Languages
(English)

1. Introduction

Language provides the basis for meaning making and sharing with others. It creates possibilities of development of understanding and knowledge, providing the ability to symbolise, codify and to record. Development of language for a child happens together with development of understanding and identity, and also the capability of relating with others.

This chapter is essentially located in the ideas of NCF 2005 and the position papers on Indian Languages and English. All children (unless they are differently abled in some way) arrive in school with fully developed language(s) and this system of knowledge, though highly abstract and sub-conscious in nature, is of great value for acquiring higher level skills in the languages they already know as well as in learning new languages and new content areas. **Whatever be the subject a child may be studying, language is central to its understanding.** Many scholars suggest that primary education is essentially all about language learning. If you can really learn to listen and read with understanding on your own, no domain of knowledge can remain hidden from you. In India, we are particularly lucky. Most children come to school with the knowledge of two or more languages; or at least, they can handle several varieties of their language with ease. We ought to think about using this classroom multilingualism as a resource for education. It is equally important to nourish this multilingualism, as it is closely associated with high academic achievement in different subjects, cognitive growth and social tolerance.

This Source Book consists of several illustrative tools for the measurement and analysis of the learner's performance and a few sample units consisting of Hindi and English poems, short stories, prose passages etc. It is for the teacher to decide which unit or idea from a given unit she would like to use at a given point of time in the primary classes. Each unit implicitly tries to indicate how a teacher can help children to trigger their potential and make them do what they find difficult to do entirely on their own. We also suggest methods through which teachers can observe the transformations children go through, and obtain systematic feedback for their future work. It should then be possible for them to appreciate what children already know, the areas in which they may need minor suggestions and the areas in which they need substantial help. These units should indeed help you to teach your textbooks differently. When we say that a child has learnt to read, we do NOT mean that she can read ONLY her textbook. She should be able to read with understanding any text that is appropriate for her age and cognitive level.

Teachers will benefit a great deal if they remember that:
- All languages are inherently variable; responses which may appear 'incorrect' are systematic and may in fact be necessary stages in the process of learning;
- Every child has an innate potential for linguistic articulation and given an adequate space and recognition, it is bound to flower;
- Children learn a great deal from each other; and
- In language learning, the optimal method is to expose children to comprehensible but challenging input.

The Source Book consists of activities that encourage children to observe and analyse and have group discussions and interviews; to engage in talk, anecdotes, evaluate each other's work and give constructive feedback; to prepare posters, school wall newspapers and portfolios; and to read and critically examine texts which are not part of the compulsory course. Such an approach will not only 'assess' the child but also help the teacher and the system.

The idea is NOT to give the teacher a finite inventory of items only on the basis of which she can evaluate a child. The idea is to empower the teacher to create a large inventory on her own, an inventory which is continuously enriched and enlarged by her experience.

For English Language Teaching, it is critical that in class I and II, which may be termed as level I, the approach is predominantly oral – aural. Beyond that, which may be termed level II (class III, IV, and V) the approach would be not only to focus on the oral – aural skills but provide greater focus on reading, writing and other communicative skills.

2. Assessment

Assessment refers to collecting information on the progress of students' learning using a variety of procedures, and evaluation refers to making judgments on the basis of the information collected.

Evaluation is a continuous process, and in language it aims at assessing the learner's acquisition of the structure and form of the target language, her ability to use it in different real life communication situations, and her potential to appreciate the aesthetic aspects of language. It helps us to know about the progress the learner may have made, and to use this knowledge as a feedback for timely intervention for the benefit of the learner and the teacher.

The assessment of language skills should reflect the underlying goals and objectives of the course/syllabus. Language proficiency is viewed as central to all aspects of education. Evaluation of the learners must be based on the assessment of both basic understanding of the language principles and communicative skills/language proficiency.

The process and purpose of assessment should shift from only assigning grades/awarding marks to also including constructive feedback and to assist improvement. Learning-centred teaching should use assessment as a part of learning process.

Examinations often tend to assess separate skills, but even if the end result is expressed in terms of a single skill, the processes involved in assessment may require more than one skill. For instance, in speaking, the listening skill is vital. Assessment must integrate therefore the skills of listening, speaking, reading and writing.

Any language assessment should give students an opportunity to demonstrate what they know and can do with language. Teachers should use a variety of assessment tools and techniques to determine where students are, to set goals for instruction, to monitor students' language growth and development, and to give feedback to students so they can monitor their own development. Assessment is the ongoing process that occurs throughout all stages to gather data about students' language understanding, skills, strategies, and attitudes. Before, during, and after lessons and units, teachers should consider students' needs and growth.

The purpose of assessment as a part of learning therefore would be:

Before
- To discover the needs, interests, and previous experiences of students
- To find out what students already know and can do
- To determine a particular approach or strategy

During
- To assess students' understanding and progress
- To identify successes or difficulties and confidence levels
- To assess students' abilities to verbalise their understanding and insights
- To assess students' abilities to work together while sharing ideas and completing tasks

After
- To find out what the students have learned
- To determine the quality of students' learning
- To gauge the effectiveness of the activities and approach in relation to the objectives and goals for language
- To reflect on teaching practice.

(Adapted from the book Teaching the Language Arts' by Cathy Collins Block, 1997)

Learning a language is not merely to learn **about** a language; it is far more important to learn to use it critically and creatively in all walks of life. In order to determine whether students have learnt to use the language effectively we have to think of various ways of evaluation/assessment and suggest which ones of these are most appropriate to measure and document our students' abilities.

Students' assessment should not be seen merely in terms of marks or grades; it must also be seen in relation to the objectives of the syllabus or the programme. Therefore, written tests are not sufficient as a means of assessment. They should be combined with the teacher's observations and assessment of students' work throughout the year: assignments, oral presentations, group work, students' self-assessment, etc. Information gathered over time will reveal students' growth and rate of improvement relative to her level of skills at the beginning of the year, and at subsequent points of times in the calendar year.

2.1 The Concepts of Assessment and Evaluation of languages in NCF 2005:

The NCF 2005 hopes that the purpose of education can be achieved only if the teacher is prepared even before the course of teaching begins, armed with not only the techniques of assessment but also the parameters for evaluation and the various tools that will be employed. **In addition to judging the quality of the students' achievements**, a teacher would also need to collect, analyse and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains.

The salient ideas contained in the NCF 2005 may be summarised as follows.

- Language evaluation need not be tied to "achievement" with respect to particular syllabi, but must be reoriented to measurement of *language proficiency*.

- The tests and examinations need not be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning.

- Preparing report cards is a way for the teacher to think about each individual child and review what she has learnt during the term, and what she needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction.

- One does not need special tests for keeping a record of the students or for preparing a report card; **learning activities themselves provide the basis for such ongoing observational and qualitative assessment**.

- Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation.

- The types of questions that are set for assessment need **not** be restricted to those found in the book.

- Questions that are open-ended and challenging could also be used.

- Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why.

- Not only learning outcomes but also learning experiences themselves must be evaluated. Exercises, both individual and collective, can be designed to enable the learners to reflect on and assess their learning experiences.

- Self-assessment may be encouraged. Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not. Even very young children are able to give correct assessments of what they can or cannot do well.

3. Teaching of English

English is a global language in a multilingual country like India, and it is taught and learnt as a **second language**. As outlined in the position paper on teaching of English, the goals for a language curriculum are twofold: attainment of a basic proficiency, and the development of language into an instrument for abstract thought and knowledge acquisition through literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. At the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world. At later stages, all learning happens through language.

English does not stand alone. The aim of English teaching is the creation of multilingual who can enrich all our languages. English needs to find its place along with other Indian languages in different states, where children's other languages strengthen English teaching and learning (NCF 2005).

The English language must be seen in relation to other subjects; a language across the curriculum is of particular relevance to primary education, and later all teaching is in a sense language teaching. This perspective will bridge the gap between "English as subject" and "English as medium" (NCF 2005).

4. Markers of Progress: Profile Sheets in English

The teachers need to decide on what kind of students they want at the end of a particular stage/level. They can make profiles of students keeping in mind the syllabi of their respective states and the objectives of the language course/programme. Here we are giving an illustration of what the learners should be able to do at the end of each stage/level.

Level 1 (classes 1-2)

- talk about themselves, members of the family and the people in their surroundings
- follow simple instructions, requests and questions, and use formulaic expressions appropriately
- enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English
- recognise whole words or chunks of language
- recognise small and capital letters of English both in context and in isolation
- read simple/short sentences with the help of pictures and understand them
- write simple words/phrases/short sentences

Level 2 (classes 3-5)

- narrate her experiences and incidents
- exchange her ideas with the peers
- carry out a brief conversation involving seeking/giving information
- enjoy reading a story, a poem, a short write- up, a notice, a poster
- take dictation of simple words, sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks
- write a short description of a person, thing or place - prepare a notice, or write a message for someone
- write a short composition based on pictures
- take part in group activity, role play and dramatisation

However, during actual classroom teaching you would need these level wise markers to be relevant for individual class assessment. For this, the level wise markers have been further detailed out, class wise, for the four major skills in the later sections.

The techniques used at present to find out whether the objectives mentioned in the syllabus are being achieved reveal only the degree of success with which students can reproduce the facts and figures that have been taught to them. Most of these tests are achievement tests. They can evaluate students' progress in a unit, course, or year. But that is not the spirit of assessment as per the NCF 2005. The purpose is to determine the level of students' skills in the target language. That means the purpose is to find out the extent to which students have acquired these language abilities so that they are in a position to use them in situations similar to those in which they have acquired them. This objective of NCF 2005 can be achieved, particularly at the lower levels, only when the teacher keeps a record of students' use of the target language. For this we need to construct for him/her student profile sheets which will document for the schools, students and parents the progress students may have made in different skills of the target language. These profile sheets will provide the teacher with an inventory of checklist from which the teacher could choose the most appropriate descriptive labels describing the students' proficiency level in   listening, speaking, reading and writing at a particular point of time in a year.

As students reach higher levels in the target language they could be put to more and more of formal testing, and more detailed and rigorous profile of their abilities could be provided through various kinds of rating scales used to record all the four language skills. Some of

these scales are 5-point rating scales and vary from 'Outstanding' to 'Needs a lot of help'. These scales could be made less or more sophisticated, depending on the level of student being tested and also the purpose of testing.

5. Tools for Language Testing:

The context in which language testing takes place is usually language teaching. In the context of teaching, tests do not only have the purpose of measuring the language behaviours of individuals, but they are also useful instruments for evaluating programmes by means of an analysis of the results of an entire group of learners. If this evaluation takes place at the end of a programme, and has the purpose of evaluating that programme as a whole, we speak of *summative evaluation*. *Formative evaluation* takes place during the programme and is intended to adjust or guide the programme. The terms 'summative evaluation' and 'formative evaluation' are used to refer not only to the evaluation of an entire programme but also to the evaluation of individual achievement.

A different type of predictive test, which seeks to predict language behaviour in a real-life situation, is known as **proficiency test**. Proficiency tests are used to measure an individual's general competence in a second language, independent of any particular curriculum or course of study, and may directly or indirectly assess the target skill or skills. Proficiency tests can and give a very good idea of who is proficient, but they provide little explanation of what proficiency is. Proficiency tests need not be limited to a specified course or material, so a student cannot prepare for it.

If one wishes to establish what exactly a learner has learned in a given teaching context, we speak of **achievement tests**. Achievement tests are closely related to a curriculum: they only test what has been taught. An achievement test is intended to show the standard which the learner has reached in comparison with other learners at a particular stage of learning. The purpose of the achievement test is to evaluate students' acquisition of certain specified course content and to gauge how successful learners have been in attaining the objectives laid down at the beginning of the course. Since an achievement test is limited to a specified course or material, a student can always prepare for it.

Discrete Point and Integrative Skill Testing:

A **discrete point test** is analytical in character, and aimed at measuring only one point at a time. This type of testing is guided by the assumption that knowledge of a language is equal to the knowledge of the bits of the language. These bits are highly objective and are easy to score. A typical discrete point test would, for instance, be sound differentiation as a component of listening proficiency:

seat - sit

bit - beat

sit - seat

 The learner will in each case have to indicate whether the words are the same or different.

