

Formative Assessment for Second Term for Class IX - Englishes (Communicative & Language and Literature)

Formative 3 10%

Formative 4 10%

The Formative Assessment may be done for 3 & 4 for all of the following learning concepts.

- Comprehension
- Grammar
- Literature Text – Writing skill:
 1. Diary entry
 2. Letters – Formal & Informal
 3. Report
 4. Articles
 5. Declamation
 6. Speech

Comprehension Questions

1. Reference to context
2. MCQ
3. Short answers
4. Long answers

- MCB – Skills
 1. Diary entry
 2. Letters – Formal & Informal
 3. Report
 4. Articles
 5. Declamation
 6. Speech

NOTE: F3 & F4 are for 10% each for the Second Term Number of Assessments/Class work/Home work/Tests/Quizzes/Role Plays/Debates/Other Activities may be taken up and reduce to 10%.

PARAMETERS of ASSESSMET

- Comprehension - Correct Response
- Grammar - Correct Response
- Literature

Writing Skills - 1) Content
2) Fluency
3) Accuracy

Comprehension Questions- 1) Correct Response
2) Textual knowledge
3) Accuracy of point discussed
4) Creativity

- MCB
Writing Skills- 1) Context
2) Fluency
3) Accuracy

Suggested Activities for Formative Assessment	Mode of Assessment
1) Dramatisation (group work)	1) Dramatisation:

<ul style="list-style-type: none"> • Text Eg. Bishop's Candlesticks-Enact a scene • Change the scene • Change the end of the play • Creative eg. Market Scene 	<ul style="list-style-type: none"> • Acting Skills • Dialogue Delivery • Diction • Understanding the text • Understanding the Character <p>Confidence</p>
<p>2) Group discussion followed by class presentation</p> <ul style="list-style-type: none"> • Each child presents one aspect of topic • Debate, declamation, speech-Activities 	<p>2) Group Discussion:</p> <ul style="list-style-type: none"> • Understanding of topic • Conversational Skills • Confidence • Presentation
<p>3) Spell check (spoken skills-group work)</p> <ul style="list-style-type: none"> • Spelling • Meaning • Pronunciation • Sentence making 	<p>3) Spell Check</p> <ul style="list-style-type: none"> • Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech used
<p>4) Radio talk (listening comprehension)</p> <ul style="list-style-type: none"> • Students will listen to a radio talk • Questionnaire to be given by Teacher (MCQ & short answers) • Students will respond in writing • Peer correction 	<p>4) Radio Talk</p> <ul style="list-style-type: none"> • Correct Response to questions • Application of instructions (as in a map)
<p>5) Weaving a yarn (group activity)</p> <ul style="list-style-type: none"> • Story line to be given by Teacher (beginning, end or middle) • Students will present it in the form of (a comic strip with illustrations, dialogues, dramatization or story) 	<p>5) Weaving a yarn</p> <ul style="list-style-type: none"> • Imagination • Creativity • Connectivity / Fluency
<p>6) The budding Poet or Author</p> <ul style="list-style-type: none"> • Visual stimulus in the form of picture, cartoon, scene etc • Verbal stimulus (words, phrases, story or incidents) • Composing/changing the given Textual poem or text. 	<p>6) Budding poet or Author</p> <ul style="list-style-type: none"> • Originality • Creativity • Fluency • Imagination

<p>7) Reading a book (group or individual activity)</p> <ul style="list-style-type: none"> • About the author • Summary • Characters • Extrapolation • Book Jacket • Designing a Comic Book • Simplify story for junior classes <ul style="list-style-type: none"> 1) Simplifying plot 2) Writing the script 3) Narrating 4) Enacting 5) Making a C.D. <p>Suggested books for this activity</p> <ul style="list-style-type: none"> • Treasure Island • Tom Sawyer • Alice in Wonderland • Panchtantra Tales • Oliver Twist • Kidnapped • Shakespeare's Plays 	<p>7) Book Review</p> <ul style="list-style-type: none"> • Knowledge of text • Analytical ability to evaluate plot character, writers style • Creativity / Imagination • Presentation
<p>8) Quiz on Literature text</p> <ul style="list-style-type: none"> ▪ Author's life & works ▪ The text ▪ Vocabulary/word formation – antonyms, synonyms ▪ Poetic devices ▪ Usage of words 	<p>8) Quiz</p> <ul style="list-style-type: none"> • Textual knowledge • Vocabulary • About the author
<p>9) Dumb charade (based on Literature text) (in groups) Member of one group to enact</p> <ul style="list-style-type: none"> ▪ Situation ▪ Character <p>The others to identify it</p>	<p>9) Dumb charade</p> <ul style="list-style-type: none"> • Acting Skill • Textual Knowledge • Creativity • Understanding of nuances of character, theme etc • Recognition of character
<p>10) Radio Show</p> <ul style="list-style-type: none"> ▪ Interview ▪ Survey ▪ Debate / talk ▪ News Reading 	<p>10) Radio Show</p> <ul style="list-style-type: none"> • Imagination • Creativity • Presentation • Originality
<p>11) Rewriting history</p>	<p>11) Rewriting history</p>

<ul style="list-style-type: none"> ▪ What would have happened if ----- 	<ul style="list-style-type: none"> • Imagination • Originality • Creativity • Presentation • Contemporary relevance
<p>12) In the hot seat</p> <ul style="list-style-type: none"> ▪ Interview of a textual character by journalists ▪ Justifying action by character 	<p>12) In the hot seat</p> <ul style="list-style-type: none"> • Textual knowledge • Imagination • Creativity • Confidence • Formation of questions
<p>13) Just a minute</p> <ul style="list-style-type: none"> • Textual • General Topics <p>Topics can be from the text or from life. In only a minute, student will speak on the given topic.</p>	<p>13) Just a minute</p> <ul style="list-style-type: none"> • Promptness • Textual knowledge • Imagination • Presentation • Fluency of Ideas • Confidence • Concise expression

Conversation Skills Assessment Scale

Listening	Speaking
<p>1. The learner : shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;</p>	<p>1. The learner: shows ability to use only isolated words and phrases but cannot operate at connected speech level;</p>
<p>3. has ability to follow short connected utterances in a familiar context;</p>	<p>3. in familiar situation, uses only short connected utterances with limited accuracy;</p>
<p>5. has ability to understand explicitly stated information in both familiar and</p>	<p>5. shows ability to use more complex utterances with some fluency in longer</p>

unfamiliar contexts;	discourse; still makes some errors which impede communication;
7. understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;	7. organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
9. shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit different purposes.	9. can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.