

ENGLISH CURRICULUM ASSESSMENT & EVALUATION

CLASSES PP-XII



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ROYAL GOVERNMENT OF BHUTAN
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Foreword

Following the advent of modern education in the country, the English language has been given an important place along with Dzongkha, the national language, and Mathematics. English has, in fact, been the language of instruction for many school subjects, and it has served our purpose well even outside the curriculum.

Even though it has long been the desire of the Ministry of Education to keep the English programme up-to-date by incorporating changes in English usage, new developments in literature and the understanding of how language is acquired, there has been a general perception that the standard of English in the country has declined over the years. In response to these concerns, the Ministry has maintained the development of English curriculum as the main focus in the Ninth Five Year Plan (2002-2007). Major steps have been planned, which include the revision of the English curriculum for classes Pre - Primary to XII, the provision for in-service training to bring the teachers up-to-date on the revised curriculum, and a programme of academic courses to improve the teachers' knowledge of English.

In the new English curriculum, the emphasis is on the improvement of the language skills of the students, on literature studies written in contemporary English language, the inclusion of non-fiction writing and changes in the approach to the assessment of students' performance. The new curriculum also demands change in the way in which students are taught, specifically a movement away from the teacher-centred classroom to a gender-sensitive, student-centred learning environment. This means that the teacher is responsible for designing activities that promote active learning while the students take more active part in their own learning. The teacher will act as a facilitator and be a source of knowledge of language and literature.

This *Guide for Teachers* presents a wide range of strategies that the teachers can use to help students rise to the levels expected at each stage.

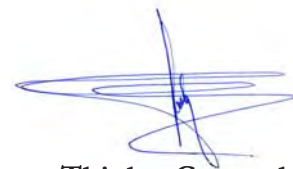
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The plans put forward in the revised curriculum offer a balanced programme with adequate instructional time to develop the skills in each strand of Listening and Speaking, Language, Writing, and Reading & Literature. The goal is to provide adequate time to learn these skills so that students are able to communicate with eloquence and receive the communication of others with respect and clarity.

The Ministry of Education hopes that the new English curriculum will open the doors to new opportunities for our students to improve their English language skills. The programme will ensure that they will acquire the knowledge to continue higher studies and the skills they require to become competent communicators - in Reading, Writing, Listening and Speaking as required in the workplace and society.

The Ministry of Education wishes to acknowledge the valuable contributions of the teachers and teacher-educators to the development of this new English curriculum.

Trashhi Delek.



Thinley Gyamtsho
Minister
Ministry of Education

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An Introduction to the English Curriculum

“We remain grateful for the wise policy of His Majesty the late King Jigme Dorji Wangchuck to take full advantage of the English language which is in fact the international language - the language of the sciences, technologies, trade, and international relations”.

- *His Excellency the Prime Minister Lyonchen Jigmi Y Thinley (Annual Report to the 82nd session of the National Assembly, July 2004.)*

Like many other happy developments, the advent of the English language to Bhutan was a matter of choice. When the veil of self-imposed isolation was lifted, Bhutan looked beyond its borders and began to prepare itself to modernise and join the community of nations. Which language to use to interact with the international community was one of the many decisions that had to be made.

English was seen as the most advantageous language to assist Bhutan in the articulation of its identity and the elevation of its profile in the many organizations to which it would belong. That choice has served Bhutan well, as it has undertaken to become a full charter member of the United Nations and has established bi-lateral and multi-lateral agreements with other countries. English has enhanced its capacity to participate more effectively and purposefully in the global community.

The flexibility, versatility, and richness of English allow it to be used in a variety of circumstances and to be used by the Bhutanese people to meet their own goals. As His Late Majesty envisioned, Bhutan has been able to access and share in the knowledge and wisdom of the different peoples of the world in the diverse spheres of human endeavour. The discoveries of science and mathematics, medicine and information technology, much of which uses English as the language of publication, are now available to Bhutan.

The cultural and intellectual resources of the English-speaking world and the formulations of philosophy, jurisprudence and economics, to mention a few, have been opened to the Bhutanese people directly. In return, Bhutan has been able to share with the international community its rich cultural and spiritual heritage and, in the ensuing dialogues, enrich the intellectual resources of the world.

The need for people in Bhutan to be competent in English has led to the decision to use English as the language of instruction for many of the subjects taught in school. Along with Dzongkha, it is, one of the official languages of communication. In all likelihood it will continue to play this partner role with Dzongkha in the foreseeable future.

Given these circumstances, the question of how best to build and maintain a modern English programme for Bhutan continues to be addressed by educators. As time goes on, revi-

sions are necessary to keep the programme up to date with the changes in English usage, new developments in literature and the understanding of how language is acquired. The Ministry of Education has taken several measures to address the issue of quality English instruction. Major steps include the complete revision of the English curriculum, Classes Pre - Primary to XII, the provision for in-service training to update the teachers on the revised curriculum and a programme of academic courses to improve the teachers' knowledge of English.

That task of revision has been undertaken as part of 'The Strengthening of Support to Education in Bhutan (SSEB) Project, a cooperative effort sponsored by the Canadian International Development Agency (CIDA) in cooperation with the University of New Brunswick (UNB) and the Royal Government of Bhutan. The project consists of three parts – Education, Engineering and Information Technology – with the revision of the English curriculum, PP – XII, as one task of the Education component of the project. At the request of the Bhutan Ministry of Education, the committee was charged with the task of revising the curriculum to reflect contemporary language and to include non-fiction writing. This, of course, necessitated a change in the materials used. While efforts have been made to include classical literature, there is a greater emphasis on modern writers of both fiction and non-fiction.

The Ministry also asked for a change in the way in which students are taught, requesting a movement away from the teacher-centred classroom. The revised curriculum, therefore, reflects a student or learner-centred approach to classroom instruction. In brief that means that students, especially those at the upper levels of school, will be more involved as active participants in the classroom. The teacher will be involved directly, assuming the roles of the planner of activities, of the source of knowledge of language and literature and as the facilitator of learning. She designs activities that promote active student learning

Some Thoughts on Language Learning

The decision to set out a learner-centred programme which calls for study in each of the four strands shown in the curriculum, is informed by the kinds of theories of language learning encountered in James Moffett's (1983) explanation of how people learn language and how, by extension, teachers should teach language.

In *Teaching the Universe of Discourse*, Moffett presents four modes of discourse (the Strands in this curriculum) through which people learn to use language. Those are Listening, Talking, Writing and Reading. The former two are oral modes of discourse while the latter are textual. He posits that it is useful to consider the modes of Talking and Writing as produc-

tive, or producing modes, while the Reading and Listening as receptive, or receiving modes. Despite the nomenclature, the hallmark for all modes is the active engagement of the learner.

Moffett understands the universe of discourse to be an active “place” where the learner first receives language input as s/he listens to expert speakers, and then, after a long period of trial and error, produces his or her own ideas in the language which s/he hears spoken around him. It is with the modes of discourse Listening and Talking that the learner first learns both to give and receive, to shape and modify messages, so that they more precisely reflect his thinking and help him communicate that thinking more accurately.

A visit to most Pre-Primary classes in Bhutan will find the Pre-Primary teachers actively engaged in helping their students to listen a great deal to learn sounds, to learn the intentions of the teacher as s/he gives instructions; and then, after a long time, assisting her students to produce in their own speech, ideas and concepts of their own. It is a struggle for them, and takes hours of practice and repetition. The learning is active but slow and takes enormous patience and consistency on the part of the teacher. But it works. The students learn how to converse in English as they would in any language taught this way.

The move on the part of the learner to begin to use the writing mode of discourse requires new skills of Reading and Writing. Again, the acquisition of these skills takes hours of practice during which the students learn that letters represent the sounds they have learned to make, and that they can use these letters to communicate their ideas in writing. At the same time, they are learning to read, so that they can receive the ideas of others, who like them, have learned to write down their thoughts, ideas and feelings.

Once the students are engaged in each of these modes of discourse, language learning becomes increasingly dynamic. Ideas, feelings, words and structures flow between the learner and himself, his immediate community, and even a community removed from him in time and place but available through writing and reading.

Again, visits to Primary classes in Bhutan will allow the visitor to see students and teachers actively engaged in experiences which develop the skills necessary to use each of these modes of discourse. They talk, they write, they listen, they read. Through trial and error and months of practice, they come to use English.

In brief, the decision by the Ministry of Education to plan for an activity based, learner-centred curriculum for all classes Pre-Primary-XII is informed by ideas like Moffett’s which explain how we learn language. It is helpful for this discussion, as well, to know that the international testing program (PISA) of the OECD (the Organization for Economic Coop-

eration and Development) has adopted similar principles of active language learning to be used when designing its examinations.

The concept of Reading put forward by the Organization for Economic Cooperation and Development and used in their international testing program, PISA (Programme of International Student Assessment) supports the need to put in place programs that require the students to be actively engaged in the learning of a language. OECD defines reading as “an interactive process..... which leads to understanding, using and reflecting on written texts in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society.” To gauge the reading literacy of its member countries, OECD tests from 4500-10000 students in each of forty-three countries on these reading skills: forming a broad general understanding of texts, retrieving information, developing an interpretation of a text, reflecting on the content of a text, and reflecting on the form and purpose of a text. It is evident that students need to learn how to read independently, reflectively and interactively if they are to be able to do these things. The curriculum planning committee has adopted Bloom’s Taxonomy to organise the classroom activities in each of the strands for similar reasons. It provides a way to build an ascending order of skills for the program and, of course, it is well known to Bhutanese teachers.

Guides for Teachers

To accompany this document, and to assist with the implementation of the new programme, the Curriculum Development Committee has prepared a Guide for Teachers for each Class level. The guides set out materials and activities for each Class level. Teachers will find in the guides a description of the materials for each strand, justifications or rationales for each piece of literature, and suggested activities for each strand. They will also find a Timeline for each week, which sets out a plan that allows the teacher to engage the students in studies for each strand in a consistent and thorough way.

Student-centered Classrooms

The decision by the Ministry to develop a curriculum for English which is student-centred means that classroom practise has to change. As reported in *The Silken Knot*, and later confirmed by a study commissioned by CAPSD in 2003, observers of classes, especially in Classes VII-XII, found English teachers talking and explaining texts while students sat passively or made notes on what the teachers were saying, directly into their textbooks. As a result, they were not able to practice Speaking and Writing, nor were they being taught how to read at the higher levels required of an adult reader. (See Moffett and the discussion of PISA above). The changes in the test items used in the NEA call for students to manipulate texts at both the knowledge and inferential levels. Teachers will have to plan for practice in

that kind of reading and writing if the students are to be able to meet the expectations raised by this programme of testing.

The recommendation, by both reports cited above, that students be actively engaged in their own learning, was accepted by the Ministry; however, there is a fear that if an active classroom program be put in place then teachers will have nothing to do. That fear has been addressed directly. Teachers and parents will see in the guides an approach that balances direct teacher input and planning with the participation of students in activities that help them develop the skills and knowledge necessary to meet the standards set out in this document.

To conclude this introduction, this document presents the revisions, which the Ministry of Education is recommending at this time to keep the English curriculum up to date. They are as follows:

Revision 1: The curriculum has been Organised so that classroom practice is informed by the set of Standards presented by CERD in *The Silken Knot: Standards for English for Schools in Bhutan* for each of the four Strands, or modes of discourse, namely Reading & Literature, Listening and Speaking, Writing, and Language. These set out in global terms what students can be expected to be able to do and to know in English, following graduation at the end of Class XII.

Revision 2: The Standards are elaborated by a set of detailed Learning Objectives for each Class level, PP-XII, which integrate the work in English across the curriculum. The Objectives serve to indicate to students, teachers and parents, the details of what students need to learn at each class level in order to make progress towards the attainment of the Standards. The Objectives are set out for each of the four Strands and are cumulative, sequenced developmentally, Pre-Primary-XII, and arranged so that they can be dealt with separately or integrated at each class level.

Revision 3: The curriculum marks a change in thinking about English studies, especially the English studies for Classes VII – XII. To date, the emphasis has been on learning the content of the literature in the syllabus. Little time has been given to the use of the literature to aid in the development of the language skills presented in the four strands in this programme.

The literature materials recommended here have been selected to help students develop reading skills and to aid as a resource for assistance with the development, and practice, of the skills of Writing, Listening and Speaking, and Language. The content of the literature is important, and to that end, care has been taken to choose excellent literature: however, the

English Curriculum Review Committee is persuaded that content must play a secondary role to the advancement of the skills necessary for proficiency in English.

Revision 4: The curriculum calls for a shift in teaching and learning practices to student-centred learning and the establishment of learner-centred classrooms.

Revision 5: Students will read both fiction and non-fiction in the Reading and Literature strand for each class. This curriculum sets out to achieve a balance in the kinds of literature which students are expected to learn how to read.

Revision 6: The document calls for the direct teaching of reading strategies in each class, Pre-Primary – XII.

Revision 7: Care has been taken to select materials that are gender sensitive and are age/class appropriate.

Revision 8: Care has been taken to select texts which engage students in a discussion of the cultural values of Bhutan and introduce them to the notable writers of Bhutan and of other cultures.



Revision 9: Care has been taken to introduce texts that are written in contemporary English.

Revision 10: The curriculum calls for the teaching of English grammar, pronunciation and syntax in a consistent, thorough and interactive manner, Classes IV – XII.

Revision 11: Timelines are set out to ensure that each of the strands gets its share of the time allocated to English studies. The Timeline is different for each class level to permit teachers to make provision for a balanced programme that meets the changing needs of the students but still requires teachers to set aside time for work in each strand.

Revision 12: The curriculum presents changes in the Modes of Assessment in examination test items which will permit students to show that they have learned the skills and content presented in each strand.

Finally, the Ministry of Education wants to compliment the educators of Bhutan on the excellent work, which has produced graduates who have a capacity in English second to none in those countries that use English as a second language.



The plans put forward in this curriculum to provide for time to develop the skills in each mode, or strand, of Listening and Speaking, Language, Writing, and Reading & Literature are in keeping with this thinking about language learning. The goal is an English speaker who can integrate the modes or strands so that he can communicate with eloquence and receive the communication of others with respect and clarity.