On the other hand, an **integrative test** measures global skills. It attempts to assess a learner's capacity to use bits of the language all at the same time in real life situations. In integrative tests, all components of language are integrated and tested in combination in a meaningful context. An integrative test may assess listening, reading, writing and speaking separately, but need not necessarily assess all the listed aspects together. Oral interviews are a typical example of an integrative test involving more than one skill.

Translation is beginning to be used in a variety of productive ways, particularly in multilingual classrooms. When the listeners can understand both/all the languages, people do use two or more languages in conversations and discussions. In such a situation, a special kind of testing strategy, which some refer to as the 'bilingual type', may be required. In this context, translation may be used as a testing strategy.

Communicative testing: In past few decades, interest has shifted from *linguistic competence* to *communicative competence*. Linguistic competence refers to the knowledge of the rules of a language, and communicative competence refers to the knowledge of the rules of language use. The most important characteristics of the communicative approach is a strong emphasis on actual use of language in real-life settings, which are based on the communicative needs of the learners.

6. Evaluation and Reporting

After assessment, the teacher may evaluate the learner's performance and prepare a report on the same. She should employ appropriate evaluation and reporting processes. Effective evaluation should:

- reflect the learning objectives;

- focus on what students have learned and can do;

- be congruent with instruction and be based on meaningful tasks;

- be based on appropriate criteria that students know and understand;

- reflect a range of tools and methods of assessment and evaluation;

- provide multiple opportunities and ways for students to demonstrate their learning;

- be ongoing and continuous;

- inform practice and instructional decisions;

- inform others (e.g., students and parents) in a clear, accurate, and practical way.

Folders and Portfolios:

An important part of the assessment and evaluation process can be folders and portfolios. A language portfolio is an organised collection of documents which individual learners can assemble over a period of time and display in a systematic way. It is considered an alternative to standardised testing. It allows the learners to assume responsibility for their learning. Folders and portfolios may contain a collection of students' work exhibiting the students' efforts, progress, and achievements in one or more areas. This helps students to be aware of and responsible for their own learning.

It would be useful in language teaching/ assessment if students can also take time to reflect on and discuss what they have achieved, what they are including in their portfolios, and the goals that they have set for themselves. Teachers can also maintain records of the children by maintaining a diary. These portfolios can be important reference materials for the teacher, student, and parents. Portfolios can help everyone see what the students know and can do, what they have learned, and what they need to learn. Having students keep a table of contents and planning time for them to use and review their portfolios regularly (e.g., every week) ensure that students develop the habit of evaluating their own work and making decisions about how they can move forward. The folder or portfolio might include:

For Classes 1-2:

- Skill and strategy checklists

- Teacher observations and anecdotal comments

- Student reflections and self-assessments

- Pictures, drawings, journal activities, and writing samples (including spelling and handwriting samples)

- Audio or videotapes of oral activities and presentations.

For Classes 3-5:

- Skill and strategy checklists

- Teacher observations and anecdotal comments

- Student reflections and self-assessments

- Reading responses, journal entries, etc.

- Writing samples and reports

- Audio or video tapes of oral activities and presentations

- Group and self-evaluation records

- Unit tests, quizzes, cloze procedures, reports.

7. Tools of Language Assessment:

The following two measures could be used quite effectively to measure the overall global proficiency levels of learners.

The Cloze Procedure: The Cloze (the spellings are correct) procedure is a well-established test of language proficiency. In Cloze test, the students are given a text in which every n^{th} word has been deleted. A student is supposed to restore the text by filling in as many of the deleted words as they can. There are two methods for deleting words: (i) every n^{th} (e.g., 5th or 7th) word in a text is deleted (*fixed ratio method*), and (ii) the words to be deleted are selected on the basis of certain characteristics, e.g., only past forms of the verbs are deleted This method is considered to be preferable. It works better in the case when the test intends to measure specific aspects. It has been shown that if a child scores well on the Cloze test; she is likely to score well on all aspects of language. There is a great possibility that such a child also does well in other subjects. After all, *proficiency in language is central to learning of all kinds*. In this unit, however, we are more interested in using the Cloze procedure as a teaching-learning device.

Making a Cloze test is very easy. Take a passage which will be interesting and challenging for children. Keep the first and last sentence intact. Start counting words from the second sentence. Delete every 7th word. Keep the length of the blank constant. Children should not be able to guess from the blank whether a small or a big word is to be filled in. Give the passage with the blanks to children with the instruction: Read carefully twice. Fill in the blanks ONLY when you are reading it for the third time. Fill in ONLY one word in each blank. A Cloze passage should have at least 20 blanks. That means the passage should at least have 160-170 words. It can easily be started in Class 3 and increased in difficulty and length levels as children move up. As you will soon realise some variants of the Cloze procedure can also be used even in Classes 1 and 2.

An example of Cloze Test may be seen in the Appendix.

Dictation: The contemporary dictation test is significantly different from the traditional dictation test. It is NOT at all a test of child's memory and her spellings. It is actually a test of her overall language proficiency. A passage appropriate for the age and cognitive level of learners is selected (say Class 3 onwards). The passage is read at a normal speed once. Children listen attentively. They do not write anything. The passage is read again at a slightly slower pace but NOT word by word. Children write as the passage is being read out the second time. The teacher reads the passage one more time so that children can rectify their mistakes. Children can examine each other's output and compare the similarities and differences. The teacher will soon notice that there are several insights to be gained about the nature of learners' grammatical knowledge and vocabulary.

A Five-Point Grid

We suggest the following general grid that can be used to assess different skills and abilities while children are engaged in the kind of activities illustrated in the Appendix to maintain a regular record of the performance of the child. This will provide a reasonably clear picture of a student's linguistic development over time. The scale, which can be modified according to the specific needs of a situation, is given below:

Level 5: *Outstanding*

Fluent, creative, appropriate, accurate, coherent and cohesive. (When we say that the output is cohesive, we mean that it has all the grammatical linkers in place; coherent implies that the output is well organised.)

Level 4: *Good*

Reasonably fluent and accurate but may need some help with cohesion.

Level 3: *Adequate*

Output is reasonably appropriate both grammatically and contextually; needs more exposure and help with the vocabulary.

Level 2: *Needs Help*

Successful communication, but problems with grammar, vocabulary and coherence.

Level 1: *Needs a lot of help*

No real communication; limited vocabulary; no evidence of grammatical knowledge; absence of logical organisation.

It is students at Classes 1 and 2 who should receive maximum care and attention from teachers.

Guidelines for Preparation of Assessment Sheet

As you are aware, quarterly assessments would help you in continuous observation of child's progress which would inform summative evaluation at the year end. Quarterly assessments will help you to plan your strategy for the future course of action and how to improve your teaching. Also, these will provide feedbacks to you as well as to the students and parents about the areas that require improvement. Please go through the following quarterly and summative assessment sheets.

Class 1
Quarterly Assessment Sheet

Student's Name: _____

Rating scale
1   2   3
Needs help Adequate   Good

	Description of Profiles			Summative Assessment
Language Skills	Stage I Q I	Stage II Q II	Stage III Q III	Q I + Q II + Q III
Listening				
Speaking				
Reading				
Writing				

QI   : First three months (1, 2, 3 months)
QII   : Next three months (4, 5, 6 months)
QIII : Last three months (7, 8, 9 months)

Note: Each point of assessment in all the skills will be evaluated in points scale as given above.

Summative Assessment Sheet

Consolidated - 9 months
2 options:
1. Cumulative Record
2. Graphic Presentation

1st Quarterly Assessme	2nd Quarterly Assessme	3rd Quarterly Assessment

123
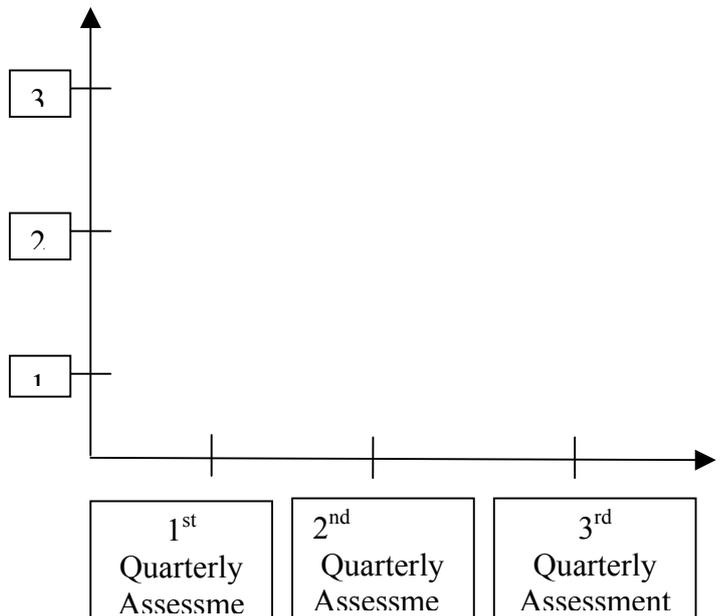
In order to help you, some examplars from NCERT textbooks for the primary level have been presented. You can use them for assessment of different skill areas. It indicates the way marks and grades are awarded so that it respects the unique responses of each child and allows space for the child to build on the multilingual resource she brings to the classroom.

(A) Listening

Lesson: *Our Tree* (Marigold, Book One, p. 67)

Question: Where do birds live?

Hypothetical Responses:

  (i)   No response.

 (ii)   Responds in L1.

(iii)   "In the tree."

For no. (i), no mark is awarded.

For no. (ii), 1 mark may be awarded.

For no. (iii), 2 marks may be awarded.

Response in mother tongue/L1 should be allowed. For the correct response in L1, 1 mark may be awarded.

(B) Speaking

Lesson: *Our Tree* (Marigold, Book One, p. 67)

Question: Where do birds live?

Hypothetical Responses:

  (i)   No response.

 (ii)   "In the tree."

(iii)   Responds in English or L1.

For no. (i), no mark is awarded.

For no. (ii), 2 marks may be awarded.

For response no. (iii), (correct response in English) 3 marks may be awarded.

For the correct response in L1, 2 marks may be awarded.

(C) Reading

Lesson: *After a Bath (*Marigold, Book One, p.16)

Question: Teacher asks the children to read the names of all the body parts listed on the page.

Hypothetical Responses:

  (i)   All the names of the body parts.

 (ii)   Names less than 5 but more than 2.

(iii)   Names 1-2.

For no. (i), 3 marks may be awarded.

For no. (ii), 2 marks may be awarded.

For no. (iii), 1 mark may be awarded.

(D) Writing

Lesson: *Lalu and Peelu* (Marigold, Book One, p. 34)

Question: Teacher gives dictation to write small and capital letters.

Responses:

(i)   Writes all letters correctly.

(ii)   Writes 5-8 letters correctly.

(iii)   Writes less than 5 letters correctly.

For no. (i), 3 marks may be awarded.

For no. (ii), 2 marks may be awarded.

For no. (iii), 1 mark may be awarded.

Similarly, for the 2nd and 3rd quarterly assessments this pattern could be adopted.

Class 1

Points of Assessment

Rating Scale

1	2	3
Needs help	Adequate	Good

Listening
- Follows simple instructions.
- Follows simple stories, etc. narrated to her.
- Follows requests, questions and orders.

Speaking
- Is able to differentiate various sounds (especially in L2).
- Can talk about herself - what she likes and dislikes.
- Can tell simple stories, particularly in her first language; if encouraged, she should be able to create stories.
- Can recite poems.
- Can talk about family and friends.
- Can make requests.

Reading
- Can recognise small and capital letters.
- Can read simple words with the help of pictures.
- Can read simple poems and stories.

Writing
- Can join letters with some help.
- Write simple words of day-to-day use.
- Can use simple words in her own sentences.

Class 2

Points of Assessment   1st Quarterly Assessment
                                                        Rating Scale

1	2	3
Needs help	Adequate	Good

Listening

- Follows instructions and directions.
- Understands stories narrated orally (as on Radio/TV) to her.
- Discriminates between different sounds.
- Understands greetings and polite forms of expressions.

Speaking

- Recognises and pronounces most of the L2 sounds correctly.
- Talks about herself, family and friends.
- Narrates simple stories, experiences.
- Recites poems.
- Uses greetings and polite forms of requests.

