

Marking Criteria:

Criteria	Marks
Collection of relevant information with appropriate pictures	04
Appropriate language	04
Appropriate strategies and techniques used	04
Organization and preparation	04
Mechanics of writing and neatness	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

Date:

.....
Signature of teacher in charge of SBA

Marking Criteria:

Criteria	Marks
Including relevant and sufficient facts	04
Content	04
Organization	04
Mechanics of writing and neatness	04
Time	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

.....
Signature of teacher in charge of SBA

Date:

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 5-7 days

Competency Level involved:

Relevant skills involved:

Reading – Read for collecting details related to the topic

Speaking – Speak with others to get various ideas

Listening – Listen to others instructions, suggestion and information

Writing – write simple paragraph effectively/ writing description of things, places and people / write letters, brief notes, instructions and reports

Nature of the tool: Assignment

Quality input: A4 sheets, colour pens, Bristol board, demy sheets, markers

Learning outcomes

- Collect necessary information from various resources
- Categorize them according to the topic
- Organize the collected facts or details
- Use English words in their proper contexts
- Use subject-verb arrangement properly
- Use punctuations appropriately
- Design cover page attractively
- Prepare booklet/leaflet/pamphlet/brochure

Instructions for the implementations:

Teacher process

- If it is a group work – group the students, appoint a leader and the writer
- Give the topic for the assignment and explain it
- Make aware of marking criteria and the duration for the assignment
- Instruct them from which resources they can collect necessary data and relevant pictures (if the need)
- Instruct them to organize the findings relevant to the topic
- Lead a discussion that how they have to present their collection of data

Student process:

- If it is a group work – select a leader and the writer
- Understand the criteria for marking and the explanation of topic
- Discuss the topic
- Collect necessary information and relevant pictures/graphs/photos/charts
- Design eye catching cover page
- Organize and draft a plan for the preparation and finish it within the duration

Marking Criteria:

Criteria	Marks
Proper understanding of the given task	04
Answer the given tasks correctly	04
Confident in transferring information	04
Time and completion	04
Mechanics of writing and neatness	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

Date:

.....
Signature of teacher in charge of SBA

Marking Criteria:

Criteria	Marks
Better understanding of the given instructions	04
Answer the questions correctly	04
Mechanics of writing	04
Usage of English words in their proper contexts	04
Neatness	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

.....
Signature of teacher in charge of SBA

Date:

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 3-5 days

Competency Level involved:

Relevant skills involved:

Reading – Read for collecting details related to the topic

Speaking – Speak with others to get various ideas and express their own ideas

Listening – Listen to others instructions, suggestions and information

Nature of the tool: Speech

Quality input: A4 sheets, colour pens

Learning outcomes:

- Collect necessary facts from various resources
- Categorize and organize them according to the topic
- Improve social skills
- Express their ideas orally with confidence

Instructions for the implementations:

Teacher process:

- Give the topic for the speech
- Make aware of marking criteria and the duration for the preparation of the speech
- Instruct them from which resources they can collect necessary facts
- Instruct them to organize their findings relevant to the topic
- Lead a discussion that how they have to present it well as a speech

Student process:

- Understand the criteria for marking and the explanation of the given topic
- Talk about the topic for speech
- Gather necessary facts relevant to the given topic
- Jot down and keep the essential facts in mind and present it well as a speech

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 15-30 minutes

Competency Level involved:

Relevant skills involved:

Reading – Read and understand the given tasks

Listening – Empathetic listening to extract necessary details

Writing – Write the relevant answers

Nature of the tool: Listening test

Quality input: A4 sheets, colour pens, task sheets, markers

Learning outcomes:

- Empathetic listening
- Better understanding of given task
- Come to the direction
- Answer the task correctly

Instructions for the implementations:

Teacher process:

- If it is a group work – group the students , appoint a leader and the writer
- Give or display the task sheets
- Make aware of marking criteria , the duration for the listening and the number of readings
- Encourage them to listen attentively and let them to have confident in transferring information

Student process:

- If it is a group work select a leader and a writer
- Understand the criteria for marking of the listening test and the given task
- Extract necessary information through empathetic listening to complete the given task
- Complete the given task within the given time duration

Marking Criteria:

Criteria	Marks
Relevancy of learning teaching process	04
General organization	04
Suitable strategies used to make it attractive	04
Successful creativeness	04
Time and neatness	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

Date:

.....
Signature of teacher in charge of SBA

Marking Criteria:

Criteria	Marks
Relevancy of learning teaching process	04
General organization	04
Suitable strategies used to make it attractive	04
Successful creativeness	04
Time and neatness	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

.....
Signature of teacher in charge of SBA

Date:

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 4-10 days

Competency Level involved:

Relevant skills involved:

Reading – Read for collecting details related to their creativity

Speaking – Speak with others to get various ideas/opinions

Listening – Listen to others instructions, suggestion and information

Writing – write simple paragraph effectively/ writing description of things, places and people / write letters, brief notes, instructions and reports

Nature of the tool: Creative activities

Quality input: A4 sheets, colour pens, Bristol board, demy sheets, markers

Learning outcomes

- Collect essential details related to their creativity
- Categorize them according to their creativity
- Organize and draft a proper plan
- Use English words in their proper contexts
- Use subject-verb arrangement properly
- Use punctuations appropriately
- Design cover page attractively
- Create their own creation using essential strategies

Instructions for the implementations:

Teacher process:

- Group the students , appoint a leader
- Give the topic for the creativity and explain it
- Make aware of marking criteria and the duration for the certain creative activity
- Instruct them from which resources they can collect necessary details
- Instruct them to organize the findings relevant to the topic
- Lead a discussion that how they have to present their creative activity

Student process:

- Select a leader for their group
- Understand the criteria for marking and the explanation of the certain creative activity
- Discuss the topic
- Collect essential details
- Design an eye catching creative activity
- Organize and draft a plan for the preparation and finish it within the duration

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 2-4 days

Competency Level involved:

Relevant skills involved:

Reading – Read for collecting details related to the topic of the wallpaper

Speaking – speak with others to get various ideas

Listening – listen to others instructions, suggestion and information

Writing – write simple paragraph effectively/ writing description of things, places and people / write letters, brief notes, instructions and reports

Nature of the tool: Wall paper

Quality input: A4 sheets, colour pens, Bristol board, demy sheets, markers

Learning outcomes:

- Collect necessary information from various resources
- Categorize them according to the topic
- Organize the collected facts or details
- Draw attractive pictures relevant to the topic
- Use subject-verb arrangement properly
- Use punctuations appropriately
- Write eye catching slogans using English in the proper context

Instructions for the implementations:

Teacher process:

- If it is a group work – group the students, appoint a leader and the writer
- Give the topic for the wallpaper and explain it
- Make aware of marking criteria and the duration for the assignment
- Instruct them from which resources they can collect necessary data and relevant pictures (if the need)
- Instruct them to organize the findings relevant to the topic
- Lead a discussion that how they have to present their collection of facts with sample wall papers

Student process:

- If it is a group work – select a leader and the writer
- Understand the criteria for marking and the explanation of wallpaper topic
- Discuss the topic
- Collect necessary information and relevant pictures/graphs/photos/charts
- Design wallpaper with eye catching slogans
- Organize and draft a plan for the preparation and finish it within the duration

School Based Assessment Plan

Term:

Tool No.

Grade:

Period of Evaluation: 3-7 days

Competency Level involved:

Relevant skills involved

Reading – Read for collecting details related to the topic

Speaking – Speak with others to get details related to the topic

Listening – Listen to others instructions, suggestion and information

Writing – write simple paragraph effectively/ writing description of things, places and people / write letters, brief notes, instructions and reports

Nature of the tool: Structured written test

Quality input: A4 sheets, colour pens

Learning outcomes:

- Collect necessary details from various resources
- Compile them according to the topic
- Organize the collected facts or details
- Use English words in their proper contexts
- Use subject-verb arrangement properly
- Use punctuations appropriately
- Draft and portray the essay using proper strategies

Instructions for the implementations:

Teacher process:

- Give the topic for the structured written test
- Make aware of marking criteria and the duration for the short written test
- Instruct them from which resources they can collect sufficient facts
- Instruct them to organize the collected facts relevant to the given title
- Lead a discussion that how they have to present their collection of facts

Student process:

- Understand the criteria for marking and the instructions for the short written test
- Collect sufficient facts
- Draft the facts properly
- finish it in mentioned time duration using appropriate mechanics of writing

Marking Criteria:

Criteria	Marks
Relevant of the creative activities with the outcomes of the subject area	
Usage of appropriate materials and media for the creative activity	
Proper organization and presentation	
Appropriate strategies and techniques used to make it attractive	
Creativeness	
Time and the way of preparation	
Total marks	

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

Date:

.....
Signature of teacher in charge of SBA

OR

(c)While he was busy with his thought *the other*, who had *stooped on all fours*, looked up and said, 'Come here,' with his eyes blazing and his beard fluttering in the wind. 'There is no retreat for me,' thought Jagan. He is preparing to hold my head down in the water. Should I turn back and rush away? No, not a chance of retreat,' and took a further step down. He was now wet to his waist. 'Cold water may be good for rheumatism, but I'm not a rheumatic,' he told himself. 'If I do not *perish* in this water, I shall perish of pneumonia. In my next life, I would like to be born.....'. His mind ran through various choices. Pet dog? Predatory cat? Street-corner donkey? Maharaja on an elephant? Anything but money making sweet maker with a spoilt son....."

- (a) What situation is described in the passage? Where does it take place? (02 marks)
- (b) Who was busy with the thoughts? Who is mentioned as '*the other*'? (02 marks)
- (c) Explain the meaning of the following.
- 1) *perish*..... (02 marks)
- 2) *stooped on all fours*..... (04 marks)
- (d) What do you think of Jagan's thoughts? (04 marks)

Part II

Poetry

Answer one question only

- 01) In the poem 'Richard Cory' the poet is successful in bringing out the theme '*False social values in our society*'. Discuss with reference to the text '*Richard Cory*'.
- 02) How does the poet picture the life of a clown through the mouth of a clown's wife in the poem '*The Clown's Wife*'.
- 03) Comment on the use of symbolism in the poem '*I Know Why the Caged Bird Sings*'.
- 04) How does the poetess build up the tension in the poem '*The Terrorist He's Watching*'.

(15 marks)

Marking Criteria:

Criteria	Marks
Essential facts related to the topic	04
Content, organization and presenting fluently	04
Intonation, audibility and accuracy of time	04
Facial expressions and actions	04
Logical conclusion	04
Total marks	20

Feedback:

.....

.....

.....

Name of the subject teacher:

.....
Signature of Subject teacher

Date:

.....
Signature of teacher in charge of SBA

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 5-7 days

Competency Level involved:

Relevant skills involved:

Speaking - Speak with others to get various ideas to make a role play interestingly, use appropriate language in conversation

Listening - Listen to others instructions, suggestions and information

Writing – Prepare a role play

Nature of the tool: Role play

Quality input: A4 sheets, colour pens

Learning outcomes:

- Draft a conversation to suit the given situation
- Use appropriate language in conversation
- Prepare role play

Instructions for the implementations:

Teacher process:

- Group the students to fulfil the need of members to participate in a role play
- Give the situation for role play and explain it
- Make aware of marking criteria and the duration for the preparation of the role play
- Help them in the preparation of role play

Student process:

- According to the given situation divide roles among them
- Prepare conversation for each roles relevant to the given situation
- Practice the role play using appropriate language within the certain duration

School Based Assessment Plan

Term:

Tool No:

Grade:

Period of Evaluation: 10-30 minutes

Competency Level involved:

Relevant skills involved:

Reading – Read for understanding the given task

Writing – Write simple paragraph effectively/ writing description of things, places and the people / select and write appropriate answers

Nature of the tool: Short written test

Quality input: A4 sheets, colour pens, task sheets, pictures, graphs, demy sheets, markers

Learning outcomes:

- Learn and understand the given instructions
- Read and understand the given tasks
- Answer the questions correctly
- Use English words in their proper contexts
- Use subject-verb arrangement properly
- Use punctuations appropriately

Instructions for the implementations

Teacher process

- Display the requires instructions
- Make aware of marking criteria and the duration for the short written test
- Display and distribute the task

Student process

- Understand the criteria for marking and the instructions for the short written test
- Read and understand the given task
- Answer the task properly
- finish it neatly in mentioned time duration