td>
<td>27</td>
<td>.71</td>
</tr>
<tr>
<td>32</td>
<td>35</td>
<td>04</td>
<td>2</td>
<td>27</td>
<td>.57</td>
</tr>
<tr>
<td>33</td>
<td>41</td>
<td>10</td>
<td>2</td>
<td>27</td>
<td>.57</td>
</tr>
</tbody>
</table>

#### 6.2.6. Establishing Reliability and Validity of the Test

Test-reliability was established by computing product-moment correlation between the two sets of scores obtained from two administrations of the test of writing skills. The test was first administered to 105 students and then, after a gap of two weeks, was readministered to the same subjects (N = 100; 5 students of the earlier group were unavailable for retesting) under similar conditions. Too long a time gap between the two administrations tends to lower reliability coefficient because of growth changes that affect the retest scores, whereas too short a time gap (i.e. if repeated immediately or after a day or two) tends sometimes to inflate the reliability coefficient because of immediate memory and practice effects. Thus a two-week interval is considered ideal. Test-retest reliability was computed to be 0.85 for the test and this served...
to established it as a fairly reliable test of writing skills in English.

Content validity of the test was ensured through a careful analysis of the course content, covered during the treatment period, instructional objectives to be achieved through it and by matching test items to both these elements. The blueprint of the test showed that the test contained questions on every important area of the content selected unit in appropriate proportion and that the different types of questions framed tested properly the objectives of the course.

6.3 DEVELOPMENT OF TRANSFER-OF-LEARNING TEST:

To test transfer of higher-level writing skill in English a short test was constructed which primarily focused on assessing one important aspect of transfer of learning, i.e. applicational transfer. In the words of Wittrock, (1968), applicational transfer implies that learning leading to the achievement of a particular objective should transfer to problems of a similar nature. Since for the present study the objectives related to content, structure and organization of ideas/thoughts/material to be presented were placed higher in the total hierarchy of objectives, it was decided to test the learned writing skills in English by posing textual essay type question/questions from the prescribed book in order to see how far the learned capabilities/principles involved in composing were applied by the students in the formulation of their answers in structuring, sequencing and organizing their ideas.

Thus two questions, comparable in most respects, from the prescribed textbook entitled 'The Web of Our Life' were included in the transfer of learning test given hereunder.
Answer any one of the following questions in your own words in not more than 150 - 200 words. Your answer will be evaluated more for the organisation and reorganisation of ideas, development of a central idea, the connection and interrelationship of ideas and their sequencing than for the vocabulary content and grammatical aspects.

Q : In the story ‘The Background’, Henry Deplis "bore on his back the burden of the dead man's genius." What problems arose out of this unusual situation and how did Henry face them?

Q : "A big lonely animal crying in the night. Sitting here on the edge of ten million years calling out to the Deeps, I'm here, I'm here." Explain these lines with reference to the story 'The Fog Horn' by Ray Bradbury, with detailed mention of the past life of the creature as imagined by Mc Dunn and described to his friend, Johnny.

Grading and Scoring of Transfer of Learning Test : Criteria for evaluating the answers written by students in response to transfer of learning test was the same as for assessing the composition writing required in response to Part B of the test of writing skills, described in detail earlier in the chapter, ref. table no. 6.6. It may be said here that the chief concern was not with textual accuracy of the ideas presented in the answer but the structuring and sequencing of the same. Manner or style of writing that includes the appropriateness, effectiveness and appeal of writing, choosing and using the most effective forms of expression was an important skill that was judged and assessed.