Reading

- Reads simple stories, poems, and descriptions.
- Locates information in a given text.
- Grasps ideas.
- Draws inferences.

Writing

- Writes simple words and phrases.
- Writes short sentences.
- Writes small compositions comprising 5-6 sentences.
- Uses full stop/period and capital letters.

Class 3

1st Quarterly Assessment
Rating Scale

1	2	3	4	5
Needs a lot of help	Needs help	Adequate	Good	Outstanding

Points of Assessment

Listening
- Follows simple oral directions/instructions.
- Can identify the key ideas and important details.
- Can retell main events and recall key ideas.

Speaking
- Recognises and pronounces the new sounds (especially in L2) correctly.
- Can use a considerable number of words in simple sentences.
- Can express her feelings and experiences.

Reading

- Can read stories, poems, and folktales.
- Can identify prefixes, suffixes, singular and plural forms of words, words indicating gender.
- Can grasp ideas from the given text and materials such as posters, hoardings, etc.

Writing
- Uses complete sentences.
- Knows the use of capital letters, and punctuation marks such as full stop/period, question mark, and apostrophe.
- Spells correctly most of the words taught.
- Can write simple descriptions of self, people and things around.

Class 4
1st Quarterly Assessment
Rating Scale

1	2	3	4	5
Needs a lot of help	Needs help	Adequate	Good	Outstanding

Points of Assessment
Listening
- Follows a variety of oral directions/ instructions.
- Can summarise the key ideas and important details in own words.

Speaking
- Pronounces all the sounds correctly (especially in L2) and is aware of the pitch/intonation differences (rising tone/ falling tone).
- Participates in dialogues, role-plays, etc.
- Answers questions about the ideas presented.
- Can talk about personal opinion and support it with example or details.
- Can produce an oral text in a logical sequence.

Reading
- Can read grade appropriate texts orally and silently with increasing accuracy, fluency and confidence.
- Can predict what text may be about by looking at the pictures, title, etc.
- Can grasp meaning/ ideas.
- Can identify relationships between ideas/events.
- Can infer the words of the passage/text.

Writing
- Uses complete information with proper capitalisation and punctuation marks such as full stop/period, comma, question mark and apostrophe.
- Can combine related sentences using appropriate conjunctions (e.g., and, but, or because, if).
- Can spell common words correctly.
- Can organise ideas and information in logical sequences.
- Can write descriptions.

Class 5
1st Quarterly Assessment
Rating Scale

1	2	3	4	5
Needs a lot of help	Needs help	Adequate	Good	Outstanding

Points of Assessment

Listening
- Listens to and understands a range of oral texts (e.g., a class lecture, a TV/radio news broadcast, announcements, debates, instructions, etc.).
- Can transcribe sentences and passages dictated by the teacher.
- Recognises/ identifies key words and phrases.
- Can make inferences and predictions.
- Can summarise main points in an oral text.
- Provides responses, makes judgments and draws conclusions.

Speaking
- Makes use of different intonations.
- Shares experiences, observations and ideas during structured group talks.
- Can express and respond to opinions and ideas clearly, concisely and accurately.
- Can support own opinions, conclusions, etc. with examples.
- Can carry out conversations on day-to-day matters.

Reading
- Reads a range of grade appropriate texts both orally and silently.
- Uses prior knowledge, experiences and information in various contexts.
- Can use dictionary/ encyclopaedia.
- Can initially respond to the text.
- Understands and appreciates articles, poems, reports, etc.

Writing
- Can write letters, descriptions; prepare posters, notices; and write messages.
- Can provide sufficient details, examples and facts to support main points.
- Organises ideas in appropriate sequence.

Sometimes we are not aware that in a classroom there may be students who are having difficulty in hearing because the nature of the problem is unseen. They may have a mild case of hearing loss. A mild or severe case of hearing loss directly affects speech and language development. This can lead to a negative assessment of overall language proficiency. While carrying out the language assessment, careful attention should be given to those students who are showing signs of hearing difficulties. A teacher needs to identify those students who are showing regular and frequent behavioural signs or indicators of hearing difficulties. After identifying those students, the teachers have to address their problem by providing suitable environment for the students to pick up speech and language.

Identification and Assessment Of The Students Having Hearing Difficulties

Some indicators for identifying children with hearing impairment:
A student with poor speech and language.
- A student who turns his head and directs one ear to the source of sound.
- A student who watches for speech. This means the student carefully observes the movement of the lips when the teacher is speaking.
- A student who ignores language in certain situations like –

1. A student who pay no attention in the noisy area but listens and responds in a one to one situation.
2. A student who follows the rest of the group seconds later.
3. The naughty student – particularly at listening time, e.g. story time.
4. The dreamy student – with a quiet attitude becoming withdrawn.
5. The aggressive student – he doesn't understand and appears disobedient.
6. A student who does not listen.
7. The 'pardon student' who always says 'What?', 'Huh?' etc.

Note: For children who are physically or mentally challenged, the NCERT has developed a checklist for identification. You may like to refer to…

How to help?
If these behaviours continue to persist, teachers have to provide, support and promote good listening skills for the students. The following are a few questions you need to ask yourself:
- Is there a good listening atmosphere – quiet and expectant?
- Is the student comfortably placed – good light, correct position and distance for best sight and hearing?
- Is the information relevant and meaningful?
- Is the language appropriate and the presentation stimulating?
- Have I given the opportunity to analyse the information and report on it?
- Have I given the opportunity to question?
- Have I checked that each student has responded?
- Is the student still listening?
- When speaking to a young student, try to be on the same level as the student is.
- In group lessons, position the student towards the front and to one side of the group.
- Make the speech clear and the language content relevant.
- Use the natural rhythm of speech, don't mouth, whisper or shout.
- Always gain the student's attention before imparting information.
- Make good use of visual aids to give clues to the student regarding your topic or intentions.
- Encourage participation in all activities including story, music and movement, singing, etc.
- Let the student sit near the front on one side or the other specifically. Encourage him to pick his best seat.
- Write important new words on the blackboard to fix their form. Try not to talk and write on the board at the same time.
- Tell the students clearly when you are changing the subject.
- Make sure that you have the student's attention before you say anything important.

- Let the student turn around to see other students speaking or let him move his place temporarily for this.
- Speak clearly and avoid shouting, whispering and mouthing, which destroy the natural rhythm and intonation.
- Incorporate sign language or gestures for the students.

These are just some common tips on how to assist students having such problems. If a student still shows no progress after the completion of the second quarterly assessment, it is necessary to consult the speech therapist.

8. Using the Source Book for teaching learning

The teacher may find it useful to relate the Source Book with the textbook. Certain activities from the NCERT textbooks of primary classes have been suggested to develop language skills of the students. These activities are related with real life situations and the students would find it enjoyable. They may provide the teacher a guideline and serve the purpose as take off point to develop more activities on similar lines. One can always invent new activities as and when required.

The quarterly assessment sheet too has guidelines provided for the teachers. Here some samples for scoring have been given from the text books. In this manner the textbooks can be related to the Source Book.

Activities

CLASS – 1

Let's talk (unit 2)

Do you like to have a bath? Say why.
Can you bathe yourself?
How do you dry yourself?
Have you seen an animal drying itself?

Let's talk (unit 4)
Do you like eating mangoes?
Do you like green mangoes? Why?
Do you like yellow mangoes? Why?
Let's talk (unit 5)
Have you seen a merry-go-round?
Where have you seen it?
Would you like to go to a fair?
Let's talk (unit 7)
Do you like to fly kites?
Who helps you to fly kites?
Let's talk (unit 9)
What is the colour of the clouds that bring us rain?
Do you like to sing and dance in the rain?
What keeps you dry in the rain?

CLASS – 2
Let's listen (unit 1)—looking at the pictures of
Eating breakfast
Cycling
Walking to school
Sharing tiffin in school
Running home
Fun Time (unit 5) – Let's make noises that animals make.
Bark like a dog.
Moo like a cow.
Chirp like a sparrow.
Quack like a duck.

The web world
When you hear 'winter' and 'summer', what are the words that come to your mind? Write these words in the circles.
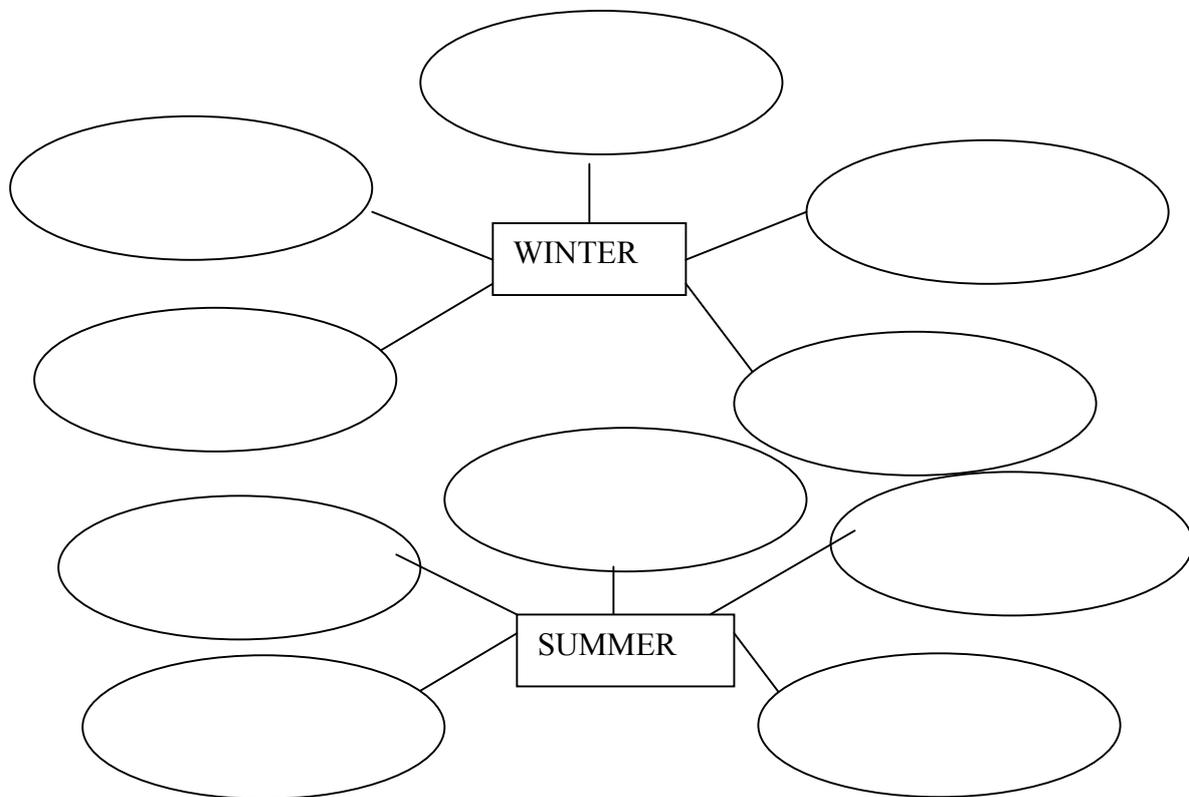
CLASS – 3

Team time (unit 2, p. 19)

Would you like to have birds visiting you everyday?
Try making a birdbath and a feeding corner for birds.
You can place a bowl of water in a quiet corner of the school playground.
Leave bread crumbs, grains etc. for your feathered friends.

Let's write (unit 2, p. 31)

I.   How do you like to eat these vegetables – raw or cooked? Say why?

Vegetables	Raw	Cooked
Carrot	----------------------------	----------------------------
Turnip	----------------------------	----------------------------
Potato	----------------------------	----------------------------
Onion	----------------------------	----------------------------
Beans	----------------------------	----------------------------

II.   Name four vegetables you ate last week. Write their names here.

--   --

--   --

Word building (unit 2, p. 55)

I.   Sort out these different means of transport into correct groups.

bus	car	aeroplane	ship	boat
train	bicycle	helicopter	truck	steamer

Land	Air	Water
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Talk time (unit 2, p. 65)

1. Do you have a pet?
2. Talk about three things that you and your pet do together.
3. How do you look after your pet? Tell the class first in your own language, and then in English.