It is the wish of the Ministry to build on the extraordinary capacities of both teachers and students to learn English and offer a revised programme, which will graduate students with the level of fluency in English needed at this time.



Foreword to Reading & Literature

*‘I am part of all that I have met;
Yet all experience is an arch wherethro’
Gleams that untrav’l’d world, whose margin
Fades for ever and for ever when I move.’*

- “Ulysses”, Alfred Lord Tennyson



Like Ulysses, when we read, we become travellers through worlds whose horizons beckon and entice us farther and farther into realms beyond our own daily experiences. We travel from our own world to different places and times, go to a universe beyond our own, a universe in which we meet people who hold ideas and beliefs which confirm, challenge, and elaborate what we know, understand and believe.

Reading is the key to unlocking the vault of the wisdom of the race. To read well is to be in contact with those who have gone before us, who have discovered what it is to be human and the best ways to organise themselves to achieve happiness

We do not always read for such exalted reasons. Reading is also something we use to do everyday things at work or at home: things like shopping, reading mail, getting information on topics of interest and getting instructions on how to do things or put things together. We also read to learn the ideas of others on more abstract issues like political thought or religious beliefs. We read for pleasure and to pass the time. Sometimes we read our favourite authors simply because we like to read their works. Whatever the reasons we have for reading, it is making meaning with text in an interactive process that engages the reader, the writer, and the text in a dialogue about the subject of the piece.

Engaging in the dialogue begins when the reader tries to be clear about what the writer or his/her characters are saying and doing. Frequently, once that has been achieved and is clear, the reader does not want to go further. The knowledge of what has been read is enough. But just as frequently, readers want to move beyond the simple knowledge of a book to levels of dialogue, which engage them, the writer, and the text in negotiations about the significance of what has been said or enacted in the piece. It is in this kind of dialogue that the focus shifts from the surface knowledge of the text to attempts to comprehend what has been read at more profound levels, to delight in possible interpretations, to analyse how the writer achieves the cogency of the piece, and ultimately, the evaluation of the beauty and the validity of what has been said.

Whatever the level of the dialogue, the readers bring to the table not only their knowledge of the text under study, but also their experiences with other texts, the experiences they



have had in real life or have imagined, and quite likely, sets of beliefs that challenge the point of view of the writer. Students need to be taught the strategies to read in these ways. And they need time to participate in activities which are planned by the teachers to allow them to practise the strategies.

The literature in the syllabus provides the material to teach students how to read, while at the same time permitting them to read some of the best literature available in English. Students have to learn how to make meaning by themselves and to appreciate what it means to have met some of the best writers and their works in the course of their studies. If we can build classroom communities where that can be arranged, then, like Ulysses, our readers will be drawn to travel through new worlds of experience whose horizons keep expanding.

Standards for Reading & Literature

1. Graduates are able to read a wide range of texts – fiction and non-fiction – independently.
2. Graduates know the different forms of literature and the purposes they serve.
3. Graduates know and use appropriate reading strategies for making meaning with a variety of texts- fiction and non-fiction.
4. Graduates have read relevant major literary works from Bhutan and other countries.
5. Graduates have an interest in books and continue to read for enjoyment and learning.
6. Through their reading, graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and have found directions and models for their own aspirations.
7. Through their reading, graduates have developed a heightened sense of beauty and harmony which informs their lives.

Learning Objectives for Reading & Literature Class PP-XII

Class Pre-Primary students will demonstrate that they can:



1. Hold a book and show how a book is organized.
2. Show that a book tells a story or gives information.
3. Recognize that a word is a unit of print with empty space on either side.
4. Relate the spoken word to the written word.
5. Follow the rhythm of rhymes, songs and poems.
6. Use pictures to make meaning from the text.
7. Use knowledge of language structures to predict and to read text.
8. Use phonics (letter sounds) to read new words and pronounce them clearly.
9. Recognize, read in context and understand a minimum of 100 words (high-frequency and vocabulary words).
10. Read simple texts aloud.
11. Read at least 10 texts.
12. Make text to life connections.
13. Identify the letters of the alphabet and locate them in the text they are reading.
14. Dictate ideas and sentences to the teacher in the composition of group stories.
15. Follow the stories they hear and say what they like about them.
16. Enjoy reading as a learning activity.

Class I students will demonstrate that they can:

1. Use the reading strategies developed in class PP.
2. Use meaning, structure and visual cues to read new text.
3. Expand their bank of known words to read simple texts.
4. Use growing knowledge of phonics to read words and to pronounce them clearly.
5. Recognize new words using meaning, structure and visual cues.
6. Understand that a sentence expresses a complete thought.
7. Identify simple rhyming words.
8. Attend to punctuation (full stop, question mark).
9. Read aloud with fluency.
10. Make personal connections with texts they are reading.
11. Read stories, poems, nursery rhymes and songs that introduce students to people, objects and events beyond their immediate environment .
12. Read and recommend books to their classmates.
13. Retell stories in their own words.
14. Select simple texts based on their interests.
15. Read at least 10 texts.
16. Recognize, read and understand a minimum of 150 words (high frequency and vocabulary) in context.
17. Enjoy reading as a learning activity.

Class II students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency.
3. Use their knowledge of sentence structure to cluster words into meaningful units in their reading.
4. Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words.
5. Use their knowledge of punctuation – full stop, question mark, and comma.
6. Identify paragraphs in simple texts.
7. Identify end rhymes in poetry.
8. Read different texts for different purposes: stories, poems, songs, and informational text.
9. Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary words).
10. Read at least 15 texts.
11. Locate and report on information from the text.

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12. Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
 13. Listen to, read and talk about texts.
 14. Select texts and develop a list of the stories and poems that they like.
 15. Enjoy reading as a learning activity.

Class III students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency and expression.
3. Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
4. Identify the main idea of a short text.
5. Identify internal rhymes in poetry.
6. Employ the features of personal letters to help them make meaning in their reading.
7. Employ the features of fables and use them to make meaning in their reading.
8. Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts.
9. Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words).
10. Express opinions on the ideas, people and events that they encounter in their reading.
11. Listen to, read and talk in detail about texts.
12. Read to gain information and for pleasure.
13. Select texts and develop a list of stories, poems and informational texts that they like.
14. Enjoy reading as a learning activity.

Class IV students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency and confidence.
3. Use syntax clues as a strategy for reading unfamiliar words.
4. Read stories and poems about subjects outside their personal experience.
5. Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information.
6. Identify the rhythm in poetry.
7. Recognize, read in context and understand a minimum of 500 words (high-frequency and vocabulary words).
8. Build on their reading vocabulary.
9. Use pronunciation skills to pronounce words clearly.
10. Use the dictionary to find meanings of words.

11. Recognize the function of quotation marks in reading.
12. Read texts for explicit and implicit meaning.
13. Identify the features of folktales and use them to make meaning in their reading.
14. Listen to, read, and elaborate on texts.
15. Read at least 25 pieces of literature: stories, poems and informational texts.
16. Enjoy reading as a learning activity.

Class V students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read fiction and non-fiction texts for explicit and implicit meanings, particularly texts dealing with themes of friendship, cooperation, loyalty, and courage, among others.
3. Employ the features of fiction texts, such as adventure stories to help them make meaning in their reading.
4. Recognise that poems have unique structural features like stanzas
5. Employ textual features such as subtitles, diagrams, charts and graphs to help them make meaning with non-fiction texts.
6. Make text to life connections.
7. Build vocabulary and use pronunciation skills to pronounce words clearly.
8. Use the dictionary to find variant meanings of words.
9. Read various kinds of formal writing – business letters, applications, and invitations – and know their different purposes.
10. Listen to, read, and talk about texts of their choice for extended periods of time.
11. Read at least 30 pieces of fiction and non-fiction texts
12. Enjoy reading as a learning activity

Class VI students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Recognise the difference between fact and opinion in newspapers.
3. Read various kinds of formal writings-business letters, reports, applications- and know their different purposes.
4. Make text to life connections.
5. Distinguish points of view (first person narrator, third person narrator).
6. Employ the features of realistic fiction to help them make meaning in their reading.
7. Identify figurative language in texts – simile, metaphor, personification and onomatopoeia.
8. Build vocabulary and use pronunciation skills to pronounce new words clearly.
9. Identify the elements of short stories – setting, characters, plot and theme.

10. Read atleast 40 pieces of fiction and non-fiction texts.
11. Enjoy reading as a learning activity.

Class VII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Recognise denotative and connotative meanings of words in texts.
3. Make text to life connections.
4. Employ the features of fantasy stories to help them make meaning in their reading.
5. Identify the features of the modern lyric and the traditional ballad.
6. Recognise the music in poetry achieved by rhyme and rhythm, alliteration, and assonance.
7. Read poetry and discuss the emotions evoked in the reader by the language of poems.
8. Build vocabulary and use pronunciation skills to pronounce new words clearly.
9. Read the various meanings of a text which figurative language makes possible.
10. Recognise the difference between literal and figurative language in the texts.
11. Read critically about issues in the national and international community (non-fiction texts: newspapers, magazines) and discuss how these issues relate to them.
12. Use the dictionary to find the meaning and use of idiomatic expressions.
13. Read various kinds of formal writing – business letters, reports, applications, and invitations – and know their different purposes.
14. Read atleast 40 pieces of fiction and non-fiction.
15. Enjoy reading as a learning activity.

Class VIII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Identify the features of a variety of texts and use them to support their reading.
3. Recognise the denotative and connotative effects of words in the texts they read.
4. Recognise the emotive effect of words in the texts they read.
5. Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, allusion, and cadence.
6. Identify and discuss the use of free verse in different kinds of modern poetry.
7. Read texts and make personal connections.
8. Appreciate 'big' ideas expressed in literature – for example, forgiveness, loyalty, and love.
8. Use the dictionary to understand phonetic transcriptions and the syllabic structure of words to help with reading and pronunciation.
9. Build their vocabulary and use pronunciation skills to pronounce new words clearly.

10. Employ the features of biography of worthy personalities to make meaning in their reading.
11. Read atleast 40 pieces of fiction and non-fiction texts.
12. Enjoy reading as a learning activity.

Class IX students will demonstrate that they can:

1. Use the reading strategies introduced in earlier classes.
2. Read and articulate personal and critical responses to fiction and non-fiction texts.
3. Talk and write about major classical and modern writers, including Bhutanese writers, and their works.
4. Utilise the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
5. Evaluate the point of view of the writer on issues like right and wrong, justice and injustice, in literature.
6. Read, understand and engage with the ideas expressed by different authors in different forms of essays.
7. Read a modern one-act play and learn its elements.
8. Build their vocabulary and use the pronunciation skills to pronounce new words clearly.
9. Read atleast 40 pieces of fiction and non-fiction.
10. Enjoy reading as a learning activity.

Class X students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read and articulate their understanding of experiences such as separation, love, compassion, loss, and spirituality using situations encountered in literature to support their positions.
3. Compare and contrast different cultural values, traditions and beliefs, using situations encountered in the literature they are reading.
4. Respond personally and critically to fiction and non-fiction texts showing an understanding of the structural features of the different texts.
5. Pronounce new words correctly
6. Talk and write about some of major classical and modern writers, including Bhutanese authors, and their works.
7. Read atleast 40 pieces of fiction and non-fiction texts.
8. Enjoy reading as a learning activity.

Class XI students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read fiction and non-fiction texts with fluency and confidence using the features and purposes of different kinds of texts as a strategy for making meaning. (Reading Strategy)
3. Analyse how authors achieve their effects by the use of linguistic, structural and presentational devices – points of view, figurative language, flashback, parallel argument, symbols and image patterns - and use this information to help make meaning with the text. (Reading Strategy)
4. Select and analyse information from a variety of texts to support their points of view.
5. Come to a new understanding of the human condition through their readings – the notions of spirituality, love, understanding, impermanence, tolerance and patriotism.
6. Assess their own values in the light of what they encounter in the literature they study to enrich their personal, cultural and national beliefs.
7. Talk and write about Bhutanese writers as well as major classical and modern writers and their works.
8. Distinguish the best pieces of literature and make choices for their personal collection.
9. Build their vocabulary and practise pronunciation skills.
10. Read atleast 40 pieces of fiction and non-fiction texts.
11. Enjoy reading as a learning activity.

Class XII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Assess their own values in the light of what they encounter in the literature they study.
3. Identify and analyse the range of issues encountered in a variety of texts.
4. Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate. (Reading Strategy)
5. Demonstrate a greater level of familiarity with Bhutanese writers as well as major classical and modern writers.
6. Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self knowledge and language and culture.
7. Distinguish the best pieces of literature and make choices for their personal collection.
8. Demonstrate a heightened sense of beauty and harmony.
9. Build their vocabulary and practise pronunciation skills.
10. Read atleast 40 pieces of fiction and non-fiction texts.
11. Enjoy reading as a learning activity.

Foreword to Writing



The capacity of human beings to write down what they have thought, dreamed of and spoken about makes their language abilities unique. Thoughts unexpressed are ideas, which die unheard, and spoken ideas often die in one generation. But thoughts expressed in writing can take on a life of their own. They can continue to engage the reader in discussions about ideas long after the writer has departed. They can connect with generations still to be born. Written words have the power to withstand the passage of time and can immortalize the mindscapes and the dreamscapes of those who commit their ideas to writing. They connect people directly regardless of time and place.

Writing is more than creating a record of discovery and accomplishment. It is also a way of thinking and learning. It is a process with which thoughts are refined and the language in which they are written made more precise. The writing process allows the writers to explore ideas and keep track of the explorations on paper. In other words, they draft what they want to say. That first draft is a rehearsal of the ideas and the structures in which they have chosen to present them. They will go on to draft and redraft their ideas in writing, to edit them, modify them after they have shared their ideas with their colleagues, and polish their language, until they arrive at a concise statement of what they want to say. Out of this matrix of thinking, drafting and redrafting, editing and modifying, emerges an understanding of the topic, which is much clearer and precise than when the writers began. Now when the writers engage in conversations or debates on the topic, they can contribute to the discussion in concise ways. And they can share their writing with people far removed in time and place.

