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# FORMATIVE ASSESSMENT

Formative Assessment is the backbone in newly proposed Continuous and Comprehensive Evaluation (CCE). The four tools in F.A. are helpful to teacher to assess his/her students in other cognitive areas like communication, participation, presentation, aesthetics, etc.

There are FOUR formatives in a year. So, teacher should record four times, i.e., July, September, December and February of every Academic year.

## ASSESSMENT PROCEDURES

Guidelines for Formative Assessment :

We propose four tools for Formative Assessment

Testing Tool	Marks allotted
1) Reflections	: 10
2) Written Works	: 10
3) Project Works	: 10
4) Slip Test	: 20
Total	50 Marks

- 1) Reflections : Reading is one of the major inputs for language development. If we do not go for some kind of focussed interventions to facilitate reading skills, students will be reading their textbooks only. There should be a mechanism to ensure that students are reading materials other than textbook, develop their own perceptions on such materials and come out with their own reflections on the reading experience both orally and in writing. Since there is also a question of social auditing, we need to have evidences for the performance of the students in this regard. For the oral performance, what the teacher records in his/her diary/notebook alone will provide the evidence.

How to facilitate reading :

- The teacher is suggested to provide reading material such as library books, magazines, articles, newspapers, etc. to the learners twice in a formative

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period (there are four formative periods in an academic year).

- The learners should read the reading materials and write their reflections in their notebook. (Students should maintain separate notebook to write reflections, project work and discourses during classroom transaction.
- They will also be asked to present their reading experience orally (without looking at the notebook) before the class.
- The teacher should check the written notes of the children and award marks for individual writing based on the indicators included in the academic standards in at least 100 to 120 words (10 – 12 sentences).
- Both oral and written performance carry 10 marks. The teacher should maintain a cumulative record for recording the individual performance.
- Don't discourage the learners if they commit some errors in their writing. However positive feedback may be given.

#### Marks Allotment

- |   |   |         |
|---|---|---------|
| a) Introduction                               | : | 2 Marks |
| (physical features, author, publishers, etc.) |   |         |
| b) Content                                    | : | 4       |
| c) Conclusion                                 | : | 4       |
| (Language, comments, own reflections, etc.)   |   |         |

10 Marks

- 2) Written Works : The written works include the discourses written individually as part of classroom process, the answers to the analytical questions assigned to the learner as home task, the textual exercises such as vocabulary, grammar and study skills. Teachers have to ensure that children are written individually and not copying from others or other sources.

#### Allotment of Marks

- |                   |   |         |
|-------------------|---|---------|
| Notebooks         | : | 4 Marks |
| Textual exercises | : | 3       |
| Wall magazine,    |   |         |

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Error free expressions and others : 3

Total : 10 Marks

### 3) Project Works :

Why Project in 'English' ?

Every unit contains a thematically related project work to be carried out by the students. 'Projects' help the students to evolve themselves as independent users of language. 'Project Work' provides a platform for interchanging language skills and various study skills. It also involves higher order of thinking.

Nature of 'Projects' in English : While carrying out the 'Projects', the learners have to explore the theme by collecting data, consolidating it using different formats, write reports on them and make presentations in the whole class. There is a space for individual work, pair work and also group work.

Process :

- Brainstorming on the nature of the project,
- Designing tools for the collection of data,
- Collecting the data,
- Consolidating the data using different formats,
- Analysis and interpretation of the data,
- Report writing,
- Presentation.

Please remember that brainstorming is extremely important as the students have to understand the purpose of the project, its scope and significance.

Please do not leave the following questions while brainstorming.

1. How will you pool information ?

(Tools such as questionnaire, checklists, observation schedule, interview, referencing, etc.)

2. Where will you get the information from ?

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(Resources such as people, books, journals, magazines, newspapers, institutions, internet, etc.)

3. Who will collect the information ?

(Individuals / pairs / groups)

4. How will you consolidate the information ?

(Sharing in groups and recording using appropriate formats)

5. What analysis can be made based on the data ?

6. How to write the report ?

(The structure of the project : Name of the project, purpose, scope and relevance of the project, tools developed, mode of collection of data, consolidation and analysis, findings with supportive evidences such as photographs, etc.)