Paper fun (unit 8, p. 79)

Let's make an envelope and post our letter too!
1. Take a square piece of paper.
2. Fold all the four corners to make folds.
3. Fold two corners and paste them with a little glue.
4. Fold the third corner and paste it with glue.
5. Leave the fourth corner open.
     Write the address neatly on the envelope and fix the stamp on the right corner.
     Put the letter inside it. Now seal the fourth corner as well. Your letter is ready to be posted to your friend.

(a) Look at the map given below paying attention to the various places mentioned in it.

(b)   Suppose your friend gets down at Super Bazar Bus Stop. How would you guide him to your house? Imagine that your house is located near Statesman Bldg.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

<u>Unit 6</u>
I**Answer the following questions.**

1. What did the teacher decide when she found Shazia sad?
2. Why is lemonade good for health?
3. Potatoes are rich in carbohydrates. How do they help us?

II.   **Activities:**

Some delicious dishes were served at Shazia's birthday. See if you have understood the recipe rightly. Write down the directions for the recipe in the space provided. One has been done for you. Take the help of your teacher if needed.

LEMONADE

Ingredients needed: Water, lemon and sugar

Method: 1. Take a jugful of water.
                                 2. Add one heaped tablespoon of sugar.
                                 3. Stir well.
                                 4. Add the juice of one lemon to it and mix well.
                                 5. Strain the mixture.

FRUIT SALAD

Ingredients needed   :   _____

Method   :   _____
                            _____
                            _____
                            _____
                            _____
                            _____

9. Development and Assessment of Language Skills through other Subjects

Language assessment need not happen only in language period. It could happen while you are teaching other subjects like Maths or Environmental Studies as well as language is the base for all learning. It would provide you with opportunities for a more comprehension assessment of language learning.

The various language skills can be developed and assessed not only in a language classroom, but also during classes for other subject areas like environmental science, mathematics, and arts. According to NCF-2005, "Language education is not confined to the language classroom alone. A science, social science or mathematics class is *ipso facto* a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically". There is a common saying that *every teacher is a language teacher*. This in particular holds true for primary teachers. Assessment of language proficiency skills can also be carried out through other subjects. As mentioned earlier, in order to assess language proficiency, the teachers are supposed to maintain folders and portfolios. This can be easily done in Environmental Science, Mathematics, and Arts

Assessment can be carried out while the students are engaged in various kinds of activities. Language assessment in such classrooms remains oblivious to the students. The students will not be conscious that they are being assessed for their language skills. Let us consider the following illustration.

According to C. Nixon and M. Tomlinson (2005), "…good pronunciation involves both accurate reproduction of phonemes (sounds) in words, and correct stress and intonation in speech. Rhymes, poems and chants are also effective at developing awareness of the musicality of English". Pronunciation skill needs to be emphasised at an early age especially for L2 classroom. This is one of the key indicators for overall development of speaking abilities in L2. As teachers we often find children reluctant to speak, out of fear of making mistakes in pronouncing the words. Of course, there is always the surreptitious interference of the L1 or mother tongue. Despite knowing very well the presence of such interference, less emphasis is given on developing pronunciation skills. For L2 classroom, the primary stage is the best time to facilitate accurate pronunciation. Private schools give greater emphasis on elocution, recitation, etc. Because such activities instil confidence in the child to speak up and contribute in developing overall language proficiency.

The activity listed here is based on the lesson *The Story of Food* (Chapter 10*)* from *Environmental Science* textbook for Class III, and the main focus of this activity is on vocabulary development and in particular on pronunciation skills. This is just one illustration of how to go about developing such activities to promote and develop language skills through other subjects in the curriculum. Similar activities can be developed for sound differentiation, spellings, rhyming, word formation, etc.

The activity

This activity is basically designed by C. Nixon and M. Tomlinson (2005) for the children of age group 7-8 years, but modified to suit children of different age groups. This activity can be carried out at the end of the lesson whereby the teachers would have already familiarised the students with the lesson from the perspective of environmental science. A worksheet can be designed as below:

Vowel Pictures Worksheet

a	e	I	o	u
CARROTS	LEAVES	FISH	POTATO	FRUITS
RADISH	GINGER	SPINACH	MANGO	CURRY Leaves
BANANA	STEM	GINGER	CARROTS	LOTUS Stem
GRAM	BEANS	RADISH	LEMON	MUSTARD
MANGO	EGG	ONION	CORN	TURMERIC

Note : It is necessary to insert relevant pictures for each of the items in the worksheet, only then can it be a vowel pictures worksheet.

Before Class
- You have to make an enlarged copy of the **Vowel Pictures** in the form of a worksheet. The main focus here is the five sounds a, e, i, o, u. You have to look for words from the lesson containing these five sounds, and put them sequentially in the form of a table. The first row of the worksheet is the baseboard, and the other rows can be cut to serve as flash cards for you.

- Make cut-up set for each student.

In class
- You can use the flash cards or write down the first five words *carrots, leaves, fish and fruits* on the blackboard (for class I, you can use monosyllabic (one-syllable) words).
- You can pronounce each word, one by one and ask the students to repeat.
- Repeat the process with the other words in the following rows.
- Remember to stress the sounds you are focusing on. For instance, /a:/, /e/, /i/, /o/, /^/.
- You can say *ten carrots, ten leaves, ten fish, and ten fruits.* Give it some time for the students to understand the different sounds.
- You can divide your classroom into groups consisting of two or more students in each group for this activity.
- Then you can give the baseboard containing pictures to each and every student or if you have divided the group, then you can distribute the baseboard to each group.
- If you agree, you can make your classroom more exciting by asking the students to colour or paint the pictures depending on the age group of the students. This will at the same time facilitate artistic skills.
- What you have to do is to explain to the students to place the cards below its corresponding vowel sounds.
- If children are sitting in a group, you can ask the students to place the cards on their friends' baseboards.
- From the same table, you can ask the students to identify words having more than one vowel sounds not necessarily in the first syllable. For instance, words like cauliflower, etc. could be used.
- You should encourage the child to discuss amongst themselves and monitor, guide, support and ask questions.
- You observe whether children can make out how words can be pluralised.
- You can also use words from other subject areas like mathematics and arts education. For example, *cube, angle, painting, mime, tune,* etc.

After Class
- You can make a **Vowel book** containing one or two pages for each phoneme (distinctive sounds). However, you can also ask students to make the same at home.
- Similarly, you can carry out this activity with consonants and diphthongs (a sound that involves combining two vowel sounds, for example, cow, boy etc).

10. Summing Up: Action Plan for Teachers

As you take up the English class, some important things to remember are:
Using other subject classes as a Resource:
As you are aware, EVS is a subject that focuses on process related outcomes like observation, identification, classification, etc. These could be very effectively used as a rich resource to also assess language skills of the children! As you try to assess integrated language skills, use the EVS classroom to do so.

In classes I and II, EVS is to be taught through Languages and Mathematics. In these classes, English teaching could be a medium for assessing EVS related concepts and issues. Similarly, the Maths class could be effectively used for teaching of English. Little sums and

problems could be posed in simple English and responses elicited from children in simple English also.

You would therefore find that the children would find the entire school environment a fertile ground for developing English language skills. Each class would be an extension of the English class, making your work as well as the learning process of the children easy and natural.

Feedback to Parents:
More than any other subject perhaps, parents are keen to know how good their children are in English! It is important therefore that reporting of children's learning in English is made in a manner that the parents can understand it. Therefore, record of a child's progress in English should also be attempted in a qualitative manner, not only in strict qualitative terms. The parent needs to understand how proficient is the child in speaking and understanding the language as well as in reading and writing it. Other ways of communicating the child's learning and progress in English should be effectively communicated to the parents. It could be through organising small cultural events for the parents to display the children's proficiency in a natural and easy atmosphere.

You have gone through the Source Book's section on Language Assessment. The following major points also emerge from the discussion:

- Language assessment is basically an assessment of the student's proficiency in the various language skills rather than an assessment of achievement. An achievement test is based on the course material used for teaching. But proficiency test is based on the skills or abilities to be developed in a language.
- Assessment is an essential part of teaching and learning process. Hence it is to be integrated with classroom processes and may be used for enhancing learning. This calls for day-to-day assessment during the teaching-learning process. However, the periodical class tests, term tests and annual/end-of-term examination will continue to be a part of overall assessment process.
- In order to record the progress the students are making, you can use the profile sheets along with the rating scales: 3-point scale for classes I and II, and 5-point scale for classes III, IV and V.
- For assessing different language skills you can use different activities both from the textbook and from outside the textbook.
- The weightage of classroom assessment and formal assessment (term tests and annual/end-of-term examination) will be equal, i.e., 50% each.

Given below are some of the activities that can be used for assessing different components of language learning.

Listening - *dictation*; giving instructions; story telling and asking questions.

Speaking - answering questions; participating in role-play and dialogues; poem recitation; using greetings and polite expressions; talking about self, family and friends; likes and dislikes.

Reading - a variety of questions based on unseen texts, like story, poem, poster, notice, advertisement, etc.; questions based on seen texts.

Writing - completion exercises; sequencing; description of persons, places, objects; writing short compositions, notices; making posters, etc.

Now let's see how a text (say, a folk-tale) can be used to develop and assess integrated language skills.

THE STAG AND THE SNAIL

It was a very hot day. It was the day of the animals' fair at Luri Lura. It was on this day that Ka Skei, the stag, and Ka Mattah, the snail, met. All the animals had travelled far in the heat and they were looking for shelter of the trees. There was a large rubber grove in the forest and many of the animals came there to take rest in the cool shades.

It was a familiar get together and the animals were glad to meet old friends. In one group was Ka Skei, who was proud of herself. She thought she was the fastest runner. Ka Muid, the buffalo, said that Ka Skei was the fastest animal in the jungle. All the animals agreed. In the meantime, Ka Mattah arrived. Ka Skei started making fun of Ka Mattah who always walked slowly.

The little grey Ka Mattah was very disappointed with the boasting of the animals, especially of Ka Skei. She asked them to look at the sweat that covered their bodies and to compare her own cool skin which had not sweated at all. She claimed the honour for running fast.

This made all the other animals angry. They felt insulted. Ka Skei began to walk gracefully round the group to prove her superiority, but the little snail did not keep quiet. She asked Ka Skei to have a long race with her.

It was decided that Ka Skei and Ka Mattah should run a long race in the afternoon. The race would start from the rubber grove. The one who came first to Mount Shillong would be the winner.

As soon as the animals left the grove, Ka Mattah called together all her family members and friends. Many of her friends did not like her foolish challenge, but they were all prepared to help her. They decided that the snails should form themselves into a long line from the rubber grove to Mount Shillong and hide themselves in the grass. So the snails disappeared and formed a long line along the path. As soon as the signal was given, Ka Mattah began to walk slowly. Ka Skei smiled. She thought it would be easy to catch up with Ka Mattah. After a few minutes, Ka Skei started to walk proudly. However, after walking for some time, Ka Skei did not see Ka Mattah anywhere. Ka Skei began to run. After going some distance she called out, "Hey Mattah, are you coming?" Ka Mattah replied from behind a bush, "I am here".

Ka Skei was surprised and she thought : "How can Ka Mattah walk so fast?" She ran faster and called out as before, "Hey Mattah, are you coming?" But this time also she got the same response "I am here, I am here." In this way, she got the same response from Ka Mattah every time she called out! At last Mount Shillong was in sight. Ka Skei ran as fast as she could. When she was just a few feet away from the summit, Ka Mattah again appeared from

behind a tree and shouted "Here I am. I have won. I have won." All the animals cheered for Ka Mattah.

Exhausted and defeated Ka Skei lay down on the ground. She was disappointed and very tired. Her sickness made her to spit out her gall-bladder. Ka Skei was very ashamed and she ran away into the jungle. No one ever saw her again.

Since that day no gall-bladder is to be found in the body of a stag, and there is always a sad look in the eyes of the snail.

<div align="right">(A Khasi folk-tale from Meghalaya)</div>

Activities:

Before the students start reading/listening to the tale, they should be engaged in some warm-up activities. Put pictures of some animals in the classroom and have the students say their names.