Writers write for many different reasons. There is a need to write to friends who are in other places either with e-mail, postcards or letters. The writer assumes an audience who knows him so he does not have to be particularly careful about language or form. The contact is the important thing, the message and its form a secondary consideration. There are other kinds of personal writing as well. Journals, diaries, notebooks, wishes and dreams are written down for the writer alone to read.

We write to do business with people whom we do not know and for those purposes we adopt a different tone and attitude to the audience. We assume a distance between us in the language, and as a result, speak more formally and carefully. We even use special forms for letters for orders, letters of complaint about service, and letters of application for jobs.

Writers also write to explain their research to colleagues whom they have not met; to argue a position, to try to persuade people whom they do not know to accept their services. This



is the writing of business and transactions and for many people it is the most common reason for writing.

In sharp contrast to the language and forms of business are the forms of poetry, prose and drama which writers use to delight their readers with imaginary people and worlds different but similar to their own. They create mirrors to hold up to us so we can see our beauty and our foolishness. They create loveable animal characters, evil traitors and heroes who overcome impossible odds. They introduce us to people who reflect on their feelings and come to understand something new about them. Sometimes the intention is to amuse us, sometimes to teach us and sometimes to challenge us to change and reach beyond ourselves. There is a love of words evident in this kind of writing, a playfulness and delight in the ways figurative language works to gather meaning to itself. The result is a world in which we are able to explore ideas and feelings and to work out patterns of behaviour so that we come to new understanding of ourselves. For both the readers and the writers, it is the chance to live in an imagined world, to take risks in relationships and adventures, which they dare not do, in their real lives.

Students need to practise so that they develop their abilities and their skills in each of these kinds of writing, the personal, the transactional and the creative or poetic. Learning the art and the craft of writing takes time and consistent practice. This curriculum presents a programme which will give students the opportunities to write in a variety of forms. To learn to do it well, students need to become members of a writing community in classrooms where they are regularly able to share their essays, poems and letters with other writers.

Standards for Writing

1. Graduates communicate in coherent and grammatically correct writing in a wide range of forms - personal, transactional, poetic.
2. Graduates use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, experiences and relationships.
3. Graduates use writing to develop critical thinking skills - review, analysis, hypothesis, recollection, summary, and evaluation.
4. Graduates use the writing process to plan, draft, redraft, edit and publish their own work.
5. Graduates have studied examples of excellent writing both from the literature that they are studying and other sources to use them as models for their own writing.
6. Graduates are able to take notes from meetings, their reading, and other sources and use their notes to construct an accurate report of proceedings or research findings.
7. Graduates respond clearly in writing to test items on school and national examinations.
8. Graduates have produced a portfolio of their own writing containing samples of their best work:
 - Personal (letters to friends, diaries, autobiography, wishes, dreams....)
 - Transactional (information, explanation, argument, narration, report, descriptions, persuasion, biographies...)
 - Poetic (plays, skits, short stories, novels, poems....)

N.B. Good writers explore alternative and imaginative possibilities, review options and develop a personally acceptable range of styles and writing procedures.

Learning Objectives for Writing Class PP-XII

Class Pre-Primary students will demonstrate that they can:

1. Shape letters clearly.
2. Recognize capital (upper case) and small (lower case) letters.
3. Use drawings to represent the stories they make up and the stories they hear.
4. Label parts of their drawings.
5. Use knowledge of consonant sounds to begin to write words independently.
6. Use some known words to accompany the drawings in their stories.
7. Dictate sentences to their teacher to accompany the action in their drawings.
8. Contribute ideas to the writing of group stories which the teacher writes down for the class.
9. Recognize full stops at the end of sentences.
10. Write simple sentences using known words.
11. Leave spaces between words in their writing.
12. Be able to write a minimum of 50 new words independently.
13. Enjoy writing as a creative activity.

Class I students will demonstrate that they can:

1. Use the writing strategies developed in Class PP.
2. Shape letters accurately.
3. Use capital and small letters appropriately.
4. Use more detailed drawings to represent the stories they make up and hear.
5. Use an increasing vocabulary of words to write their stories.
6. Use knowledge of consonant sounds and some blends to form words when writing independently.
7. Use full stops and question marks appropriately at the end of sentences.
8. Read what they have written and make corrections related to mechanics.
9. Use margins to help format their writing.
10. Contribute ideas and suggestions for the use of mechanics during the writing of group stories.
11. Share at least two pieces of their writing with their classmates and their teacher.
12. Enjoy writing as a creative activity.

Class II students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write clearly and legibly.
3. Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story.
4. Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing.
5. Write a sentence or sentences guided by pictures or objects.
6. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
7. Use margins, dates and titles to help format their writing.
8. Initiate ideas and make suggestions for the use of mechanics during the writing of group stories.
9. Share at least three pieces of writing with their classmates and their teacher.
10. Enjoy writing as a creative activity.

Class III students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.
3. Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing.
4. Write compositions based on picture sequences.
5. Write a simple personal letter.
6. Write texts in which they explain simple procedures and processes.
7. Develop their ideas in simple paragraphs.
8. Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
9. Revise for content and simple mechanics.
10. Share at least four pieces of writing with their classmates and their teacher.
11. Enjoy writing as a creative activity.

Class IV students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use the process of writing – planning, drafting, revising, editing, and publishing.
3. Write detailed compositions based on picture sequences.



4. Write using a variety of forms encountered in their reading including journals, simple book reviews, letters of leave application and folktales.
5. Distinguish between the conventions of spoken and written language.
6. Use knowledge of phonics, high frequency words, vocabulary words and spelling patterns to move towards conventional spelling in their writing.
7. Use punctuation – full stops, question marks, commas and exclamation marks.
8. Present their final drafts in an appropriate format.
9. Choose at least five pieces of writing to place in their portfolios.
10. Enjoy writing as a creative activity.

Class V students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use spelling strategies and the dictionary to enhance the mechanics of their writing.
3. Spell correctly the words they are using.
4. Use punctuation – capital letters, full stops, question marks, commas and quotation marks (inverted commas) – correctly.
5. Develop ideas more effectively in longer paragraphs in which they use both simple and compound sentences.
6. Use the writing process to make their writing more effective.
7. Write using a wider variety of forms encountered in their reading including formal letters, applications, invitations and adventure stories.
8. Recognise the elements of good writing.
9. Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.
10. Enjoy writing by participating in a community of writers.

Class VI students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession.
3. Use the dictionary to learn the meanings of words and how to spell them correctly.
4. Spell correctly the words they are using.
5. Write a coherent paragraph using simple and compound sentences.
6. Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification and onomatopoeia.
7. Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.

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8. Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.
 9. Continue to enjoy writing by participating in a community of writers.

Class VII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Spell correctly the words they are using.
3. Use punctuation marks introduced in earlier classes including exclamation marks.
4. Use the dictionary to learn the meaning of words and how to spell them correctly.
5. Use the thesaurus to find more precise vocabulary.
6. Write coherent paragraphs using simple, compound and complex sentences.
7. Take notes to prepare reports and summaries, and complete information transfer.
8. Write poems using figurative language – simile, metaphor, onomatopoeia, and personification – to enhance their effectiveness.
9. Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, resume, reports and fantasy.
10. Use writing as a way of thinking and learning.
11. Add at least 5 pieces to their portfolio making choices based on the elements of good writing.
12. Continue to enjoy writing by participating in a community of writers.

Class VIII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use the thesaurus and dictionary for vocabulary development.
3. Spell correctly the words they are using.
4. Use punctuation and paragraphing to organise ideas.
5. Write compositions using a range of sentence structures to achieve different effects.
6. Use figurative language effectively.
7. Write for a variety of purposes and audiences using wider variety of forms encountered in their reading to include narrative essays.
8. Use criteria of good writing to evaluate their writing and the writing of others.
9. Distinguish best pieces of their writing and add at least 5 pieces to their portfolio.
10. Enjoy writing by participating in a community of writers.

Class IX students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes including note taking skills.
2. Identify elements of good writing in their reading (fiction and non-fiction) and apply them to their writing.
3. Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include memoir and descriptive essays.
4. Use rhetorical devices, including antithesis, in their writing.
5. Maintain purpose and sense of audience in a piece of writing.
6. Use discourse markers like “however”, “therefore”, “in so far as” to achieve cohesion in their writing.
7. Select and use diction appropriate to the writing task.
8. Respond in writing examination questions and homework assignments at an acceptable level.
9. Distinguish the best pieces of their writing and add them to their portfolio.
10. Enjoy writing by participating in a community of writers.

Class X students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
3. Write reports on assigned and self-selected topics.
4. Take notes at meetings and prepare minutes accurately.
5. Use rhetorical devices, including irony, in the organization of their writing.
6. Respond in writing to examination questions and homework assignments at an acceptable level.
7. Distinguish the best pieces of their writing and add them to their portfolio.
8. Enjoy writing by participating in a community of writers.

Class XI students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write a short story in which they show control of the elements of the short story form.
3. Write a persuasive essay in which they show understanding and control of the elements of the different essay forms.

4. Begin to write a research paper in which they show understanding and control of the conventions of academic writing. (This paper will be completed in Class XII – see Objective 7, Class XII)
5. Respond in writing to examination questions and homework assignments at an acceptable level.
6. Know the purposes and structures of the texts they are studying in Reading & Literature and use them in their writing.
7. Explore personal, cultural and national beliefs in their writing.
8. Demonstrate that they can make fine distinctions in grammar and diction to achieve precision in their writing.
9. Distinguish the best pieces of their writing and add them to their portfolio.
10. Participate regularly in a community of writers.

Class XII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write lyric poetry in the modern idiom, which uses contemporary ideas of language, cadence, and image.
3. Recognise and apply in their writing, the features of short stories and argumentative essays.
4. Explore personal, cultural and national values in their writing.
5. Demonstrate that they can make fine distinctions in grammar and diction to achieve precision in their writing.
6. Respond in writing to examination questions and homework assignments at an acceptable level.
7. Complete the research paper begun in class XI at an acceptable level, demonstrating understanding and control of the conventions of academic writing.
8. Participate regularly in a community of writers.
9. Complete and present their portfolio containing their best examples of personal, transactional, and poetic writing.

Foreword to Listening & Speaking

We are born into the world capable not only of speaking any language but also capable of listening to the language we hear around us, learning it, and then using it to communicate our thoughts and feelings. We are linguists, grammarians and composers from the very beginning of our journey here. As we listen, we acknowledge the presence of people around us and learn to make sense of the sounds they make. We delight in, or are afraid of, the sounds we hear different to the human voice: music, birdsongs, the sounds of machines and the wind swishing through the rice in the paddy fields around the house on a stormy night. Each brings a different reaction causing feelings of pleasure, well-being or fear. But we never shift our focus from language for the rest of our lives.



The practice of the skill of listening, and the growing necessity to express what we need, think feel and understand, leads us naturally to learn to use the spoken word.

Once we can speak, and are able to use the spoken word with some skill, we build bridges of communication to others and begin to explore the possibilities of human understanding. It is a reciprocal and dynamic process. To speak is to proclaim our presence to the world, to assert our individuality and shape our identity. To speak is to give utterance to our thoughts, life to our ideas, and personality to our being. To listen is to hear what our friends and family want to communicate about similar things. We speak and listen to our inner voice as well, rehearsing possibilities and probabilities internally, to explore and come to understand what we think. When we converse with others to share what we think, we also listen and to what they have to say in response. Thus, we modify our understanding of our ideas and ourselves and of the world in which we live.

Sometimes our purposes for listening and speaking are more mundane. We just want to sing and dance, tell jokes and gossip, tell our dreams. But in all cases, listening and speaking allow us to be citizens in the world of language.

To listen well is a skill that assists us in all aspects of our relationships with others. To listen with empathy allows us to share both messages and feelings. To listen well is to honour the thoughts of others and accept their contributions to the well being of our community. To listen well is to learn new ideas and perceptions, words and structures. To listen is to learn from good speakers their skills at rhetoric and gesture so we can use them for ourselves when we speak.

To speak is an art which we all practice. It is one of the important ways by which people know us. To learn to do it well gives us confidence in ourselves and gives others confidence in us. We need to learn to speak with ease and clarity so that we can, as people in the



workplace, members of family, and citizens in our communities make contributions to the common good.

Conversations of all kinds sharpen our understanding. They also draw us closer, fulfilling the need for companionship as we share what we understand about what it is to be human.

In sum, we listen and speak for various purposes on both formal and informal occasions. Whatever the circumstance, we need to learn to listen and speak well. They are skills which can be taught directly and practised so that we become better at using them to help us in our quest for understanding the world we live in.

Standards for Listening & Speaking

1. Graduates are able to listen to, understand and participate in oral presentations and conversations conducted at normal speed.
2. Graduates speak in clear and grammatically correct English in personal and public situations.
3. Graduates are able to listen to others, distinguish their message, tone, and intention and respond appropriately.
4. Graduates use the conventions of speech that show respect and sensitivity to others.
5. Graduates are able to explain their positions on, and understanding of, complex issues.
6. Graduates are able to speak in public at different kinds of functions using appropriate conventional forms of address, lexicon, register and idiom, and know the social appropriateness of such use.
7. Graduates have developed a repertoire of structures, rhetorical devices and internalised those through careful and constant listening and use.
8. Graduates are able to take on formal roles in groups and conduct the business of the group appropriately.

Learning Objectives for Listening & Speaking for Class PP– XII

Class PP students will demonstrate that they can:



1. Respond to and use words of greeting and courtesy.
2. Use vocabulary related to their immediate environment.
3. Follow classroom instructions.
4. Listen to and sing songs and nursery rhymes.
5. Say the letters of the alphabet and make the sounds of the consonants.
6. Understand phrases and simple sentences.
7. Respond to simple questions about matters of immediate interest.
8. Speak in simple sentences.
9. Listen to and understand simple stories and make text to life connections.
10. Pronounce simple words clearly.
11. Describe common objects in simple words, phrases, and sentences.
12. Understand and show appropriate behaviour when listening and speaking.
13. Enjoy listening to and speaking English.