7. How will you present the data ?

(Presenting report : Each member can present one part )

Classroom Process :

Stage :

1. Brainstorming (one period)

2. Data collection (3 – 4 days ; homework)

3. Consolidating the data and deciding the structure of the report (1 period)

4. Writing the report (2 days – homework)

5. Refining and presenting the report (1 – 2 periods)

Total four (4) periods are needed for processing the project in addition to homework.

### Marks Allotment

a) Collection of data/information : 3 Marks

(Using resources such as people / books / magazines / journals / newspapers / internet, etc.)

b) Report writing : 4

(Consolidation of data, analysis and writing the report on the project)

c) Presentation : 3

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(Presenting the report to the whole class)

Total

10 Marks

4) Slip Tests : Slip test is more or less similar to Summative Assessment but it is still different from the former in terms of the following.

- There is no prior notice for conducting slip test.
- It is done in a limited time. (say, in a period of about 40 minutes)
- There are only limited number of tasks.
- The discourses that have been done in the formative period are considered for slip test.
- There is no printed question paper. The teacher can write the tasks on a chart and display it or write the questions on the BB.
- There should be one discourse (Creative Writing), one passage for Reading Comprehension and one item from Vocabulary & Grammar
- Slip tests should cover the discourses to prepare the students for the summative tests.
- Award the marks based on indicators that are included in the Academic Standards under written discourses.
- Assess the written performance and provide feedback to the learners.
- The teacher should record the slip test marks in a register and should consolidate the marks during every formative period.
- Record the marks in the Cumulative Record.

#### Allotment of Marks

a) Reading Comprehension

: 5 Marks

(Seen and Unseen passages are to be covered in all the

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four formatives – two each)

b) Vocabulary	: 5
c) Grammar	: 5
d) Creative Writing (Discourses)	: 5
Total	: 20 Marks

## FORMATIVE ASSESSMENT – CUMULATIVE REGISTER

S.No.	Name of the Student		FA – 1			FA – 2			FA – 3			FA – 4		
			R	W	P S	R	W	P S	R	W	P S	R	W	P S
1.	Meena	M												
		G												
2.	Manoj	M												
	Kumar	G												

Grading : The marks based grading for classes VI To X with following range is given here under.

Grade	Marks in Languages	Marks in Non-languages	Grade points
	100 Marks	50 Marks	
A1	91 – 100	46 – 50	10
A2	81 – 90	41 – 45	9
B1	71 – 80	36 – 40	8
B2	61 – 70	31 – 35	7
C1	51 – 60	26 – 30	6
C2	41 – 50	21 – 25	5
D1	35 – 40	18 – 20	4
D2	0 – 34	0 – 17	3

Cumulative Grade Point Average (CGPA) will be calculated by taking the arithmetic average of grade points.

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## NOTE TO THE TEACHER

- Unless you are professionally equipped you may not be able to help the learners acquire English Language. Make it a point to strive for professional development using all possible means.
- Our target is to make the learners to achieve the Academic Standards and not to make them memorize the contents of Textbook.
- Passing the examination is not the sole aim of Language learning but using language in everyday life.
- The teacher's role is to facilitate language acquisition and make them autonomous as independent users of language.
- Plan the lessons thoroughly.
- Follow the guidelines for Formative Assessment thoroughly because it makes the learners to prepare for Summative Test.
- Project work will help the learners explore various themes for which they will have to use language contextually and meaningfully. Give importance to PROJECTS.
- Record the marks (FA & SA) in a register and consolidate them during every Formative / Summative period.
- Record the marks in the Cumulative Record and issue it to the parents.
- Making errors is a part of language learning and is natural. Children should not be pressurised for producing correct expressions only. The classroom process takes care of error corrections.
- If the learners are not at the desired level of learning go for Post-exam-Operation and bridge the gap between the targetted levels and the learner's present level.
- Preserve the assessment evidences and keep ready for the observations of H.M and Moderation Committee.
- Formative Notebook is an evidence for the test items 1, 3 and 4 (i.e., Reflections, Project Work and Slip Test)

Class notebooks, Textual exercises in the Textbook answers to the analytical questions are the evidences for the test item : 2 (i.e., Written Works).