You can also ask them to describe what animals are found in a zoo, on land, in water, in a desert; which animal can swim/run fast/fly; how many legs the animal has; which animals have tails; and so on.

Describe animals orally and ask the students to point to the correct picture. Some sample descriptions are given below:

Descriptions	Answers
1. It has wide wings, hangs upside down on a tree, becomes active at night.	Bat
2. It has four legs, very big ears and a long trunk.	Elephant
3. It has black and white stripes.	Zebra
4. It has no hands or legs and is long and thin.	Snake

You **need not** do all the above activities based on a text found in the English/language textbook or in a separate class meant for (English) language teaching. A text from the **Environmental Studies** textbook (e.g., the lesson(s) "Poonam's Day Out" (page 1) and/or "Flying High" (page 50) from the textbook for Class III) can very well be selected to do these activities and assess the students' language skills (listening comprehension, speaking, etc.) while teaching a particular section/chapter in the Environmental Studies class.

Similarly, you can teach (English) language and assess language skills of the students in an Art and Craft class. For example, you can ask the students to draw pictures of their favourite animals, and then ask them to write descriptions of them under the pictures (to assess writing skill); make the students sit in pairs and ask them to tell their partner a short story about the animals they have drawn pictures of, or ask them to act out a short conversation between the two animals (to assess speaking/listening skill), etc.

The **Mathematics class** can also be a site for (English) language learning and assessment of language skills. For example, the texts from the section "Rani's Diary" (Chapter 4, page 42) or the lesson "Halves and Quarters" (chapter 9, page 94) in the Mathematics textbook for class IV can be used to teach and assess the pronunciation; making correct sentences using the past tense forms of verbs (brought, passed, sat, got, cried, would, etc.), do/did, have, adverbs (quickly, equally, etc.), plural forms (halves, friends, etc.), and so on. Also, since

these lessons contain pictures/descriptions of animals, many activities to teach (English) language and/or assess all the language skills can easily be performed as and when the students are engaged in doing these exercises .

Now tell the story to the students. You should use pictures, appropriate intonation and gestures. It would be better if, while telling the story, you explain the difficult words preferably by using the gestures and asking the students to guess the meaning. After telling the story, ask them some questions orally to see whether they were able to identify the main characters, their characteristics, the key points or the main ideas, etc. or not. Thus you can assess the students' listening comprehension and speaking skill.

http://dhtmlnirvana.com/ajax/gallery/image6.html

Now have the students read the tale in pairs and retell each part to one another. Give them some comprehension questions and assess their reading comprehension. For example,

    1. Where did Ka Mattah meet Ka Skei?
    2. Who was very proud of herself?
    3. Why did all the animals get angry with Ka Mattah and feel insulted?
    4. Who did Ka Mattah ask to have a race with her?
    5. Did Ka Skei accept the challenge?
    6. Who hid under the grass?
    7. Who won the race?
    8. How did Ka Mattah win the race?

Another activity, called *'story strip activity'*, can be done to teach and/or assess three skills, namely, listening, speaking and reading at the same time. The steps of the 'story strip activity' are as follows.

- Divide the class into nine groups (since there are nine paragraphs in the story).
- Make strips of sentences of each of the paragraphs.
- Give each group the strips for one paragraph of the story making sure that the students are not given the strips in order.
- The students in each group will arrange the strips the correct order.
- Each student in a group takes a strip.
- Each student reads the sentence on her strip aloud (while others listen her) in turn. No student is allowed to look at each other's strips.
- After listening to all the strips, each group puts the strips in correct order to make one complete paragraph.

- After all the groups have arranged their paragraphs, the class decides the correct order of the paragraphs and makes up the whole story.

In order to develop and assess the writing skill, you can ask the students to write a play about "Ka Skei and Ka Mattah" or a conversation between the two animals. The students should be encouraged to work in pairs to write sentences spoken by Ka Skei or Ka Mattah according to their part of the story.

The students can go on a field trip to a zoo, or you can prepare a 'virtual zoo' by placing pictures of animals (in cages) in the classroom. The students, pretending to be on a trip to a zoo, will look at the various animals. After the trip, ask them to describe what did they see and do at the zoo. The students can write and/or make an oral presentation. They can also engage themselves in role-plays. An example of such a role-play is given below.

The Virtual Zoo:

NORTH

WEST

EAST

SOUTH
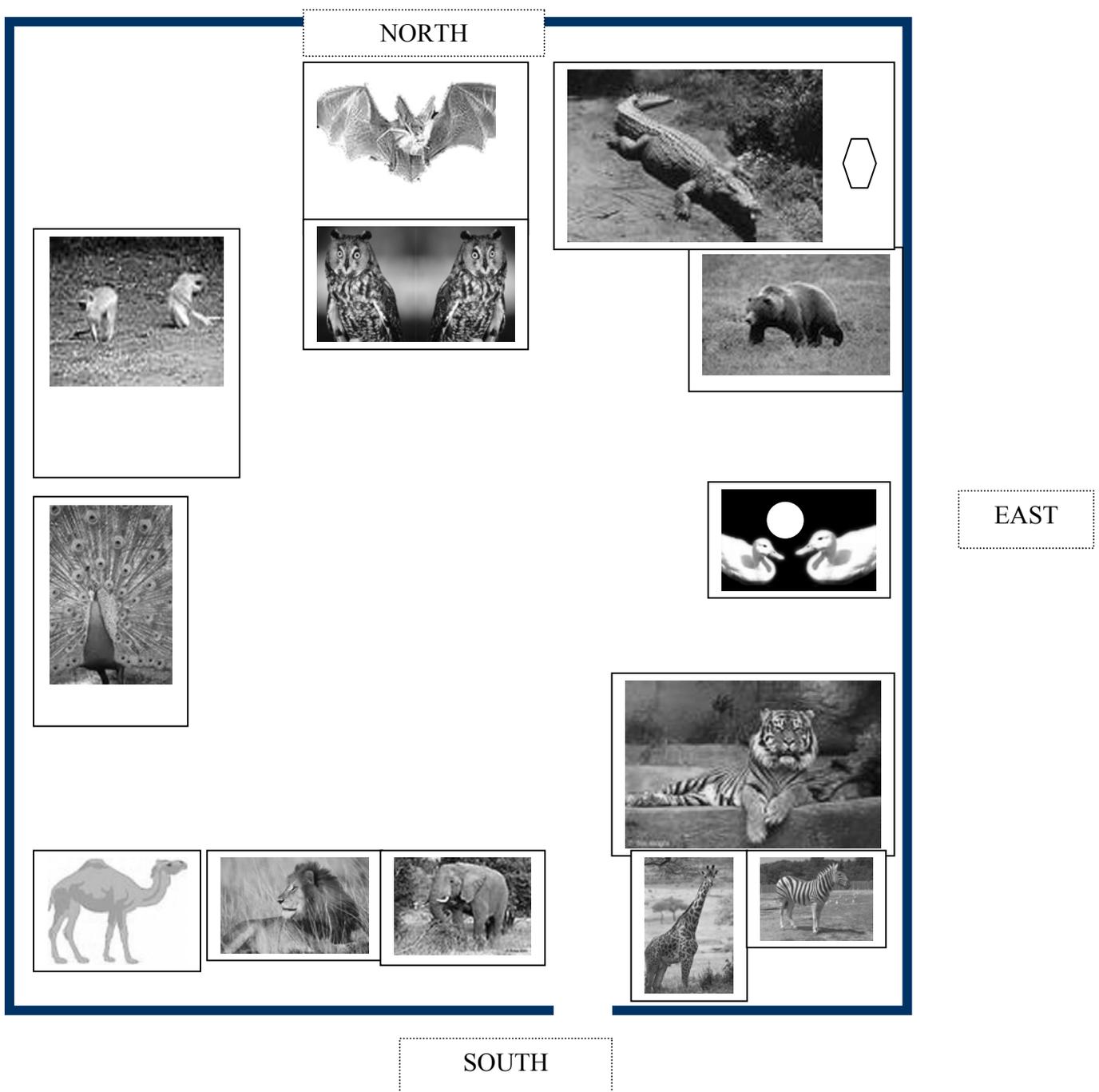
Gita	: Please tell me where the animals are in your zoo.
Manager	: Well, tell me what animals you want to see.
Gita	: I love tigers.
Manager	: The tiger is in the biggest cage, the first one you see in front of you as you come in. Behind it is another big cage, the crocodile is in that--it has a pool to swim in.
Gita	: What animals are in the smaller cages?
Manager	: Well, near the crocodile in the corner is a small cage with a pool . Can you see it?
Gita	: Yes.
Manager	: The ducks live in that. And next to that is the bear.
Gita	: Only one bear?
Manager	: Yes. Then there are the owls; they live between the monkeys and the bear. The cage of the bat is behind the owls' cage. The monkeys have a bigger cage, they need room to climb. The peacock is the neighbour of the monkeys.
Gita	: I see. The owls have the bear on one side and the monkeys on the other. What about the cage near the entrance?
Manager	: Well, on one side of the entrance are three cages and on the other side two. Right?
Gita	: Right.
Manager	: In the two cages are the giraffe and the zebra.
Gita	: Which is which?
Manager	: The giraffe is nearer to the entrance. On the other side of the entrance is the elephant's cage. In the cage next to the elephant's lives the lion.
Gita	: Where is the camel's cage?
Manager	: It is after the lion's cage.

APPENDICES

(i) <u>Current Practices of Assessment at the Primary Level</u>

A meeting was once conducted on the subject of 'evaluation process at the primary level'. The participants in this meeting were students of classes 4th and 5th, their guardians as well as teachers teaching this level. Once the customary greetings were over, the coordinator of the meeting handed over a slip to each participant. The slips were of different colours. This was followed by giving them a word and they were then expected to write on the slips whatever came first to their minds associated with that word. The assigned word was 'examination'.

The slips collected back from them after giving them only a minute for the task. You may be curious to know what transpired in every one's mind and that was brought out on to those paper slips.

The students submitted comments like – 'Pass or Fail'; 'Ohh! Time once again for rote'; 'No more play'; 'Lock on the TV'; 'Freedom for a few days from work at home'; 'The rote-parrot would have a great time'; 'Must get the geometry box organised' ; 'Notes in the daily copy to be transported to the Madam's copy' ; ' 'Rote and score numbers'; 'Useless number one'; 'Red circles'; 'Zero versus silence'; 'Knots in the stomach', etc, etc…

The slips given by the teachers reflected comments such as – 'prepare question paper'; 'Make scores of lists'; 'Identify mistakes'; 'Check on cheating'; 'Futile exercise'; 'No use'; 'Checking'; High blood pressure'; 'Days of dread', etc., etc….

It is important to know the feeling of the guardians as well (Quite a few of them were illiterate. As such they communicated their views verbally) – 'stress'; 'An issue of prestige'; 'Expectations may not be met'; 'Tension'; 'Organising tuitions'; 'Arrangement of candles and lanterns'; 'Writing without seeing', etc., etc….

Most probably we would also react in more or less the same manner as these participants. Actually speaking the nature of examination itself is such that it brings forth more of negative thoughts.

At the very outset of admission to schools the children come to realise that the most important issue there is to pass an examination. Within a few days of joining school, children come to terms with the bitter reality that whatever is being taught to them would be put to test, and the results of that test alone would serve as a benchmark of their achievements. At this stage the children may be wondering at the somewhat mysterious nature of these 'small books' that dwarfs and demeans their very own personal achievements, like – lithely and efficiently climbing up the moist, moss laden terrace to fly kites; making of envelopes from old newspapers with their tiny hands; collecting things for fuel; herding cattle for grazing; fetching water from the community tap; completing scores of tasks in and around their homes; gathering useful and relevant information of hundreds of incidents and informing their parents about them; crossing crowded and busy streets on their own; and most important of all, being able to survive even in the most complex of situations.

Why is it that these children who are empowered with such brilliant skills, are unable to even get past the gates of the fort-like structure of the books and also often get lost in its information maze?

Such questions must have bothered many people and all of them may have even pondered to comprehend the paradox that how the same children who have otherwise the competence to understand and imbibe difficult concepts; who have an ability to deal with and survive in

most complex of situations, are somehow branded as complete failures in the school education system?