Class I students will demonstrate that they can:

1. Use the listening and speaking skills developed in class PP.
2. Initiate words of greeting and expand words of courtesy appropriately.
3. Follow and give simple instructions.
4. Produce the sounds of the consonant letters of the alphabet and some blends.
5. Speak about subjects beyond their classroom environment.
6. Respond to others when they speak about matters of immediate interest.
7. Ask, and respond to, simple questions with proper intonation.
8. Use new words to express their ideas and concerns.
9. Pronounce familiar and new words clearly.
10. Engage in short dialogues with their teacher and classmates.
11. Tell simple stories using words learned in class.
12. Enjoy listening to and speaking English.

Class II students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give classroom instructions accurately.
3. Use proper word order in simple sentences and questions.
4. Produce the sounds of the vowels and more blends.
5. Use new vocabulary appropriately.

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6. Engage in longer dialogues.
 7. Participate in longer conversations.
 8. Use singular and plural forms and simple tenses correctly.
 9. Tell simple stories in their own words.
 10. Describe pictures in simple words, phrases and sentences.
 11. Build on their speaking vocabulary and pronounce words clearly.
 12. Enjoy listening to and speaking English.

Class III students will demonstrate that they can:



1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give directions in simple sentences.
3. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
4. Produce the long and short vowel sounds.
5. Listen to fables and other topics of interest.
6. Show a clear understanding of word order in simple sentences and questions.
7. Speak with clear pronunciation.
8. Use newly acquired vocabulary appropriately.
9. Deliver very short speeches.
10. Enjoy listening to and speaking English.

Class IV students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Initiate and carry on conversations.
3. Respond with relevant comments and questions to different speakers.
4. Speak using the correct question tag.
5. Listen and respond to folktales and other topics of interest.
6. Participate in group discussions.
7. Respond appropriately to both the intent and the tone of speaker's message.
8. Deliver simple speeches with fluency and confidence.
9. Enjoy listening to and speaking English.

Class V students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Respond to books that they have read and talk about them.
3. Speak using correct question tag.
4. Engage in longer dialogues and conversations.

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5. Deliver short speeches on topics of their choice.
 6. Understand and give directions properly.
 7. Listen to explanations and take notes.
 8. Respond to different speakers with questions and supportive comments in formal and informal contexts.
 9. Use appropriate vocabulary to talk about concrete and abstract ideas.
 10. Respond appropriately to both the message and the tone of a speaker.
 11. Enjoy listening to and speaking English.

Class VI students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk with their classmates about the books they have read and compositions they have written.
3. Speak using correct question tag.
4. Carry out assigned tasks based on auditory texts.
5. Listen to and speak with each other as members of a group.
6. Deliver longer speeches to the class on topics of their choice.
7. Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth.
8. Make language choices to adapt their talk for different audiences and purposes.
9. Speak regularly using clear pronunciation.
10. Enjoy listening to and speaking English.

Class VII students will demonstrate that they can:

1. Use listening and speaking skills developed in earlier classes.
2. Talk about their written texts and the ideas of the books that they have read.
3. Speak using correct question tag.
4. Organise and participate in meetings.
5. Listen to and speak appropriately in group discussions.
6. Take cues from the listeners who have not understood what was said and restate for clarification.
7. Deliver speeches on topics of their choice.
8. Communicate effectively in practical and social situations.
9. Organise and participate in academic debates.
10. Speak with clear pronunciation.
11. Enjoy listening to and speaking English.

Class VIII students will demonstrate that they can:



1. Use the listening and speaking skills developed in earlier classes.
2. Respond to books that they have read and talk about them.
3. Speak using correct question tag.
4. Use rhetorical devices appropriately.
5. Respond effectively to talks delivered at normal speed.
6. Use elements of famous speeches when preparing and delivering speeches of their own.
7. Deliver extempore speeches well.
8. Speak with clear pronunciation.
9. Use a dictionary to learn the syllabic construction of new words to help pronounce the words clearly.
10. Argue and debate with vigour, but maintain respect for and sensitivity to the feelings and opinions of others.
11. Enjoy listening to and speaking English.

Class IX students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.
4. Use the conditional forms properly to express possibilities and probabilities in their speech.
5. Use reading and literature texts as a source for ideas for discussion or debate.
6. Conduct interviews to collect specific information on assigned topics or topics of their choice.
7. Participate actively in meetings.
8. Use idiomatic expressions appropriately in their speech.
9. Speak with clear pronunciation.
10. Enjoy listening to and speaking English.

Class X students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.

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4. Use the appropriate protocols, including Bhutanese when introducing a speaker and addressing the chairperson at a meeting.
 5. Present reports orally to different audiences.
 6. Ask questions and provide supportive comments after listening to oral presentations.
 7. Explain explicit and implicit meanings in oral texts.
 8. Speak with clear pronunciation.
 9. Enjoy listening to and speaking English.

Class XI students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.
4. Organise and participate in a panel discussion.
5. Use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures and closure to speak effectively in different contexts.
6. Listen to and gather information from different kinds of oral presentations.
7. Analyse different kinds of speeches and use them as models for their own.
8. Speak with clear pronunciation.
9. Enjoy listening to and speaking English.

Class XII students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Speak using correct question tag.
3. Talk about major classical and modern writers and their works including Bhutanese writers.
4. Use negotiation skills to resolve diplomatically conflicts that arise among members of groups.
5. Deliver speeches incorporating literary quotations, allusions and imagery.
6. Speak with clear pronunciation.
7. Enjoy listening to and speaking English.

Foreword to Language

Every living being strives to communicate with its own kind. One of the ways in which this need is fulfilled is by expressing thoughts in the medium of language. Language is the bridge between individuals that tells them they are needed, that they are not alone. Language allows us to express ourselves and to develop our own identity. Those alone are reasons enough to study language.

Yet the case for advocating language study can be appreciated better when we consider the other purposes language serves. For one, it gives shape to thoughts and emotions, and communicates these to intended audiences. For another, it is the basic element with which the history of the world has been recorded. In that sense, it is a time capsule that allows us to view and review any moment of literate or illiterate man in the past. In much the same way, it is a repository of information that envelops all recorded knowledge and so acts as a gateway to development.

Innovators, for example, have documented their experiments in order to perfect them or to let others improve on their achievements. If not for language, all such development would have hardly been possible, and the modern world, as we know it would be unimaginably different. If we were to imagine a world without language, we would see that, in the absence of a medium for sharing ideas, proposing, negotiating and agreeing, there would be no order, only chaos.

Language, used rhetorically, has made leaders, swayed entire populations and, indeed, influenced the course of many a nation's history. Language is power. Language is also harmony. It allows peoples of the world to understand different cultures as well as belief systems, and to share ideas. In this regard, no other language has proved more useful than English.

Proficiency in English is therefore seen as a necessity in both academic and professional life. The proper study of English entails detailed study of grammar and conventions of usage, along with other language competencies (listening, speaking, reading, and writing).

In *The Silken Knot*, the Centre for Educational Research and Development (CERD) suggests that language study be given “pride of place” among the areas of English study. Students in Bhutan need direct teaching of English grammar, pronunciation and syntax in a consistent, thorough, and interactive manner. However, the study of language also involves explorations of ideas about the origins and acquisition of language.

In addition to the grammar study presented in this strand, this curriculum calls for the study of simple notions of the purposes which language serves, an introduction to the theories of the acquisition of language, the nature of language, some work with morphology, and at a very simple level, comparisons between English and some of the other languages spoken

Standards for Language

1. Graduates demonstrate a sound knowledge of grammar and sentence structure.
2. Graduates use a rich vocabulary in their speech and writing.
3. Graduates know the basic features of the English Language.
4. Graduates display a facility with the use of the various modes of speech – indicative, subjunctive, interrogative, imperative and conditional structures.
5. Graduates are able to discuss how humans acquire language.
6. Graduates are able to discuss the purposes that language serves in human interaction

Learning Objectives for Language Class IV – XII

LANGUAGE AND GRAMMAR WILL NOT BE TAUGHT FORMALLY UNTIL CLASS IV. THE DECISION IS BASED ON THE UNDERSTANDING THAT STUDENTS NEED TO DEVELOP AND PRACTICE LANGUAGE BEFORE THEY BEGIN TO ANALYSE LANGUAGE.

Class IV students will demonstrate that they can:

1. Identify some parts of speech (noun, verb, adjective, preposition) and the definite and indefinite article in the texts they are reading and writing.
2. Tell what nouns and verbs do in simple sentences.
3. Use simple word order: subject – verb – object in simple sentences.
4. Use simple tenses (present, past, future).
5. Use the singular and plural forms of nouns and verbs.
6. Use subject – verb agreement correctly.
7. Use punctuation marks (full stop, question mark, exclamation mark, comma) in their writing.
8. Use capital letters for the beginning of sentences and for proper nouns.
9. Use alphabetical order to find meanings of words in the dictionary.

Class V students will demonstrate that they can:

1. Use the knowledge of grammar learned in the earlier classes.
2. Tell the functions of two new parts of speech: personal pronouns and adverbs.
3. Use direct and indirect speech.
4. Use word order (article – subject – verb – adjective – object) in longer sentences correctly.
5. Use the degrees of comparison (positive, comparative and superlative) of adjectives.
6. Use the progressive/continuous forms of tenses (continuous present, continuous past, continuous future).
7. Tell the infinitive, simple past and past participle of regular verbs (play, played, played).
8. Use interrogative forms correctly when asking questions.
9. Construct compound sentences with 2 principal clauses joined by a simple conjunction.
10. Use the abbreviations and grammar labels in the dictionary to find out more about words and their meanings

Class VI students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Show the functions of parts of speech: conjunction, interjection and the indefinite article.
3. Use direct and indirect speech.
4. Use the parts of speech and the articles, which they know in correct word order. (article – subject – verb – adverb – article – adjective – object) in longer sentences.
5. Tell the bare infinitive, simple past, and past participle of some irregular verbs, (drink, drank, drunk).
6. Construct complex sentences, which contain one main (principal) clause with a subordinate clause.
7. Use punctuation and capitalization to show the organization of a sentence.
8. Use contractions correctly.
9. Use question tags.
10. Use compound tenses: present perfect and past perfect.
11. Use the appendices of the dictionary.

Class VII students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use possessive pronouns appropriately.
3. Use question tags correctly.
4. Tell the parts of commonly used regular and irregular verbs.
5. Use simple, compound and complex sentences.
6. Use articles correctly.
7. Use active and passive voice.
8. Change from direct to indirect speech and vice-versa correctly.
9. Show how the meanings of words are changed by adding prefixes and suffixes to root words.
10. Use phrasal verbs correctly.
11. Use additional punctuation marks and question tags appropriately.
12. Use prepositions correctly.
13. Use the dictionary for a variety of purposes – word meaning, spelling, and pronunciation.

Class VIII students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use relative pronouns appropriately.
3. Use antonyms, synonyms, and homophones correctly.
4. Use some conjunction coordinators and correlatives (either... or; neither... nor; not only... but also) correctly.
5. Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect).
6. Use phrases (adjectival, adverbial, and participial) in complex sentences correctly.
7. Distinguish among the moods – indicative, imperative, interrogative, subjunctive.
8. Use additional phrasal verbs correctly.
9. Use idiomatic expressions in appropriate contexts.
10. Use direct and indirect speech correctly.
11. Use the dictionary to enhance vocabulary and spelling.

Class IX students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use modal auxiliaries (can, could, should, must, may and might) to indicate a shift in mood.
3. Use indefinite pronouns appropriately.
4. Use antonyms, synonyms and homonyms and homophones correctly.
5. Use periodic sentences correctly.
6. Use a wider range of discourse markers correctly including “however”, “in so far as”, “therefore”, “henceforth”.
7. Use additional phrasal verbs correctly.
8. Use conjunction coordinators and correlatives (hardly... when; scarcely... when; no sooner... than) correctly.

Class X students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use gerunds and participles appropriately.
3. Use phrasal verbs appropriately.
4. Use appropriate language in formal and informal contexts.
5. Use modal auxiliaries in increasingly complex ways.
6. Understand the purposes that language serves in human interaction.

Class XI students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Know and use transitive and intransitive verbs appropriately.
3. Use literal and figurative language appropriately.
4. Use the dictionary to find out the number of syllables in a word and the stress given to each syllable.
5. Discuss the origin of words (etymology) and how they become part of the language or how they become obsolete.
6. Know and discuss the common theories of language acquisition and development, for example, language is innate versus language is acquired.

Class XII students will that they demonstrate that they can:

1. Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.
2. Know and discuss some of the characteristic features of human language, for example, that it is diverse and has common features such as fixed word order and grammar; that it reflects the culture of people who use it; that it is a means of communication, and is a way to express creativity.
3. Know and distinguish archaic words, derogative, slang and obsolete language and know when to use them appropriately.
4. Discuss the purposes of language.

TIME ALLOCATION FOR ENGLISH CURRICULUM

Timelines are set out to ensure that each of the strands gets its share of the time allocated to English studies. The Timeline is different for each class level to permit teachers to make provision for a balanced programme that meets the changing needs of the students but still requires teachers to set aside time for work in each strand. This document assumes a school year with 180 teaching days for teaching, exclusive of holidays and examination time, which is divided into 2 terms - Term I and Term II - of fifteen weeks each.

Class PP

Total Time Allocated: 280 minutes per week

Reading and Literature	:	70 minutes (25%)
Listening and Speaking	:	154 minutes (55%)
Writing	:	56 minutes (20%)

Class I

Total Time Allocated: 320 minutes per week

Reading and Literature	:	96 minutes (30%)
Listening and Speaking	:	160 minutes (50%)
Writing	:	64 minutes (20%)

Class II

Total Time Allocated: 400 minutes per week

Reading and Literature	:	120 minutes (30%)
Listening and Speaking	:	200 minutes (50%)
Writing	:	80 minutes (20%)

Class III

Total Time Allocated: 400 minutes per week

Reading and Literature	:	140 minutes (35%)
Listening and Speaking	:	140 minutes (35%)
Writing	:	120 minutes (30%)

Class IV

Total Time Allocated: 360 minutes per week

Reading and Literature	:	125 minutes (33%)
Listening and Speaking	:	95 minutes (28%)
Writing	:	80 minutes (22%)
Language	:	60 minutes (17%)

Class V-VI

For Classes V and VI, it assumes a school year divided into 2 terms of fifteen weeks each. It assumes as well, that 60 classes of 50 minutes length will be allotted to Reading & Literature, 40 classes of 50 minutes length to Writing, 40 classes of 50 minutes of length to Language and 40 classes of 50 minutes of length to Listening and Speaking.