To seek a solution to this problem, it is essential that we first explore the evaluation process that is currently in place.

All that has been happening so far associated with evaluation has been enmeshed in complex proceduralism and routines. In fact, dates are formally announced periodically for the conduct of both oral and written examinations. A dread of such formal announcements is suffered by the children of class I as much as the children of higher classes. In the Indian evaluation system, evaluation has virtually little role to play in the learning process.

Normally the progress, behaviour patterns and attitudinal changes of students can be gauged during the teaching learning process through assessment, interaction, group work etc. However, 'assessment' and interaction' are overlooked in our educational system.

The fear generated as a result of the formal announcements is further enhanced with the 'Culture of questioning'. 'Question papers' are at the centre stage of each examination.

An entire academic year is partitioned into three major units (at some places there are smaller monthly units along with these three larger units). The three larger units are called Unit I, Unit II, Unit III. In both, the government as well as the private schools, children refer to these tests as 'UT'. Perhaps you may have also heard, "These days we are having our UTs, and our minds are clogged."

Each unit has a prescribed syllabus or in other words, it may be more appropriate to say that the nature and number of lessons to be taken from a textbook for an examination that has to be conducted, is determined at some 'central place'.

Now, a question that needs to be addressed at this stage is whether this 'central place' is aware of and takes into consideration the place at which the children are learning at each school; the content of what they have learnt so far; and, the specific areas where they have been facing problems.

A second question that needs to be addressed is, that if a lesson or activity that is within the parameters of one unit relates in any way to a lesson or activity of another unit, then, is there a system in place to link the two? The answers to both the questions are unfortunately in the negative.

This much as far as the selection or allocation process of the lessons is concerned. Now, let us focus on the aspect of formulating questions. A question is chosen out of context from any part of a lesson and an answer to that is submitted almost mechanically. Likewise, a half-hearted and unsuccessful attempt is made while formulating a question that at no stage reflects either reality or constructive reasoning.

The framed questions are such that they have no links or are unrelated to the conceptual framework. They are in fact quite detached from the real-life experiences of the students. As such, they rather restrict and prevent the students from mirroring their own ideas and also in testing them objectively in relation to a specific subject or incident. Such students who are proficient in the rote technique, present the answers to such questions mechanically and manage to get accolades, and are also bag the title of 'a brilliant student' or a 'talented student', while in contrast, the others quietly suffer the 'sting' of repeated failures and are sometimes catapulted out of the learning process. There is a virtual paucity in these question papers of questions that make the students find solutions to problems; motivate them to think logically; enhance their creativity; help them in expanding the context or nourish their power of analysis.

The entire question paper is bound by a set of fixed marks and for the sake of convenience; a boundary is set for the answers that are expected of a question. For example –

Name <u>two</u> animals that live in the jungle.

Write <u>three</u> features of Mother Teresa's character.

Name <u>four</u> resources of water.

State <u>five</u> benefits accrued by trees.

Give <u>four</u> examples of common noun.

Give <u>two</u> synonyms of each of the following words.

The numbers like two, three, four, five etc. mentioned in the examples given above, no doubt facilitate in awarding or deducting marks, yet in such cases an opportunity is lost to help the students in developing or improving their critical skills, zeal and productivity.

Numbers have been conveniently used in relation to poems as well, for example :

'Write/recite six lines of any poem from your text book'.

Here the students have no option but to recall a poem from the text book and finish it by the sixth line even if it happens to be the beginning of a new stanza.

Is it not possible to listen to a poem that is beyond the text book; that is of the choice of a student and that is sung by him or her in rhythm, and then, to go about assessing them on the basis of this competence?

Now we can dwell on the pace and various learning strategies involved in evaluation. We all know that students learn at their own pace and that there are different ways of teaching and learning a subject. However, the current evaluation system has no scope for such concepts. The first and second grades may have a provision for 'oral' assessments but then by the third grade and beyond, stress shifts more on writing. At certain places some weightage is given to experimentation and related activities, yet here too the preconceived notions of the teachers render the exercise useless. Such students who are more adept in communicating verbally, rather in written communication; work at a slower pace but observe minutely, are able to do an in-depth analysis; are able to classify; are able to present arguments; are able to display a vibrant imagination and also those who can expand concepts and explain in detail and yet are not adept at rote, they fall short of expectations in terms of scoring numbers. Again, many students work and deliver better in groups but then such facility is not within the scope of the current evaluation process.

A sample design of question papers for the third, fourth and fifth grades is given below –

- The first question relates to paragraph or essay writing and the scope of the topics are quite limited, such as- *Rakshabandhan*, My dear friend, My school, *Id*, *Holi*, 15th August, etc….
- The second question relates to letter writing. Here the scope of the topic is not only limited, but also ludicrous such as- leave application to the Principal on falling sick, request letter to the Principal for waiving of fees, leave application on elder brother's marriage.

Do such questions imply that the students do not have friends or relatives to whom they could write? Can they write only in a particular situation and not when they would like to share their personal feelings or interesting experiences?

If a letter has to be written to prove a point, then surely there are other interesting subjects like sports complex for students, toys, arrangement for sight seeing, etc. on which letters may be written to the Principal.

Yet another aspect that demands attention is the objective type of questions where true or false answers have to be ticked.

- The animals of the jungle were upset with the ant.

- The elephant loved all animals.

- The old pigeon was clever.

- There was a moon inside the well.

All the statements are based on the lessons in the textbook. Any deviation from the lesson could mean the answer being adjudged as incorrect.

The questions related to grammar are generally of the following types-

- Write the definition of noun or pronoun with five examples.

The finer points of the language are developed in the following manner-

- Write the meanings of the following words- ground, complaint, nice, laziness, etc….

As a conclusion it may be said that there is virtually no scope for creativity in a question paper. A listless and unrealistic question paper overshadows the entire evaluation process. In the first and second grades, focus is on reading, dictation and handwriting. However, what is more important to note is that in all these three areas, fragmented, disjointed prose sections are chosen.

Assessment can be undertaken on the basis of analysis, verbal communication, group work, attitude towards work etc. during the learning process itself. The current evaluation process spurs a kind of skewed form of competitive spirit among the students. In such a competition, marks obtained on the strength of their rote capabilities may be considered momentarily 'honourable' while in contrast those acquiring low marks are weighed down with the feeling of guilt and are forced to continue suffering the sick, disinteresting and lifeless process. Their desire to learn through live experiences at their own pace, strategy and style is also gradually snuffed out.

The time is surely ripe now to accept change readily, rather than stay immobilised by passing on the blame to the administrative set up.

(ii) a. <u>A sample of Cloze Test</u>
       We provide below an example of what a teacher can do with the Cloze procedure. We prepared a Cloze test for Class 3. It consists of 213 words and has a total of 28 blanks. Every 7th word has been deleted. We have kept on sentence intact at the beginning and at the end. The idea is that children will not normally be able to fill in the blanks unless they understand the whole text. This is indeed an excellent way of making children read texts carefully and think about them.

 <u>The Cloze Passage</u>

Read carefully twice. Fill in the blanks ONLY when you are reading it for the third time. Fill in ONLY one word in ach blank.

In Scotland, there is a famous statue. It is the statue of a (1) _____ called Bobby. Bobby's master was a (2) _____ named John. John and Bobby were (3) _____ friends. Bobby was always with his (4) _____. He went everywhere with his master. (5) _____ evening John used to go to (6) _____ town. He would always take Bobby (7) _____. John would sit with his friends (8) _____ a hotel, drink coffee, and talk (9) _____ them. Bobby was always at his (10) _____ feet eating a bun. Then one (11) _____ in 1858, John died. People took (12) _____ body to the graveyard and buried (13) _____. Then they went away. But Bobby (14) _____ not go away. He sat near (15) _____ master's grave. Days passed, but Bobby (16) _____ not leave his master's grave. He (17) _____ not leave the graveyard. He did (18) _____ look for food. Some children brought (19) _____ for Bobby. They took care of (20) _____. "Bobby should not live there", some (21) _____ said. They tried to take him (22) _____. But he did not leave his (23) _____ grave. Bobby lived near John's grave (24) _____ fourteen long years. In 1872, Bobby (25) _____.

Many people heard of Bobby. They (26) _____ to the graveyard. One lady built (27) _____ statue of Bobby. She put the (28) _____ on top of a fountain. Even today, people remember Bobby.

Activities

1. Ask children to provide a suitable title for the story.
2. Children are involved in the process of marking the Cloze (every child gives her passage to the child sitting next to her).
3. A discussion on the exact retrievals is held.
4. Score of each child.
5. Children calculate the percentage score for each child.
6. Children are grouped into the following score ranges:
      Below 32%
      Between 33% and 49 %
      50 % and above

Notice that names of the children are not involved here.

Let the children read the original text:

In Scotland, there is a famous statue. It is the statue of a dog called Bobby. Bobby's master was a man named John. John and Bobby were great friends. Bobby was always with his master. He went everywhere with his master. Every evening John used to go to the town. He would always take Bobby along. John would sit with his friends in a hotel, drink coffee, and talk to them. Bobby was always at his master's feet eating a bun.

Then one day in 1858, John died. People took John's body to the graveyard and buried it. Then they went away. But Bobby did not go away. He sat near his master's grave. Days passed, but Bobby did not leave his master's grave. He did not leave the graveyard. He did not look for food. Some children brought food for Bobby. They took care of him. "Bobby should not live there", some people said. They tried to take him away. But he did not leave his master's grave. Bobby lived near John's grave for fourteen long years. In 1872, Bobby died.

Many people heard of Bobby. They came to the graveyard. One lady built a statue of Bobby. She put the statue on top of a fountain. Even today, people remember Bobby.

Activities

Reading the story by the children from original text.
Writing the story in their own words.
Making questions.
Discussion on their titles.

(ii) b. A sample of scoring (exact word method)

Cloze passage (every 5th word have been deleted):

One day Rancho, a monkey, saw some children going into a school building. You know a monkey (1)_____ to do what he (2)_____ others doing. So Rancho (3)_____ in with the children. (4)_____ sat down in their (5)_____. Rancho too sat down (6)_____ them. The children took (7)_____ their books from their (8)_____. Rancho saw a book (9)_____ near him and he (10)_____ it up. The children (11)_____ turned over the pages (12)_____ their books to read. (13)_____ too did the same. (14)_____ made the children laugh. (15)_____ then the teacher came in the class. Rancho jumped out of the window and ran away.

The original text:

One day Rancho, a monkey, saw some children going into a school building. You know a monkey likes to do what he sees others doing. So Rancho went in with the children. They sat down in their chair. Rancho too sat down with them. The children took out their books from their bags. Rancho saw a book lying near him and he picked it up. The children now turned over the pages of their books to read. Rancho too did the same. This made the children laugh. Just then the teacher came in the class. Rancho jumped out of the window and ran away.