Class V-VI	Periods/classes	Class Time/minutes (50 minutes for each period)
Reading & Literature	–	60
Writing	–	40
Listening & Speaking	–	40
Language	–	40
Total	-	180

Class VII-VIII

For Classes VII and VIII, it assumes a school year divided into 2 terms of fifteen weeks each. It assumes as well, that 70 classes of 50 minutes length will be allotted to Reading & Literature, 40 classes of 50 minutes length to Writing, 40 classes of 50 minutes of length to Language and 30 classes of 50 minutes of length to Listening and Speaking.

Period Allocations:

Reading and Literature	-	70 periods
Writing	-	40 periods
Language	-	40 periods
Listening and Speaking	-	30 periods
Total	-	180 periods

Class IX to XII

For Classes IX and X, it assumes a school year divided into 2 terms of 15 weeks each. It assumes as well, that 80 classes of 50 minutes length will be allotted to Reading & Literature, 50 classes of 50 minutes length to Writing, 30 classes of 50 minutes of length to Language, and 20 classes of 50 minutes of length to Listening and Speaking.

Period Allocations:

Reading and Literature	-	80 periods
Writing	-	50 periods
Language	-	30 periods
Listening and Speaking	-	20 periods
Total	-	180 periods

Note: There are 6 periods of 50 minutes class in a week for Classes IX-XII

ASSESSMENT & EVALUATION FOR CLASSES PP-XII

Introduction

In the new English curriculum the emphasis of teaching English language is to improve the language skills - *reading, writing, listening and speaking* - of the students. The new curriculum demands for a change in which students are assessed, a shift from the formal or examination oriented approach to informal or alternative assessment.

Standards

The Standards are statements of what the public can expect students to know and be able to do in English when they graduate from the school system (The Silken Knot: *Standards for English for schools in Bhutan*). The Standards for Writing and Language are listed in the English Curriculum Framework Document – Pre-primary to Class XII.

Learning Objectives

The Learning Objectives will serve as indicators of achievement at each class level in reference to the Standards. The assessment is guided by the Learning Objectives. The objectives are listed under the Learning Objectives for Class IV under Language and Writing Strand in the English Curriculum Framework document. These objectives are inter-related and it will not normally be possible or desirable to test them in isolation.

The Principles of Assessment and Evaluation

In the new English curriculum, assessment will be used mainly to recognise activities and procedures on the basis of which teachers collect information to discover whether students have acquired some concrete knowledge and understanding of the subject taught or to what extent their concrete skill or ability has been formed or developed. Eventually assessment is vital to collect information to diagnose students' learning difficulties and obstacles. Based on this information the teacher can decide to change or modify his or her teaching approaches.

Evaluation, on the other hand is aimed at not only weighting pupils, their performances and achievements but it is done to make global analysis of school efficiency resulting in findings related to adequacy and sufficiency of human (teachers and support staff) and material resources (spaces, books, and equipment) provided within the school system.

To date, assessment practices used by our teachers in Bhutan include: weekly or monthly test done either to check the understanding of the lessons or to award grades (marks) to be added up with the term marks used for promotion. Term examinations are conducted solely

for promotions. Block tests are widely used in the lower grades (PP – III) to test children's performance in lesson units and marks are awarded which finally goes into their progress card. Still others assign papers, such as compositions in the language and are graded based on teacher-selected criterion.

However, it remains unclear as how effectively teachers handle assessment and communicate their assessment results to students, parents or caregivers, to school committees, administrators, and to the higher learning institutes or their employers.

As for now there are no specific curriculum guidebooks that guide assessment practices in the schools in Bhutan. In most cases assessment is based on the teacher's perception of the student, the form and content of the syllabus, and the intended outcomes of the course of study. And the parents generally believe that teachers' assessments of students are accurate and convey truthful statements about the student's academic achievement. The question is – Is it happening the way it is believed?

Assessment, Evaluation, and Reporting

As teachers we do understand that “we have a professional, ethical, and legal responsibility to convey accurately and truthfully our knowledge about the students' academic achievement”. However, there are still misconceptions of the meanings between assessment, evaluation, and reporting.

According to Paul (1993), “... evaluation is the process of determining the effectiveness of an educator, a course, unit of work, or particular teaching strategy”. And the teachers to make decisions about future learning experiences for their students use this information.

Reporting (which is in the form of the progress report card) provides information about a student's academic achievement and affects the student's future educational and employment opportunities. The information provided in the card becomes vital to employers and higher learning colleges or institutions in order to make informed decisions. To the administrators or supervisors the information is used to make decisions about the quality of the teachers and the content of the curriculum. The information that is reported through the card is the only basis that decides the allocation of resources, creation of seats or spaces in the colleges or scholarship programmes and even the need for improving curriculum and instruction. To cite an example the progress report cards that schools give is a slip of paper stating the mark earned- an 87 percent or a grade - B. The signature space at the back page implicitly directs the parent to sign the paper and send it back to the school. “Can we quantify and sum up all the intricacies of mathematics and all the complexities of the individual on a single letter?”

In the present system a student will not be allowed into a college or a scholarship programme if a student's percentage mark is below a certain point. A student is conceivably denied admittance into a college because she or he had missed one multiple-choice question on an exam. It is a painful experience for many of our students who got rejected because of one question missed in the examination.

Given this situation, teachers "have a legal, ethical, and professional responsibility" to communicate accurate student assessment to a wider concerned audience. Therefore, it is extremely important to base assessment, evaluation, and reporting practices on "sound educational principles that reflect and dignify the student's academic achievement."

The following is a list of principles concerning assessment, evaluation, and reporting adapted from Paul Gathercoal's article. It challenges many current assessment practices and invites educators to think holistically about assessment, evaluation, and reporting.

Principles of Assessment

- 1. Focus on learning and academic achievement.** Use assessment practices that contribute to student's learning. Where appropriate, it is important to separate behaviour issues (such as being late for class, handing in late assignments, or talking out of turn) from learning and achievement. Instead, encourage students to do their best work and use assignments and class participation as opportunities for them to display the new skills and understanding they are acquiring. Be aware of different learning styles, rates, and cultures and provide opportunities for all students to document their academic achievement.
- 2. Provide for equal opportunity.** Ensure that student assessment practices are inclusive of class, race, age, gender, sexual orientation, and disability. If a student cannot make it to class, provide him or her with a make-up assignment that covers the same material. When forming study groups, ensure that all students have the opportunity to participate. Practice affirmative action when necessary.
- 3. Make sure those assessment practices and the values of the discipline are congruent.** Scholarship is important, and assessment, evaluation, and reporting should reflect the value that schools, colleges, departments, and faculty place on learning in every discipline. In other words, certain standards should be set, and educators should avoid student assessment practices that are based on improvement and/ or effort. Who wants to have an appendix removed by a surgeon who got A in anatomy for "trying real hard?" Also, avoid "extra credit." Extra credit diminishes the values of the course by implying there are great rewards for those who do more; it also reeks of inequity. Instead provide enrichment activities for everyone. Establish acceptable standards for civility and scholarship and teach to those standards.

4. Recognise limitations. All assessment, evaluation, and reporting practices will have limitations; acknowledge them as they arise and, when appropriate, spell them out in your course syllabus. (For example, tell students whether they will be penalised for not meeting deadlines.) This is valuable information to students who may choose to take a different course or redesign their study strategies based on the acknowledged limitations. However, be aware that serving notice in the syllabus does not allow you to grade down for behaviour or attitude problems. Should you choose to do that, however, you must alert future employers and scholastic institutions to the fact that the grade is inclusive of behaviour and attitude as well as academic achievement; simply stating that such a grading policy exists in the class does not achieve this purpose. If behaviour and attitude are big concerns for the teacher, he or she should use a narrative report; never try to communicate these concerns through academic grades.

5. Be supportive of the relationships. Highly competitive assessment practices tend to adversely affect relationships. Teachers should promote co-operation and respect in the classroom. Suggest peer coaching for those with academic problems. When appropriate, involve the community as an educational resource and involve everyone in the discussions on the assessment, evaluation, and reporting. Be flexible at the level of principles, balancing the rights of the individual and the rights and interests of the rest of society, and communicate clearly the principles in which you are operating.

6. View the student as an active participant in the assessment process. Invite and value self-assessment and act on them on bases for assessment, evaluation, and reporting. When appropriate, allow students the opportunity to redeem their work. Students might be encouraged to share their assigned work with each other during the first part of their class, allowing them to do a quick self- assessment. Then students can decide whether they need to redo the assessment or it is truly their best work, ready for the scrutiny of the teacher. Such a practice implies that there is no grade penalty for late papers (however, this approach may not be appropriate for some classes).

7. Report student assessment in a consistent and meaningful way. The report should communicate to a wider audience on the student's academic achievement, be consistent with the assessment practices employed, and be meaningful to all who need to know. Reporting should be comprehensive and should convey an accurate assessment of academic achievement to all those who are concerned with the students' future.

Assessing the way children Learn

Most people rely on a combination of sensory messages to absorb information. However, many rely more on one sense than on the others. For example, auditory learners gain knowledge by listening. They would understand the technical details of a television set best

by hearing an explanation. Visual learners depend on sight; their understanding would probably come from reading or examining a diagram. Kinaesthetic learners need to manipulate things physically. Their understanding of the television might come from building a model or writing about it.

Assessment Scheme

The overall assessment during the year will consist of the following:

- Continuous Formative Assessment (CFA)
- Continuous Summative Assessment (CSA)
- Examinations
 - Mid-term examinations
 - Annual Examinations

Continuous Formative Assessment

The Continuous Formative Assessment (CFA) is an assessment of student's learning that is carried out throughout the academic year involving a variety of organised, both **formal** and **informal** learning activities to facilitate quality teaching and learning in schools. There are different tools that teachers can use to assess and see whether learning has taken place or not. Students' works are often marked to find out how much they learnt and discover their weak areas. Teachers may decide to take appropriate actions – whether to move with the next lesson or to conduct remedial lessons on the topics covered – based on the information indicated through the formative assessment. In brief the Continuous Formative Assessment (CFA) aims to:

- provide opportunities to both the teacher and the learner to reflect on the learning process and on the level of achievement
- help teachers to find out what teaching methods and materials work best
- help teachers pay attention to individual differences and learning styles of the learners
- make learners realize how well they can do certain types of work and what they need to improve
- enable learners to see the connection between efforts and results
- allow the learners to evaluate themselves and also in peer group
- enable learners to take on multiple roles – as learners, helpers, evaluators and reviewers of the learning processes
- enable learners to appreciate each other's talents and accept the weaknesses
- develop and tap the higher level thinking and problem solving skills of learners

The term “informal” is used here to indicate techniques that can easily be incorporated into classroom routines and learning activities. Informal assessment techniques can be used at anytime without interfering with instructional time. Their results are indicative of the student’s performance on the skill or subject of interest. Informal assessment seeks to identify the strengths and needs of individual students without regard to grade or age norms.

Informal Assessment Techniques

Methods for informal assessment can be divided into two main types: unstructured (e.g., student work samples, journals) and structured (e.g., checklists, observations). The unstructured methods frequently are somewhat more difficult to score and evaluate, but they can provide a great deal of valuable information about the skills of the children, particularly in the areas of language proficiency. Structured methods can be reliable and a valid technique when time is spent creating the “scoring” procedures. One important aspect of informal assessments is that they actively involve the students in the evaluation process—they are not just paper-and-pencil tests.

Tools and Techniques used to assess students:

It is generally agreed, however, that the purpose of assessment and evaluation is to inform teaching and to encourage and promote student learning. If we accept this premise, it is necessary then for teachers to collect data in a variety of formats and examine the data to determine what it tells about student learning as well as their own teaching. Teachers no longer rely on a single test or exam to determine the fate of students. Instead, teachers use multiple sources of information collected in a variety of contexts over a period of time to evaluate student growth. A balanced assessment/evaluation model consists of the teacher’s anecdotal notes based on several observations, checklists, student inventories, conferences with the students, portfolios and some teacher-made tests. In addition to these tools, teachers also use samples of student work such as projects and presentations to provide evidence of student learning. All of these assessment tools provide teachers with information to help evaluate student growth as well as provide them with valuable information about what they need to teach their students. Student evaluation is meant to show what students have learned and are able to do. It is also evidence that the teacher has taught. As indicated above, there is no one tool that can accomplish these goals. The effective teacher is challenged to choose the most appropriate tools that will show that both have occurred.

Unstructured Assessment Techniques

Unstructured techniques for assessing students can range from writing stories to playing games and include both written and oral activities.

Types of Unstructured Assessment Techniques

Writing Samples - When students write anything on specific topics, their products can be scored by using one of the techniques described in Table 3. Other creative writing samples that can be used to assess student progress include newspapers, newsletters, collages, graffiti walls, scripts for a play, and language experience stories.

Homework - Any written work students do alone, either in class or in the home, can be gathered and used to assess student progress. With teacher guidance, students can participate in diagnosing and remediating their own errors. In addition, students' interests, abilities, and efforts can be monitored across time.

Logs or journals - An individual method of writing. Teachers can review on a daily, weekly, or quarterly basis to determine how students are perceiving their learning processes as well as shaping their ideas and strengths for more formal writing which occurs in other activities.

Games - Games can provide students with a challenging method for increasing their skills in various areas such as math, spelling, naming categories of objects/people, and so on.

Debates - Students' oral work can be evaluated informally in debates by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Brainstorming - This technique can be used successfully with all ages of children to determine what may already be known about a particular topic. Students often feel free to participate because there is no criticism or judgment.

Story retelling - This technique can be used in either oral or written formats. It provides information on a wide range of language-based abilities. Recall is part of retelling, but teachers can use it to determine whether children understood the point of the story and what problems children have in organizing the elements of the story into a coherent whole. This also can be used to share cultural heritage when children are asked to retell a story in class that is part of their family heritage.

Anecdotal - This method can be used by teachers to record behaviours and students' progress. These comments can include behavioural, emotional, and academic information. For instance, "Jaime sat for five minutes before beginning his assignment." These should be written carefully, avoiding judgmental words.