Words	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
S.No.	likes	sees	went	they	chair	with	out	bags	lying	picked	now	of	Rancho	this	just	√Entry	%
1	√	wants	go	√	√	near	√	√	keep	√	√	in	√	√	then	9	60
2	√	√	go	√	√	√	of	√	√	went	√	√	√	√	that	11	73
3	wants	√	√	he	√	√	√	√	√	√	√	√	√	√	√	13	87
4	√	√	√	√	√	√	from	√	√	√	then	√	√	they	√	12	80
5	√	see	√	√	√	√	of	√	went	√	√	√	√	√	√	12	80
6	√	√	√	that	√	in	√	bag	√	√	then	√	√	√	they	10	67
7	like	√	like	√	√	√	√	√	√	sees	√	√	√	√	she	11	73
8	√	saw	√	√	√	at	√	√	√	√	√	in	√	√	√	12	80
9	√	√	like	√	√	√	√	√	they	√	√	√	√	that	√	12	80
10	want	√	√	√	√	they	√	√	√	√	that	√	√	√	√	12	80
11	√	√	√	this	√	√	of	√	√	liked	√	√	√	√	√	12	80
12	√	√	√	she	√	near	√	chair	√	√	√	by	√	they	√	10	67
13	√	want	√	√	√	√	√	√	with	√	√	by	√	that	√	11	73
14	√	see	went	√	√	√	from	√	√	√	he	√	√	√	√	11	73
15	√	√	√	√	bag	√	√	√	√	lying	√	√	√	√	now	12	80
16	look	√	√	him	√	near	√	√	√	√	√	√	√	√	√	12	80
17	√	see	sees	√	bag	near	√	bag	√	√	that	of	√	√	then	7	47
18	look	√	√	√	√	of	√	√	√	√	then	√	√	√	√	12	80
19	√	√	√	√	√	√	from	√	kept	√	√	√	√	√	now	12	80
20	√	see	√	he	table	√	√	√	like	√	√	by	√	that	now	8	53
21	√	saw	√	that	√	√	in	chair	√	went	√	√	√	√	√	10	67
22	√	√	see	√	√	√	√	bag	√	likes	from	√	√	√	√	11	73
23	√	√	see	this	√	√	√	√	√	take	√	in	√	√	√	11	73
24	wants	√	√	√	√	in	from	√	√	√	√	√	√	√	then	11	73
25	√	like	√	√	√	√	of	√	√	√	√	of	√	√	then	11	73
26	√	√	√	that	√	at	√	√	went	√	√	√	√	√	√	12	80
27	likes	see	went	√	√	√	by	√	√	took	√	by	√	√	now	8	53
28	look	likes	√	√	√	√	√	bag	√	√	then	√	√	√	√	11	73
29	look	√	√	√	√	√	√	√	√	√	this	by	√	√	now	11	73
30	want	√	√	he	√	in	√	√	sees	√	√	on	√	they	√	9	60
Total	20	19	21	20	27	19	20	24	22	22	21	19	30	24	18	Total	2171
%	67	63	70	67	90	63	67	80	73	73	70	63	100	80	60	Mean	72

(iii) Lesson and Exercises for Class 1
Stars

Bright stars, light stars
Shining-in-the-night stars,
Little twinkly, winkly stars,
Deep in the sky.
Yellow stars, red stars,
Shine-when-I'm-in-the-bed stars,

Oh how many blinky stars,
Far, far away!

- Rhoda W. Bacmeister

Dear teachers,
In class I, even though most of children do not know how to write or read, they love to say the words, hear the words and listen to sounds of the words like:
blinky, twinkly, winkly

These words can be repeated. The teacher can bring in more sounds in teaching. Ask students to bring something from outdoors that makes a sound, something they can find, like: dry grass, small stones, seeds, pieces of newspaper, leaves, twigs and sticks. Create special melodies through the sounds of objects so that children really start listening.

Children can be motivated to listen carefully in an atmosphere that encourages them to express and evaluate ideas without fear of humiliation or criticism.

Oral Comprehension
   What do you see in the sky at night?
   Is the sky near or far away?
   What colours can you see in the stars?
   Do you gaze at the stars?
   How far is the sky?
   Have you seen stars moving?

Using open-ended questions instead of direct textual questions with a 'right' answer needs to be encouraged. Thus testing of divergent ideas need to be accepted as children will answer differently to these questions.

Activities leading to guessing and arriving at the right guess can be given.

Name the colours:
Listen, see and circle the colours. What is your favourite colour?
Is it _____?   Red   Blue
No, no, no.
Is it _____?   Orange   Violet
No, no, no.
Is it _____?   White   Black
No, no, no.
Is it _____?   Pink   Green
Yes, that's right.

What sounds did you hear on the way to school?
animal sounds   _____   _____
bird sounds   _____   _____
bus sounds   _____   _____

Say aloud:

bright	right
light	tight
night	might

The classroom is a wonderful place for creative development. The teacher can read a poem like 'twinkle, twinkle little star' or build up a story around it. Twinkle was a little girl. She was six years old. She danced as she had twinkle toes. She danced and sang the song 'twinkle, twinkle little star'. She can ask: Can you dance like her? Leave children to do some pretending on their own.

> Creativity in young children has to do with their imagination and pretending. They take the information they have and use it in new and original ways.

Let's draw:

Trace the stars and colour them.
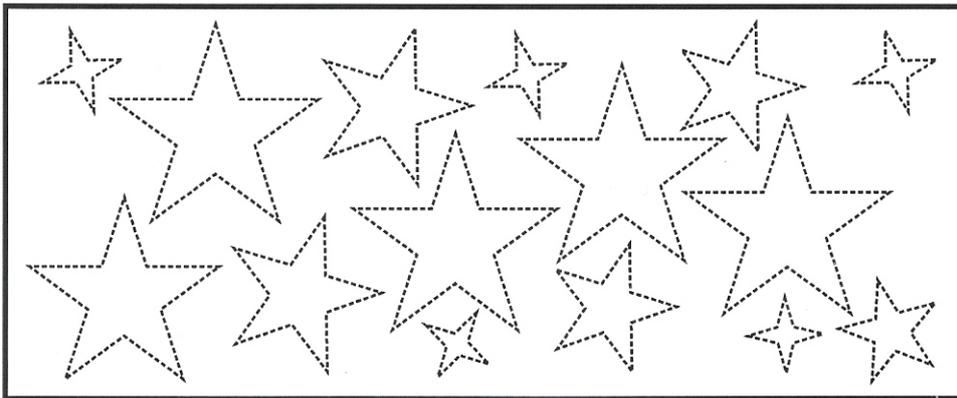
Let's do:
Can you make a STAR?
  Take a thin card board
  Take a pencil and draw

Draw the outline like this

Make a hole like this

Fix the string

Move the star UP and DOWN.
Move the star RIGHT and LEFT.

In group activity children interact together, they talk together. Listen to what they are saying. You will learn something about their cognitive concepts of size, shape and number. And you will certainly learn how they are handling language. Do they speak in expanded sentences? Are they asking questions with words in order? Are they using new vocabulary which children contribute to the conversation? Which ones mean always to be listeners?

Evaluation of class as a role, each student and your own

role.

See if the group seems interested in the activity.

Did activities inspire wide participation?

Can I change it to improve it?

We observe:

Does the child participate in classroom activity?

Does the child mock and play?

Does the child talk easily?

Does the child contribute in a small group?

Does the child express her ideas?

Does the child take initiative?

Does the child allow others to speak?

If child is not participanting then how do I change the strategy?

How does one team work?

(iv) Lesson and Exercises for Class 2

What's Weird About A Mirror

_____

Getting Ready

How often do you look at yourself in a mirror?

Are you happy when you see yourself in the mirror?

Have you ever made funny faces at yourself in the mirror?

_____

What's weird about a mirror
is that I can never see
what my mirror looks like

without me.
I've peeked at it 'round corners
but my forehead I still see.
It still sees me.
I've hung down from the ceiling
by my ankles and my toes,
but it still knows.
I've tried to run right past it,
but as fast as I can go,
I still show.
What's weird about a mirror is
that I have never known
what my mirror looks like
all alone.

                    -Arden Davidson

Understanding
1. Why does the poet say that the mirror is weird?
2. What does the poet see when he peeps at the mirror from the corner?
3. What happens when the poet hangs down from the ceiling?
4. How does the poet run past the mirror?
5. Why does the poet say that he has never seen his mirror all alone?

Vocabulary
Pick out words from the poem that rhyme with the words given below:
see, toes, go, known

Activity
        Have you ever been to a fair/ carnival? Did you try looking at yourself in a funny mirror? If you haven't, you must try it sometime. You will be truly amused at what you see.

(v) Lesson and Exercises for Class 3

THE SWAN

Siddhartha, the young prince, was walking through the palace gardens. Suddenly he heard the cry of a bird. He looked up. He saw a swan falling. It fell near Siddhartha. The prince ran towards the swan.

Siddhartha took the swan in his hands. It had been hurt by an arrow. The poor swan was crying in pain. Siddhartha's heart was filled with sorrow. He gently removed the arrow. He put the juice of some leaves on the wound. I'll take it to the palace and nurse it', he said to himself.

Just then, he heard footsteps behind him. It was Siddhartha's cousin, Dev Dutt. He had a bow and an arrow in his hand. He said, 'What are you doing with that swan? Give it to me. It's mine! '

Siddhartha looked at the swan. He said, 'I found the swan. So,

it's mine!'

Dev Dutt shouted back, 'I shot the swan. So, it's mine.'

But Siddhartha would not give it. He said, 'I found it. I took out

the arrow. I put some leaf juice on its wound. I will nurse it. It will be mine.'

'No, it's mine', said Dev Dutt.

'Let's go to the king', said Siddhartha.

'Let him decide.'

Dev Dutt and Siddhartha went to the king. The king listened to
the story.

'Father', said Siddhartha, 'the swan belongs to me. It was wounded. I nursed it.'

Dev Dutt said, '0 King, the swan belongs to me. I shot it.'

The king thought for a while. Then he said, 'Dev Dutt, you tried to kill the bird. So it's not yours.'

Then he turned to Siddhartha and said, 'Yes, it belongs to you.

You saved its life.'

(From 'Our Way to English', Book Three, HRDD, Govt. of Sikkim)

A. Complete the sentences:
  1. Siddhartha was a _____.
  2. The swan was _____.
  3. Siddhartha picked up the swan and _____the
     arrow.
  4. Siddhartha put _____ on the wound.
  5. Dev Dutt _____the swan with _____.

B. Rearrange the letters to find out the correct words. One is done for you.
1. dounf   <u>found</u>
2. ediced   _____
3. merove   _____
4. veales   _____
5. kooled   _____

C. Let us write and draw.
Write names of <u>three</u> birds, and draw picture of any one of them.

D. Answer the questions orally in the class.
1. Where did Siddhartha find the wounded swan?
2. Why was the swan crying?
3. What did Siddhartha put on the wound of the swan?
4. What did Siddhartha want to do with the swan?
5. Was the king's decision right? Why?

E. Retell the story in your own words.

 (vi) <u>Lesson and Exercises for Class 4</u>

The Sparrows
Sparrows in a nest,
One, two and three;
Under mother's breast,
Warm as warm can be!
Mother keeps you warm,

Father brings you food;
Troubles you have none,
Happy little brood!

Mind you do not fall
From your nest on high;
You've no feathers yet,
So you cannot fly.

When your feathers grow,
On a sunny day,
You shall learn to fly;
Chirp, chirp away.

-Christina G. Rossetti

Words to Know
Brood : all the baby birds in a nest
Mind   : take care

A. After reading the poem, try to complete these sentences.
1. The baby sparrows remain warm under the _____.
2. The baby sparrows are happy because they have no _____.
3. The baby sparrows should be careful that they do not _____.
4. When their feathers grow the baby sparrows will _____.

B. Answer these questions orally in the class.
1. Who brings food for the babies?
2. What does the mother sparrow do?
3. What other things, do you think, the mother and the father sparrows do?
4. Why can't the baby sparrows fly?
5. Pick out the words that show the sound the sparrows make. What sounds do these birds make?

crow, *cuckoo*, peacock, pigeon
C.   Pick out the words from the poem that rhyme with the following. Add one word of your own.

breast	_____	_____
food	_____	_____
high	_____	_____
day	_____	_____
be	_____	_____

D. Discuss in the class
(The students may use their mother tongue while discussing but they should not be discouraged from presenting their ideas. Let the ideas come first, the language will also come gradually.)

1. What does mother sparrow do for her babies? How does your mother make you comfortable?

2.   Would you like to make friends with baby sparrows? Why?
3.   One baby sparrow started crying. What did the mother say to him?
4.   What will baby sparrows do when they grow up? What will you do?

E. Activity
Draw a bird with its babies and colour the picture. Write the name of the bird that you have drawn.

F. Let us write
Write five sentences on any baby bird you like.

(vii) Lesson and Exercises for Class 5

Welcome to the Family
Animals are our best friends. Read this story about a little dog who saves his master's car from being stolen.

"Mama, do you have Dettol in the house?" Aman said loudly as he came running. "Give me some cotton wool with Dettol on it. Quick".

Mrs Puri was in the kitchen preparing snacks for the evening tea. Her face turned pale as she heard Aman's voice. Not a single day would pass without the boy getting a nasty cut somewhere.

"Have you hurt yourself again?" she asked Aman as the boy neared her.

"It's not me, Mama," said Aman. "It's this little puppy. See this cut on the front leg! Mama, how can boys be so cruel?"