Anecdotal Records

Anecdotal Records are written descriptions of the casual or focussed observations made on students. They are brief descriptions of incidents and behaviours and offer the teacher a way of assessing and recording aspects of students' learning that might not be identified by other assessment tools. Anecdotal Records can be used in a more directed way when teachers want to collect information on particular areas such as social development, work habits, aspects of language use, and the child's development as a writer or reader. In such cases, it can be useful to prepare a sheet on which are listed the particular areas to be observed. This will allow for easy reference and help keep the observer on track.

What is it used for?

The very act of recording observations may serve to alert the teacher to some aspect of a student's learning or attitude that may need attention and/or special support. Through regular spotlighting of a student's performance, an anecdotal record may show for example that Dorji is consistently having trouble in expressing coherent thoughts. As a consequence, the teacher may decide to investigate the reasons for this behaviour more thoroughly.

Because Anecdotal Records concentrate on describing incidents of a student's performance over a period of time, the sequence of anecdotes can serve as a record of the student's development and as a result it is one of the best sources for information about a child while conducting a conference.

How is it used?

Anecdotal Records require little pre-planning and can be used to capture behaviour as they happen. Entries must be made with appropriate frequency to show the development over a period of time. They should eventually cover all the students, although some students may require more entries than others.

The entries in Anecdotal Records should include first an objective description of the incident describing what actually happened. Whenever possible the exact language of the child should be noted, e.g. "Dorji said: Me very tired." The teacher should not record her judgements that "Dorji feels very tired." Second the entries should contain a tentative analysis of the situation, any comments of the teacher and any questions he or she poses to himself or herself that may guide further observations. To keep Anecdotal Records teachers can use the time when students are engaged in class work or group work, during a free period or after classes.

Procedures for Recording

Anecdotal records are usually collected in an exercise book or a folder. A notebook with each entry dated offers a powerful chronological record. Records should at least include the name of the child observed, the observer, the date, the time, and the setting. Various formats have been suggested: A teacher may develop her own form, with which she feels most comfortable and that suits her situation best.

Care must be taken to record observation facts and opinions: For example, “Dorji quarrelled with Sonam twice today” instead of writing “Sonam and Dorji are enemies.” It is fair and fruitful also to mention positive observation for reinforcing the strength of a student, e.g. during a conference. Recording only unsuccessful attempts or behaviours gives a limited view of a student’s achievements and can lead to de-motivation.

Teachers can use **anecdotal records** to record their observations. By quickly writing down what they see the children doing as they work in class, teachers compile information on each student. Teachers should record what they see and leave interpretation until later when they have more time. For example, when listening to a student read orally, the teacher might note down “stops at end of sentences”. When interpreting the observation later, the teacher can be confident that the student “knows the purpose of end punctuation in reading”. Because Bhutanese classes are large, the teacher may choose to observe three or four children during any one activity.

Naturalistic - Related to anecdotal records, this type of observation may take the form of notes written at the end of the day by a teacher. They may record what occurred on the playground, in the classroom, among students, or may just reflect the general classroom atmosphere.

Observation is the careful consideration and analysis of students’ behaviour and performance based on a wide range of contexts. For observation to be an effective assessment tool, however, teachers must know what to look for and how to interpret what they see. Primary school teachers in Bhutan, can refer to the “Developmental Levels of Reading” and “Developmental Levels of Writing” outlined earlier in the manual as a place to begin. It is suggested that teachers work in collaborative groups to discuss the characteristics of learners at each level and decide what each characteristic would look like in the Bhutanese context. Such discussions will give teachers confidence in making judgments.

Conferences, where the teacher discusses the student’s work with him, provide valuable information about the strategies the student is using and provides information about what the teacher needs to teach next. Conferences work well for both reading and writing instruction. Again, because of class size, the teacher may choose to do group conferences

with four or five students at a time rather than holding individual conferences. Students can learn from one another as they tell what they are doing and how they solved a reading or writing problem. The teacher, too, will provide input by suggesting a strategy or providing information that will help the students.

Portfolios provide a means for students and teachers to document progress over the course of a term or the year. Simply put, a portfolio is a collection of the student's best work and is kept in a large envelope or container made by the student and stored in the classroom. Portfolios promote a feeling of pride among the students as they have input into the content, choosing only artefacts that demonstrate something about their learning. For both students and teachers, portfolios provide evidence of growth. "Best" work from early in the school can be compared to "best" work later in the year and development of skills is always obvious. Portfolios are very useful during parent-teacher conferences.

Structured Assessment Techniques

Structured assessments are planned by the teacher much more specifically than are unstructured assessments. The scoring of structured assessment activities is relatively easier compared to the scoring of unstructured assessment activities.

Types of Structured Informal Assessments

Checklists - Checklists specify student behaviours or products expected during progression through the curriculum. The items on the checklist may be content area objectives. A checklist is considered to be a type of observational technique. Because observers check only the presence or absence of the behaviour or product, checklists generally are reliable and relatively easy to use. Used over time, checklists can document students' rate and degree of accomplishment within the curriculum.

A Checklist is a listing of specific concepts, skills or behaviour traits, the presence or absence of which the teacher wishes to observe and record. There is usually a box or space on the right of the page near the item for the teacher to tick or check off. For example, in teaching a particular topic, a teacher identifies important concepts that the student have to learn and makes a list of them to check whether the students have mastered them or not at the end of teaching the topic. Such a list is called a checklist because the list is used to find out and record whether something required to be learned has been or not. So it can be said that a Checklist calls for a "yes or no" judgement and is basically a tool for recording whether a characteristic is present or absent, an action is taken or not or whether a learning has taken place or not.

What is it used for?

A Checklist is most appropriately used in situations whether the teacher wishes to assess students' abilities, attitudes or performances during the learning process. It can be used to make a brief assessment of a range of items from mastery of content through to communication skills, from the extent of the participation of a student in activities to the development of his or her psychomotor skills.

Used on a single occasion, a checklist provides formative evaluation for the single situation in which it has been used. For example, to learn how effective students are when working in groups, a checklist can be used to observe them in a single group session. This will provide the teacher with information to guide future instruction.

Checklists are most useful when used regularly and frequently and collected over time. In this way a broader picture of children's growth and progress will be seen and the information used for both formative and summative evaluation.

A **checklist** is another observational tool that teachers can use. Although they cannot replace anecdotal notes made during observation, they can be useful for recording students' attitudes as well as specific curricular outcomes. For example, a checklist with each student's name on one side of the paper and some observational behaviours relating to reading (left page first, top to bottom, left to right, return sweep, points to each word) listed across the top could be easily done while the students are reading. Again, by working together teachers can develop meaningful checklists to use.

How is it used?

Usually a Checklist is used during class time and for that reason, it must be simple. When using a Checklist, the names of the students, the data and the activity have to be entered before the class starts. During the class, special attention has to be paid to the group which she has selected so that she can build an impression of their level of mastery of content, competence or execution of the skills and processes and the display of behaviour traits she wishes to record.

Procedures for Recording

Checklists are easy to use since they record only the presence or absence of those items selected for observation. As such, they can be recorded on the form easily using words or symbols as indicated. Symbols could be 'a tick' or 'a cross'.

Cloze Tests - Cloze tests are composed of text from which words have been deleted randomly. Students fill in the blanks based on their comprehension of the context of the passage. The procedure is intended to provide a measure of reading comprehension.

Teacher-made tests are useful at times. If there is specific content to be tested, a test or exam may be used. While not as useful as an assessment tool in the primary school as it might be in secondary school, teachers can decide when they can best be used.

Criterion-referenced Tests - Criterion-referenced tests are sometimes included as a type of informal assessment. This type of test is tied directly to instructional objectives; measures progress through the curriculum and can be used for specific instructional planning. In order for the test to reflect a particular curriculum, criterion-referenced tests often are developed locally by teachers or a school district. Student performance is evaluated relative to mastery of the objectives, with a minimum performance level being used to define mastery.

Rating Scales - This is an assessment technique often associated with observation of student work or behaviours. Rather than recording the “presence” or “absence” of a behaviour or skill, the observer subjectively rates each item according to some dimension of interest. For example, students might be rated on how proficient they are on different elements of an oral presentation to the class. Each element may be rated on a 1 to 5 scale, with 5 representing the highest level of proficiency.

Questionnaires - A questionnaire is a self-report assessment device on which students can provide information about areas of interest to the teacher. Questionnaire items can be written in a variety of formats and may be forced-choice (response alternatives are provided) or open-ended (students answer questions in their own words). Questionnaires designed to provide alternative assessments of achievement or language proficiency may ask students to report how well they believe they are performing in a particular subject or to indicate areas in which they would like more help from the teacher. One type of questionnaire (which assumes that the student can read in the native language) requests that students check off in the first language the kinds of things they can do in English. For a questionnaire to provide accurate information, students must be able to read the items, have the information to respond to the items, and have the writing skills to respond.

Miscue Analysis - An informal assessment of strategies used by students when reading aloud or retelling a story. Typically, students read a grade-level passage (e.g., 250 words) while a judge follows along with a duplicate copy of the passage. The student may be tape recorded. Each time an error occurs, the judge circles the word or phrase. A description of the actual error can be taken from the tape after the session and analyzed for errors in pronunciation, sentence structure, vocabulary, use of syntax, etc. (see Goodman 1973).

Structured Interviews - Structured interviews are essentially oral interview questionnaires. Used as an alternative assessment of achievement or language proficiency, the interview could be conducted with a student or a group of students to obtain information of interest

to a teacher. As with written questionnaires, interview questions could be forced-choice or open-ended. Because the information exchange is entirely oral, it is important to keep interview questions (including response alternatives for forced-choice items) as simple and to-the-point as possible.

How to conduct Informal Assessment effectively

In order to be effective, informal assessment activities must be carefully planned. With appropriate planning, they can be reliable and valid, and they can serve diagnostic purposes as well as formative and summative evaluation purposes. The following general guidelines can apply both to formal and informal assessments:

Validity and Reliability

Standardized tests often are selected because their technical manuals report validity and reliability characteristics. However, if the content of these tests does not match the instructional objectives of the project, their validity is negated. For example, many standardized tests include structural analysis skills as part of the reading or language arts sections. If a bilingual education project does not teach structural analysis skills, concentrating instead on the communicative aspects of reading/writing, such a test may not be valid for that particular project.

The validity of informal measures can be established by demonstrating that the information obtained from a given technique reflects the project's instructional goals and objectives. If, for example, the project is teaching communicative writing, a collection of holistically scored writing samples would be a valid measure. Therefore, a first step toward validating the use of informal assessment measures is a clear statement of curricular expectations in terms of goals and objectives.

Reliability, in its purest sense, refers to the ability of a measure to discriminate levels of competency among persons who take it. This is accomplished through the consistent application of scoring criteria. As with validity, the reliability of informal measures can be established by a clear statement of the expectations for student performance in the curriculum and ensuring that teachers apply consistent criteria based on those expectations. If the informal measures accurately represent students' progress, and if they accurately distinguish the differential progress made by individual students, they are reliable.

Scoring Procedures

Consideration has to be given to the reliability and validity of the scoring procedures used in assessment, both formal and informal. Among critical issues to be addressed are:

1. The validity of the judgment may be limited by the heavy dependency on the opinion of raters. To ensure high reliability, raters must be trained to meet a set criterion (e.g., when judging ten individuals, raters should rate eight of them similarly).
2. The scores must be specific to the learning situation. The scoring procedure must match the exercise or performance. To ensure this match, the purpose for assessment and the content to be assessed must first be decided. Agreement should also be sought on the descriptors developed for each scoring category to be used.
3. Scoring procedures may be time consuming. To ensure success, the commitment and support of project and school personnel must be sought. Training and practice must be offered to the raters.

Scoring procedures utilized in unstructured assessment activities can be used to:

- measure progress and achievement in most content areas;
- measure literacy skills such as oral, reading, and written production;
- develop summative and formative evaluations;
- make an initial diagnosis of a student's learning;
- guide and focus feedback on students' work;
- measure students' growth over time or for specific periods;
- determine the effectiveness of an instructional program;
- measure group differences between project students and non-project comparison groups;
- analyse the performance of an individual student; and
- correlate student outcomes with formal, standardized tests of achievement and language proficiency.

Source: NCBE Program Information Guide Series, Number 3, Summer 1990

Continuous Summative Assessment:

The Continuous Summative Assessment (CSA) consists of the school-based assessment on the Listening and Speaking Strand, Portfolios and the two written examinations. The assessment scheme is different from the examinations conducted at the end of each term. In this, the assessment is carried out at the end of each block from classes PP-II or after a certain portion, such as themes, topics, or skill are covered. However, unlike the CFA, here the teachers award marks based on the written works submitted or oral presentations made by each individual student or in groups.

The Listening and Speaking Strand should be assessed through activities like: Extempore speeches; Listening skills exercises; Debates; Presentations and reports.

The Portfolio Assessment consists of Reading portfolio (record of reading and reading ability, journal writing, text talk or book talk) and Writing portfolio (*best pieces of writing selected by students and best pieces selected by the teacher*) maintained for each student in Reading & Literature and Writing Strands. The portfolios will serve as evidences of students achievements which will show how much of writings and readings students have done over a period of time.

Portfolio Assessment

A Portfolio: What is it?

A Portfolio is a collection of many types of materials selected with the input from both student and teacher, designed to demonstrate progress and growth in students' work, understanding, problem-solving processes and attitudes. It is therefore a continuous collection of evidence of student progress, selected and commented by the student and/or teacher for assessment purposes. Through the maintenance of Portfolios, students are expected to develop all the following domains of learning.

Cognitive abilities

In schools, teachers focus mainly on the knowledge and comprehension aspects of learning. Through Portfolios they try to lead the students to higher thinking skills and to self-reflection

Behavioural skills

The student will become aware of processes, products and work habits.

Attitudes and values

The student will be able to see his or her characteristics like motivation, risk-taking, flexibility, responsibility, perseverance, etc.

Types of Portfolios

Most common types of Portfolios are Progress (Working) Portfolio, Special Project Portfolio and Showcase Portfolio

Progress (Working) Portfolio

It shows a student's progress on a skill over a certain time period. The student collects all work samples related to the concept or skill being mastered which shows the progression from the beginning to the best finished product improved over time. This helps the student in continuous formative assessment, so for CA the schools are encouraged to develop and use Progress Portfolio.

Special Project Portfolio

In a special project Portfolio, students can document the progress from start to finish by collecting examples of work related to the project. This is a good Portfolio starting point because it can be done without any long term commitment. The student must reflect on the project.

Showcase Portfolio

It is the best representative of a student's work filed over a given time period. A student selects works that he or she feels are the best. The student is also able to select work and improve it to create a better sample. This motivates the student to create very good projects.

What is it used for?

Portfolio assessment:

- Provides an opportunity for the student to exhibit what has been accomplished and to demonstrate his or her strengths as well as weaknesses
- Enables the student to be reflective about his or her work and knowledge
- Encourages teacher-student conferences
- Helps communicate to parents what has been learned
- Provides multiple opportunities for observation and assessment as it is on-going
- Provides information about a student to subsequent teachers
- Promotes student responsibility
- Encourages Peer Assessment which provides peer feedback;
- Makes students become aware of performance, process, products and work habits.

Planning for Portfolio Assessment:

The following questions can be used as guidelines while planning for Portfolio Assessment:

- What are the benefits of Portfolio Assessment?
- How could you make the collection of student work a feasible practice in a classroom?
- Who will be the audience for the Portfolios? Students? Parents? Administrators? Others?
- What will be the purpose of the Portfolio?
- Who will select the samples of work to be placed in the Portfolio?
- How will the work be placed in the Portfolio?
- What will the Portfolios in your classroom look like?
- What will they include?
- Where will they be stored?
- What role will student and teacher play in evaluating the Portfolio?
- How will you use reflections in the Portfolio process?
- How will they be graded or evaluated?
- Will the Portfolios be passed on at the end of the year?
- Who maintains ownership?

- How will you incorporate evidence of learner outcomes into the Portfolio?
- What is the implementation plan?
- What is your goal for one year? Two? Five?

How is it used?

- Decide who will play the major role in determining what to be included in a Portfolio – students, teachers or both in consultation.
- Decide the type of samples of work to be included: typical for the student or typical for the topic or some of each type. The samples may vary from a satisfactory one to the best.
- Decide the overall limit of the amount of materials to be included: How many? By which month?
- Start making the collection of work samples of students' right from the early stage in the course starting from basic work to more advanced and improved items.
- Continue examining the contents of the Portfolios and decide if any item should be replaced.
- File or put the work samples in an envelope, a carton or a box for others to be accessible to them and store them in such a way that students will also have an access to them whenever they want.
- Let the student analyse and reflect about the topic he or she has learnt/liked/disliked using some of the questions given in the book review form.
- Use the Portfolio for discussion and reporting to the students, parents and guardians.
- Retain in the class the original or a copy of typical/exemplary Portfolio items with the student's permission, so that you can use them as examples for future classes.

Points to remember while developing Portfolios:

- Start with fewer materials to work with, continue to modify and improve the Portfolio over the year.
- The Portfolio is a file containing a teacher selected input as well as student selected input.
- The materials in the Portfolio may include samples of:
 - Reading records
 - Journals
 - Pieces of writing
 - Review Portfolios from time to time with the student.
 - Use two types of self-assessment: The student writes notes to comment on the specific entries. A form developed by the teacher can be completed and attached to each entry.
 - Consider the following points while assessing Portfolios:
 - Amount of information included

- Quality and variety of pieces included
- Growth in performance and apparent changes in attitude or behaviour
- Quality and depth of self reflections assessed
- Allow students to review their Portfolios and write an evaluative summary
- Conduct an evaluative conference with each student. Together review the Portfolio and the student's self-evaluative comments and summary. The teacher shares his or her assessment of the Portfolio. It is also possible that student and teacher discuss the next course of action: What goals the student should focus on next and how he or she should go about achieving those goals.
- Write a narrative summary of the conference and instructional strategies for the student.

Rubrics

A Rubric is a term used to describe a scoring tool developed to evaluate students' work such as written compositions, presentations or projects. It is also useful for assessing cultural shows, debates or public speeches. A Rubric presents the criteria, which is to be used to judge a student's work or task and shows the differences in quality to be differentiated. So a Rubric usually lists the criteria in one column and descriptors and quality definition in other columns as illustrated in the example below.

Criteria	Descriptor/Quality definition			
	A/Excellent	B/Good	C/Fair	D/Novice
Letter formation <i>20marks</i>	All the letters are distinctly formed and well developed.	Almost all of the letters are distinctly formed except for 1-2 letters.	80% of the letters are well formed but the rest are not well developed.	50% of the letters are well formed but the rest are unevenly developed.
Letter slant <i>20marks</i>	All the letters have the uniform slant: all are either straight, slanting to the left or right uniformly.	All the letters have uniform slant with 1-3 exceptions only.	All the letters have uniform slant with 4-6 exceptions. They stand out unevenly.	There is no fixed slant. All the letters vary in slant from letter to letter.
Neatness <i>20marks</i>	There are no extra visible marks or smudges on the paper.	There are 1-2 visible marks or smudges on the paper.	There are 3-5 visible smudges on the paper; making it rather ugly looking	There are more than 5 visible smudges on the paper and the work looks dirty.
Relationship to line <i>20marks</i>	All the letters are located correctly in relationship to the line. They are neither big nor small.	The size of 1-3 letters is slightly larger or smaller than the space allowed by the line.	The size of 1-6 letters is slightly larger or smaller than the space allowed by the line.	The size of more than 6 letters is slightly larger or smaller than the space allowed by the line. All the letters look uneven.

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Evaluative Criteria

As illustrated in the example, a Rubric has three essential features: evaluative criteria, a definition of quality, and a strategy for scoring the work.

The evaluative criteria that are used to distinguish acceptable responses from unacceptable responses; as “letter formation”, “letter slant”, “neatness” and “relationship to line” are the criteria used to evaluate a piece of handwriting. Each criterion can be weighted equally or differently depending on the emphasis or importance.

Quality Definition

Quality definition explains how the teacher judges the level of excellence in the students’ work by using specific descriptors for each level. For example, the Rubric in the table above differentiates student writing into four categories (A or excellent, B or good, C or fair, and D or novice) and states clearly what the student should be able to do in each level. Quality definition helps teachers and students understand why a particular work or student’s writing (in this case) belongs to A (the best) or to D (the worst).

Scoring Strategy

A scoring strategy is the method that markers use when grading the student work. Scoring with Rubrics can be done in two ways: an over all score (holistic) or a different score for each criterion (analytic).

Student name	Letter formation	Letter slant	Neatness	Relationship	Total
Student A	5	10	20	5	40
Student B	10	5	5	20	40

As shown in the table above, the holistic score the students receive is 40 marks; while the mark given for each criterion is analytic. Analytic scoring provides a more specific feedback in terms of strengths and weaknesses in a particular area or criterion. For example, in the table above both the students score same marks yet it is possible to analyze their strengths and weaknesses differently. So the scoring strategy to use would depend on the purpose of the assessment. As such, holistic scoring is suitable for certification like term and annual examinations while analytical scoring would be suitable to help student improve their learning.

What is it used for?

Even though a Rubric is primarily developed to help the teacher assess student work, a teacher can use it to facilitate Self or Peer Assessment by the students. With Rubrics, students are in better position to carry out Self or Peer Assessment because they understand

what quality work looks like and what they should be able to do. For instance, in the above example, if students want to be in the “A/excellent” category, then it is clear from the Rubric what they need to be able to do to meet the criteria. Even if a student did not make the expected grade or category, at least he or she will know what to do in order to get there.

First then it can be said that Rubrics help to provide qualitative feedback. Second, Rubrics can be used to focus instruction. A teacher as she evaluates the work is constantly reminded of what quality work is and the level of skill required to perform that task.

Finally, Rubrics can be used by the teachers and the students to set up realistic goals because they will have learned the levels at which the students perform.

How is it used?

Rubrics are developed when there is a need to assess the student’s effort to master an important skill, understand a concept, perform a task or complete a quality work or product. For example, teachers keep telling students to improve their handwriting, yet they never have told them what “good handwriting” actually means and seldom show them a sample to illustrate good handwriting. When in using a Rubric however, the teacher and the student discuss and find out what makes handwriting “good” or “bad”. In this way it is used to inform students of the criteria for quality work.

Rubrics can also be used to provide constructive feedback. Analytical scoring ensures that students view their strengths and weaknesses, and also set goals for improvement. Finally, grading is relatively simple with Rubrics: the work that reflects the highest level of quality for each criterion should be given an A; while the other that consistently falls in the lowest level should be given a D. Work out the same things for the other levels such as B and C. These can be substituted for marks (refer analytical marking).

Points to remember while developing Rubrics

1. Show students some examples of “good” and “bad” work. Identify the characteristics that make the good ones “good” and the bad ones “bad”.
2. List the criteria: Use the discussion of samples to list of what counts in quality work.
3. Describe the best and worst levels of quality and then fill the middle levels.
4. Let students practice the Rubrics developed to evaluate the samples you gave them in Step 1.
5. Use it occasionally for Self and Peer Assessment.
6. Note: Always give students time to revise their work based on the feedback they get in Step 5.
7. Use the same Rubric to assess students’ work.

Casual Observation

- Takes place on the spot, the observer being as open as possible for what he or she is looking for (can hear, see, or feel)

Focused Observation

- Takes place when the teacher uses specific criteria to watch for evidence of particular behaviour and the acquisition of learning objectives.
- Allows teachers to limit his/her observations to the evidence for one or two specific criteria.
- Examples: Listening and speaking: How are they sharing their ideas during group work? How are they pronouncing the new vocabulary?

Conferencing

- Conduct follow-up discussions about the observations made and recorded (Anecdotal, Checklists, Rubrics and Portfolios);
- Give immediate feedback on the observations made for timely actions;
- Collect more information on a child’s behaviour, learning experiences and achievement;
- Set up new learning goals based on the level of child’s achievement;
- Analyse the cause of the problem and provide appropriate remedy;
- Enhance students’ thinking through interaction;

Reprint 2014

USING BLOOM'S TAXONOMY: QUESTIONS FOR CRITICAL THINKING

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions. Bloom's Taxonomy helps to explain the way children learn. As teachers, we can help students develop their thinking skills by providing opportunities for them to increase comprehension and develop problem solving skills.

This resource for improving Thinking Skills can be used to develop all levels of thinking. Examine the level you wish to challenge. Use the Key Verbs as guides to structure questions and tasks for students. Review the Potential Activities and Products for additional ideas for assignments or tasks.

Knowledge

Recalling the information.

Useful Verbs	Sample Question Stems	Potential activities and products
tell	What happened after...?	Make a list of the main events..
list	How many...?	Make a timeline of events.
describe	Who was it that...?	Make a facts chart.
relate	Can you name the...?	Write a list of any pieces of information you can remember.
locate	Describe what happened at...?	List all the in the story.
write	Who spoke to...?	Make a chart showing...
find	Can you tell why...?	Make an acrostic.
state	Find the meaning of...?	Recite a poem.
name	What is...?	
	Which is true or false...?	

<p>Key Verbs: who which show describe find what count recall record list when match trace spell label where name</p> <p>What Student Does: Provides facts.</p> <p>Questions: What is . . . ? How is . . . ? Where is . . . ? When did _____ happen? Can you recall . . . ? Which one . . . ? Who was . . . ? Who were the main . . . ?</p> <p>Sample Products: read a book copy text recite a poem label a diagram memorize</p>

Comprehension

Understanding the information being communicated without relating it to other material or ideas.

<p>Useful Verbs</p> <p>explain interpret outline discuss distinguish predict restate translate compare describe</p>	<p>Sample Question Stems</p> <p>Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p>	<p>Potential activities and products</p> <p>Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.</p>
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<p>Key Verbs: reorganize describe define</p>	<p>rephrase summarize restate</p>	<p>outline explain</p>	<p>translate illustrate</p>	<p>retell show</p>
<p>What Student Does: Summarizes information or puts the information into his/her own words.</p>				
<p>Questions: How will you state or interpret in your own words . . . ? Can you explain what is happening . . . ? What is the main idea of . . . ? Can you explain what is meant . . . ? Which is the best answer . . . ? Which statements support . . . ? What can you say about . . . ?</p>				
<p>Sample Products: choral reading picture story illustrate a story demonstration retell a story summarize</p>				

Application

Using information in new situations or to solve a new problem. The use of knowledge.

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

<p>Key Verbs: apply build choose chart code construct develop dramatise interview experiment with make use of organize plan select utilize model use</p> <p>What Student Does: Applies previously learned information to another or new situation.</p> <p>Questions: How would you use . . . ? What examples can you find to . . . ? How would you organize _____ to show . . . ? What other way would you plan to . . . ? What questions would you ask in an interview with . . . ?</p> <p>Sample Products: collage collection diagram diorama display illustration model poster puzzle scrapbook skit photos essay</p>
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Analysis

Breaking down an idea into its constituent parts.

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.

Key Verbs: analyse discover take apart relationships function	categorize divide distinguish motive	classify examine separate inference	compare inspect distinction assumption	contrast simplify
What Student Does:	Looks at the part. Sees the relationship. Organises the parts.			
Questions:	How is _____ related to ... ? Why do you think ... ? What is the theme ... motive ... ? What inference can you make ... ? How would you classify ... categorize ... ? What evidence can you find? What is the relationship between ... ? What is the function of ... ?			
Sample Products:	cartoons character analysis	diagram chart puzzle	graph questionnaire	secret code survey report

Synthesis

Putting together parts or elements to form a new whole.

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

<p>Key Verbs: build combine compile compose construct create change design develop estimate imagine invent plan predict propose solve modify change improve adapt improve transform reflect role play predict minimize suppose</p> <p>What Student Does: Use old ideas to make new ideas. Changes old ideas. Creates new ideas.</p> <p>Questions: How would you improve . . . ? What would happen if . . . ? Can you propose an alternative . . . ? How would you adapt _____ to create a different . . . ? How could you change the plot to . . . ? Suppose you could _____ what would you do . . . ? Can you predict the outcome if . . . ? Can you think of an original way for the . . . ?</p> <p>Sample Products: advertisement comic strip dance invention game recipe magazine mural news article play treasure hunt story essay puppet show song</p>
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Evaluation

Judging and defending the value of ideas, materials or products.