The little puppy was still whimpering in Aman's hands. "Which boys are you talking of? What did they do?" asked his mother.

"There were three of them. Quite grown up and strong. But heartless! See what they did to this puppy!" Aman showed deep rope marks on the puppy's neck and a cut on his leg. "First they pelted stones at him. Then they tied a rope round his neck and were pulling him".

"What did you do?" asked Mrs Puri.

"There were three of them," said Aman. "What could I do? I did plead with them. But who would listen?"

"Then?"

"They would have strangled him to death. But Ganeshi Dada made the boys run away. We gave the puppy some water to drink. Then I saw blood oozing out of this cut and rushed to you."

Ganeshi was their gardener.

By now Mrs Puri and Aman had together washed the wound, put some ointment on it and dressed it properly. The puppy was feeling comfortable and had quietened down.

"Mama, can I keep him?" Aman asked after a while.

Mrs Puri gave a smile. "Dadi Maa will just be back from the temple," she said. Both of them knew how Grandmother hated dogs.

"Mama, please!" pleaded Aman again. "He won't come into the house. I promise. Just let him live here. At least till he gets well."

Mrs Puri kept quiet. Aman was happy. Holding the puppy gently in his hands, he went out whistling.

Aman named the puppy Raja. He made a special shed for him near the garage. Everyday he would feed him milk and bread and play with him. He would even go out at night to check if Raja was all right. Raja too followed Aman everywhere like his shadow. But he never tried to come inside the house. Even he knew he was not allowed in.

One day, as Dadi Maa was offering her morning prayers, she heard Raja barking loudly. She did not like to be disturbed at prayer time and felt angry. But Raja's barking became louder and alarming.

"This Raja is a big nuisance", she said to herself as she walked towards Raja's shed, stick in hand. She was shocked.

A man was trying to strangle Raja. She hurled her stick at the man, who dropped Raja on the ground and quickly ran away. Dadi Maa noticed that the door of the garage was open. She understood that the man was a car-lifter and had come to steal their brand new Ford Ikon car. Raja had tried to stop him by raising an alarm. Dadi Maa picked Raja and patted him on the head. As she moved towards the house with Raja still in her arms, she thanked the Lord and said to Raja, "Welcome to the family, little one!"

A. Complete the sentences

Aman wanted dettol for _____.

The little puppy had a cut on _____.

Aman and his mother _____, put some ointment and _____.

The little puppy lived in _____.

Raju was barking loudly one day because_____.

B. Answer these questions orally in the class.

1. What did the boys do to the little puppy?

2. How did Aman save the puppy?

3. Why couldn't the puppy came inside the house?

4. How did Aman look after the puppy?

5. How did Raja try to stop the car-lifter?

C. Pick out the sentences which tell you

that the little puppy was badly hurt.

_____.

what Aman promised his mother.

_____.

 that Dadi Maa welcomed Raja into the house.

_____.

D. Think and answer.

1. Why did Aman's mother turn pale when Aman asked for Dettol?

2. What kind of a person was Aman? Circle the four qualities that suit him the best.

kind hearted,   brave, intelligent, caring, loving, obedient, selfish, tough, restless

E. Work in pairs.

At the end of the story Raja saved the car from being stolen. Think of four questions that you can ask your partner on this part of the story. Write the questions in your notebook. Write their answers too.

Role Play

In pairs play the roles of Aman and his grandmother. Here are the dialogues for you.

Grandma　:　Whose puppy is that near the garage?

Aman　　:　Grandma, I brought him. He is badly hurt. So mother and I
　　　　　　mother bandaged him. Can I keep him, please?

Grandma　:　You know I hate dogs. He will make the house dirty.

Aman　　:　Grandma, I promise. He won't come into the house. Just
　　　　　　let him live here.

Grandma : All right. Take care that he doesn't enter the house.
Aman : Thank you, Grandmother.

Now think what your grandmother will say if you have a puppy.

Write your dialogues.

II. TESTING GLOSSARY

N.B. The definitions below are taken from/based on the following books:
Cohen, Andrew D. 1980. *Testing Language Ability in the Classroom*. Cambridge, A: Newbury House Publishers, pp. 133-40.
Henning, Grant. 1987. *A Guide to Language Testing: Development, Evaluation, Research*. Cambridge, MA: Newbury House Publishers, pp. 189-98.
Subbiah, Pon. 2002. *An Introduction to Evaluation Terminology*. Mysore: Central Institute of Indian Languages.

ACHIEVEMENT TEST: a measure of what has been learned from what was taught in a particular course or series of courses; measures the extent of learning of the material presented in a particular course, textbook, or programme of instruction.
CLOSE ENDED QUESTION: refers to an objective type item having only one predetermined correct answer.
CLOZE TEST: a test procedure which elicits the completion of blanks deleted from a text; requires filling in the blanks in a passage from which there have been systematic or random deletions. Usually every fifth or seventh word has been removed from the passage beginning at a randomised starting point. The word "cloze" was coined in reference to the notion of psychological "closure."
CRITERION-REFERENCED TEST: assesses achievement or performance against a cut-off score that is determined as a reflection of mastery or attainment of specified objectives; evaluates individual performance in terms of some predetermined criterion for success at performing some behaviour with some result under certain conditions and judged by certain standards: writing a friendly letter in the target language (the behaviour), consisting of 50 words or more (the result), within 10 minutes (the condition), with no more than three morphological errors (the standard). Focus is on ability to perform tasks rather than group ranking.
COMMUNICATIVE COMPETENCE TEST: requires an examinee to use the given language elements for communicative purposes in extra-linguistic contexts. Here the focus is on what is being achieved with the aid of the language rather than on the particular linguistic forms being employed. The test consists of question items pertaining to selection of language elements for contextual use, organisation, presentation, etc.
DIAGNOSTIC TEST: designed to provide information about the specific strengths and weaknesses of the test taker. It is usually designed to guide remedial instruction.
DISCRETE-POINT TESTING: testing of one point at a time, i.e., only one element (e.g., negative singular past auxiliary "didn't") from one component of language (e.g., syntax)

is assessed in one skill (reading), a receptive skill; a multiple-choice test of article usage.

FORMATIVE EVALUATION: an evaluation which is ongoing and iterative during an instructional sequence. This kind of evaluation permits midstream adaptation and improvement of the programme. As it provides information about the rate of learning periodically both in terms of quantity and quality, the findings of this kind of assessment are useful for diagnosing the strengths and weaknesses of learning, and the teaching as well. On the basis of this assessment remedial measures can be initiated from time to time. It also helps to modify the instructional process, including the instructional materials.

FREE RESPONSE TEST: is one which requires an examinee to talk or write freely about whatever she wishes for a stated period of time. Usually three to five minutes' time is given for this purpose. No restrictions are placed on the kind of response that the examinee is to make. Valette (1967) emphasises two types of free response tests: (a) The teacher by showing a picture or series of pictures can ask the testee to speak or write about that, and (b) Asking the testee to have a free conversation with the other qualified speaker. It is a popular method in language testing for the measurement of one's proficiency—oral or written.

FUNCTIONAL LANGUAGE ABILITY: the ability to use target language knowledge in natural or naturalistic communicative situations.

INTEGRATIVE TEST: one that measures knowledge of a variety of language features, modes, or skills simultaneously. Testing two or more points together, usually implying the testing of a number of such points at once. Examples of integrative tests are random, Cloze, oral interviews, oral imitation tasks, etc. Dictation could be used to measure listening comprehension, spelling, or general language proficiency.

ITEM DIFFICULTY: the proportion of correct responses to total responses on a test item, e.g., if 20 out of 30 students get an item right, the item difficulty is 66% (20/30).

ITEM DISCRIMINATION: how well an item distinguishes better students from poorer ones. For example, if the upper third of the students get the item correct and the lower two thirds generally get it wrong, the item is a good discriminator between these two groups.

LANGUAGE TEST: is one that is designed and administered for assessing the students' mastery of language which involves acquiring various elements of language and skills such as *Receptive* (listening and reading) skills and *Productive* (speaking and writing) skills.

LINGUISTIC COMPETENCE: the breadth of knowledge that the learner has regarding the linguistic elements of the language--pronunciation, vocabulary, and structure.

MINIMAL PAIR: two words sounding alike in all but one feature, e.g., "heating/hitting": in this case the feature is the first vowel.

NATURALISTIC COMMUNICATIVE SITUATION: a staged situation, usually in a classroom, which is intended to simulate natural communication removed from the intervention of an instructor.

NORM-REFERENCED ASSESSMENT: evaluates ability against a standard of mean or normative performance of a group. It is intended to produce a mark or grade based on

each student's achievement in relation to the rest of the group. For example, the best five performers may receive a grade of 'A' (excellent), the next five a grade of 'B' (very good), and so on.

NORM-REFERENCED TEST: is a standardised test which is designed to measure an individual's performance in relation to the performance of others in the same group.

OBJECTIVE TEST: a test that can be scored with reference to a scoring key and, therefore, does not require expert judgment in the scoring process. Constant alternatives, multiple choice, rearrangement, matching and short answer questions are some of the popular item types that form the instruments of objective assessment. This is unlike a subjective test that depends on impression and opinion at the time of scoring.

PORTFOLIO EVALUATION: is one of the techniques used for the evaluation of instructional programmes. It involves the maintenance of descriptive files by teachers and administrators to record the teaching-learning experiences of ongoing programmes.

PROFICIENCY TEST: a measure of the linguistic knowledge that students have in a language and/or their ability to apply this knowledge functionally; measures general ability or skill, as opposed to an achievement test that measures the extent of learning of specific material presented in a particular course, textbook, or programme of instruction. The domains of this test may include listening comprehension, oral production, reading comprehension, composition/essay/précis writing, general integrative items such as Cloze, dictation, and so on.

PROFILE: is a graphic device that displays a student's score on several tests in a common scale. It thus helps to know the overall strengths and weaknesses of a student.

QUIZ: a short measure of class material, possibly informal in nature; e.g., a quiz may just check for ability to use 10 target-language words in a sentence.

RELIABILITY: the accuracy with which an item or test is measuring what it is measuring, i.e., the likelihood that the obtained result would be replicated if the item or test were given again to the same students- the consistency of scores obtainable from a test. It is usually an estimate on a scale of zero to one of the likelihood that the test would rank test takers in the same order from one administration to another proximate one.

RESPONSE VALIDITY: the extent to which examinee responses to a test or questionnaire can be said to reflect the intended purpose in measurement. Lack of adequate instructions, incentives, task familiarity, or courtesy could invalidate responses.

SELF ASSESSMENT: is an appraisal of one's own personal qualities or traits, as measured by herself with the help of a behaviour or checklist or the like. This may involve the student in helping to devise the criteria by which their work will be assessed, and also in evaluating the strengths and weaknesses of what she has achieved.

SKILL-GETTING ACTIVITIES: activities aimed at developing linguistic competence, i.e., a perception of language categories, functions, and the rules relating the two; practice in producing sound segments and in formulating communication.

SKILL-USING ACTIVITIES: activities aimed at developing functional language ability, i.e., an ability to perform in natural or naturalistic communicative situations.

SUBJECTIVE TEST: is a test in which the impression or opinion of the assessor determines the score or evaluation of performance. A test in which the answers cannot be known or prescribed in advance.

SUMMATIVE ASSESSMENT: intends to produce a measure which sums up the examinee's achievement. It is the final and overall assessment of the extent to which the objectives of learning are achieved over a period of time, i.e., on completion of the entire course/conclusion of an educational programme or instructional sequence.

TEST: a formal measure of skill, announced in advance and requiring a substantial amount of time to complete (i.e., an hour or more). For example, a test might include a reading passage with questions, a grammar section, and a series of words to use in sentences.

TEST ITEM: is the smallest independent unit of a test or one entry or question on a test or quiz, e.g., of an item: "Write out a sentence using the word 'superior.'". Every question included in a test is a test item.

VALIDITY: the extent to which a test *actually* measures the ability or knowledge that it purports to measure (in contrast to face validity).

WEIGHTING OF ITEMS: assigning point scores to items and procedures on a quiz or test; items may all be weighted equally, i.e., fixed-interval weighting, or may be weighted differently according to their importance or difficulty relative to other items on the test.