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, eg "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

Key Verbs: award	determine	judge	recommend	agree
opinion	support	prove	estimate	debate
dispute	justify	mark	rule on	appraise
interpret	grade	conclude	defend	evaluate
measure	rate	select	prioritize	
explain				
assess	value	criticise	critique	
rank				
What Student Does:	Gives values. Makes choices. Arranges ideas. Judges ideas. Presents choices.			
Questions:	Do you agree with the actions . . . ? with the outcomes . . . ? How would you prove . . . ? disprove . . . ? Would it be better if . . . ? Can you assess the value or importance of . . . ? Why did they (the character) choose? What would you recommend? What would you cite to defend the actions . . . ? How would you evaluate . . . ? What choice would you have made . . . ? How would you prioritise . . . justify . . . ? Why was it better that . . . ? How would you compare the ideas . . . ? people . . . ?			
Sample Products:	court trial	debate	discussion	letter panel
recommendation	survey	research	self-assessment	reflection

Skills Demonstrated Knowledge

Recalling the information

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter
- Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

Comprehension

Understand the information being communicated

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences
- Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Application

Using information in new situations or to solve a new problem. The use of knowledge

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge
- Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis

Breaking down an idea into its parts

- seeing patterns
- organisation of parts
- recognition of hidden meanings
- identification of components
- Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis

Putting information parts of elements to form a new whole

- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions
- Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? compose, formulate, prepare, generalize, rewrite

Evaluation

Judging and defending the value of ideas, materials, or products

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity
- Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

Sample Activity:
The Purple Cow by Gelett Burgess

I never saw a Purple Cow,
I never hope to see one;
But I can tell you anyhow,
I'd rather see than be one.

The Situation:

A new poem has been suddenly added to your course curriculum. In response, a top team of teachers has been assembled with the mission to construct questions and activities that will assist students in their comprehension and appreciation of this new poem.

In your teams you are to compose one question for each level of Bloom's Taxonomy and/or propose a sample activity or product that might suit that specific level of thinking

Knowledge

Recalling the information

1. What colour is the cow in the poem?
2. Has the poet ever seen a cow of this colour before?
3. See if you can memorize this poem and recite it to the class.
4. Make an acrostic poem using the word COW. Your poem should inform me about things you know about cows!

Comprehension

Understanding the information being communicated without relating it to other material or ideas.

1. Try to rephrase this poem in sentence form while maintaining the central message.
2. Can you explain what is meant by the line: "I'd rather see than be one"?
3. Draw a two-panel comic strip that captures the main idea of this poem. Beneath each panel print a key line from the poem itself.

Application

Using the information in a new situation or to solve a problem. The use of knowledge.

1. Using personal connections can you think of another instance where you might “rather see than be one”?
2. Imagine that you could interview the cow, what questions might you ask?
3. Why do you think the poet chose the colour purple to describe the cow?
4. Based upon the poem’s images construct a collage.

Analysis

Breaking down an idea into its constituent parts.

1. What do you believe is this poem’s underlying theme?
2. Based upon the poem’s central message what inferences might be made about its narrator?
3. What evidence can you find that might point to such concepts as intolerance and inequality?
4. Create a survey report based upon *favourite colours*. Determine the most popular colours within your school. Also find out what your friends would consider to be the most acceptable colour for a cow.

Synthesis

Putting together parts of elements to form a new whole.

1. Rewrite this poem from the point-of-view of the cow.
2. Imagine that you are a mediator from The United Nations. Your mission is to help build a world of tolerance and equality for all. You must now devise and design a 5-Point Declaration of Rights and Equality for Cows & Poets.
3. Create an original advertisement campaign to sell the concept of Purple Cows to the world!

Evaluation

Judging and defending the value of ideas, materials or products.

1. What would you cite if you had to defend the actions of the narrator? In your opinion are the narrator’s beliefs and actions justified?
2. Some may argue that this poem is sheer nonsense and bent only on humour. Challenge yourself to employ a different critical lens, evaluate the poet’s message in terms of racism, xenophobia, and prejudice.
3. In small groups debate the following resolution: “Be it resolved that all cows must be brown, or variations of brown. All other cows will be slaughtered.”
4. Write a letter to the Prime Minister in defence of Purple Cows.

ALLOCATION OF MARKS AND EXAMINATION SCHEME CLASSES PP-XII

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS PP

Listening and Speaking Strand

Allocation of continuous assessment marks for Listening and Speaking Strand 44
out of 80

Areas for assessment	Term I	Term II	Total
Competency in oral skills (<i>Refer Rating Scale- Tool 1</i>)	14	10	24
Say Letters of alphabet and make the initial consonant sounds (<i>Refer Check List - Tool 2</i>)	10	10	20
Total	24	20	44%

Reading & Literature Strand

Allocation of continuous assessment marks for Reading & Literature Strand 20 out
of 80

Areas for assessment	Term I	Term II	Total
Reading behaviour (Refer Rubrics, Tool 3)	Reading Strategy – 2 HF Words/known words - 2 Like about the story – 1 Fluency - 1	Reading Strategy – 3 HF Words/known words - 2 Like about the story – 1 Fluency – 2	14
Concept of print (Refer check list tool 3 and Tool 6)	2	2	4
Reading Log (Refer Tool 2)	-	2	2
Total	12	12	20

Writing Strand

Allocation of continuous assessment marks for Writing Strand 16 out of 80

Areas of assessment	Term I	Term II	Total
Letter recognition & formation (<i>Refer Tool1</i>)	2	1	3
Writing process and behaviour (<i>Refer Tool 2</i>)	2	5	7
Writes HF and known words correctly (<i>Refer Tools 4 and 5</i>)	2	4	6
Total	6	10	16

Written Examination for Term II is 20

Sample blue print:

Question	Literal	Inferential	Critical	Total
Picture description	Q1(3)	Q2(5)	Q3(2)	10
Use of high frequency words		Q4(3)		3
Use of consonant sounds to write words		Q5(3)		3
Following instructions		Q6 & 7(4)		4
Total	3	15	2	20

Note to the teacher: *The numbers in the bracket are the marks allotted for respective questions. The teacher is expected to look at their use of language structure and what they can write rather than on accuracy while marking the student's written work.*

Sample questions:

Question 1: 3 marks – 1 mark each

- What is this? (a picture of a door)
- How many bananas are there? (a picture of five bananas)
- Which one is longer?(a picture of a short pencil and a long snake)

Question 2: 5 marks – 1 mark each for a picture description (**a series of 5 pictures depicting a simple story**).

- Instruct them to write a story looking at the pictures. They can write one or two sentences for each picture.*

Question 3. 2 marks

- Ask them to look at the pictures in question 2 and write what they like or don't like about the story. They can be encouraged to write a few phrases or sentences about what they like/don't like.*

Question 4: 3 marks: ½ each

- Write in the blanks: I ___ a girl. I ___ in a big house. I ___ a small cat. It ___ white. ___ has a long tail. I ___ my cat.

Question 5: 3 marks: ½ mark each

- *Look at the picture and write in the blanks.*
Dorji's father has a ___ig *(a picture of a pig)*
The ___nake is long. *(a picture of a long snake)*
This is a ___ish. *(a picture of a fish)*
She is in the ___an. *(a picture of a girl inside a van)*
The cat is on the ___ble. *(a picture of a cat on the table)*
Look at the ___all. *(a picture of a ball)*

Question 6: 2 marks: ½ mark each

- **Listen and draw**
Draw a circle. Make it big. Draw a flower in the circle. Colour the flower blue

Question 7: 2 marks: ½ mark each

- **Read and draw.**
Draw a big tin. Colour it red. Draw a pencil in the tin. Colour it yellow.

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS I

Listening and Speaking Strand

Allocation of marks for Listening and Speaking Strand 40 out of 80

Areas for assessment	Term I	Term II	Total
Listening behaviour (Refer rating scale-tool 3)	10	10	20
Tell simple stories (Refer rubrics-tool 2)	5	5	10
Produces sounds of the final consonant letter and some blends	5	5	10
Total	20	20	40%

Reading & Literature Strand

Allocation of marks for the continuous assessment

Reading & Literature 24 out of 80

Areas for assessment	Term I	Term II	Total
Reading behaviour (Refer tool 1, tool 2, tool 4)	5	5	10
Retelling(Refer tool 3, tool 6)	3	3	6
Rhyming words (Refer tool 5)	2	2	4
Reading log (Refer tool 7)	2	2	4
Total	12	12	24

Sample blue print for term II – written examination 20

Sl.No	Question	Literal	Inferential	Critical	Total
	Picture description	Q1(3)	Q2(5)	Q3(2)	10
	Use of high frequency words		Q4(3)		3
	Use of consonant sounds to write words		Q5(3)		3
	Following instructions		Q6 & 7(4)		4
	Total	3	15	2	20

Teacher's Notes: The numbers in the bracket are the marks allotted for respective questions. The teacher is expected to look at their use of language structure and what they can write rather than on accuracy while marking the student's written work.

Sample questions:

Question 1: 3 marks – 1 mark each

- What is this? (a picture of a door)
- What are these? (a picture of a bunch of bananas)
- What is that (a picture of a girl pointing to window)

Question 2: 5 marks – 1 mark each for a picture description

(Use a picture which would help children to name objects, use prepositions and use any other ideas while describing the picture)

Instruct them to describe the pictures. They can write about five to six sentences about the picture.

Question 3. 2 marks

Ask the children any one general question like;

- What dress do you like to wear?
- What is your best animal?
- What fruits do you like to eat? Why?
- What don't you like to tea
- What can you do?
- They can be encouraged to answer the question in full sentences.

Question 4: 3 marks: ½ each

Write in the blanks:

Dechen is a _____. She lives in a big _____. Dorji is her _____. They go to _____ . Miss Karma is their _____. There are many _____ in the school.

Question 5: 3 marks: ½ mark each

Look at the picture and write in the blanks.

Dorji's father has a pi____ (a picture of a pig)

This is a fi____.(a picture of a fish)

We coo__ rice. (a picture of cooking)

The ca_ is on the table.(a picture of a cat on the table)

Look at the po____.(a picture of a pot)

The pencils are in the ti____. (a picture of a tin with few pencils in the tin)

Question 6: 2 marks: ½ mark each

Listen and draw

Draw a circle. Make it big. Draw a flower in the circle. Colour the flower purple

Question 7: 2 marks: ½ mark each

Read and draw.

Draw a brown tin on a table. Draw a boy beside the table. He wears a green gho.

Writing Strand

Allocation of marks for writing strand (16%)

Areas of assessment	Term I	Term II	Total
Writing skill and behaviour (Refer tool 2, - tool 3, Tool 6)	5	5	10
Use of sounds of the consonants and blends (Refer –tool 1)	2	2	4
Shares writing (Refer tool 5)	1	1	2
Total	8	8	16

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS II

Listening and Speaking Strand

Allocation of continuous assessment marks for Listening and Speaking Strand 40 out of 80

Areas	Term 1	Term 2	Total
Listening and speaking Skills/Behaviours (refer tool No.1 and 3)	13	13	26
Telling story(refer tool No.2)	7	7	14
Total	20	20	40

Reading & Literature Strand

Allocation of continuous assessment marks for Reading & Literature Strand 24 out of 80

Areas for assessment	Term 1	Term 2	Total Marks
Reading Behaviours (refer tool No.1,2,3,4,5,8 and 9)	9	9	18
Reading Log (refer tool No. 9)	3	3	6
Total	12	12	24

Writing Strand

Allocation continuous assessment marks for Writing Strand 16 out of 80

Objectives/skills	Term 1	Term 2	Total Marks
Writing Skills and behaviours Refer tool No. 1 and 3	6	6	12
Writing Portfolio	2	2	4
Total	8	8	16

For Examination

Sample Blue Print for class II

Level of thinking	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Picture Description					Q1(2)		2
Use of high frequency words			Q2(2) Fill in the blanks				2
Comprehension	Q3(½) 2 questions (1/4)	Q4(2) 4 no. of questions(1/2)	Q5(1 ½) 3 no of questions of ½ marks	Q6(2) 4 questions of ½ marks			6
Total marks	1/2	2	3 ½	2	2		10

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS III

Listening and Speaking Strand

Allocation of Marks for Listening and Speaking-28 out of 80

Areas	Term 1	Term 2	Total
Listening and speaking Skills/Behaviours (refer tool No.1, 3 and 4)	10	10	20
Speech delivery (refer tool No.2)	4	4	10
Total	14	14	28

Reading & Literature Strand

Allocation of the marks for reading & literature 28 out of 80

Areas	Term 1	Term 2	Total Marks
Reading Behaviours (refer tool No.1,2,3,5 and 6)	10	10	20
Reading Log (refer tool No. 4)	4	4	8
Total	14	14	28

Writing Strand

Continuous Marks allocation for Writing -24 out of 80

Objectives/skills	Term 1	Term 2	Total Marks
Writing Skills and behaviours Refer tool No. 1, 2 and 3	7	7	14
Writing Portfolio	5	5	10
Total	12	12	24

For examination

Sample Blue Print for Class III

l. o.	Level of thinking	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
.	Poetry (interpret, find end rhymes)			Q1a (0.5)	Q1b (1.5)			2
.	Use of high frequency words			Q2 (2) Cloze test				2
.	Comprehension	Q3 (½) 2 questions (1/4)	Q4 (2) 4 no. of questions(1/2)	Q5 (1 ½) 3 no of questions of ½ marks	Q6 (2) 4 questions of ½ marks			6
	Total marks	1/2	2	3 ½	2	2		10

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS IV

ENGLISH LANGUAGE PAPER

In the English Paper assessment will consist of Writing Portfolio, Reading Portfolio, Listening and Speaking, and Written Examinations. The Writing Portfolio includes –Letter of application, Journal, essay writing, folktale, book review, etc. selected by the students on teacher's guidance, based on the good writing criteria. The Reading Portfolio includes - Reading Record for books read, Reading Ability, text talk or book talk, and book reviews done by the students. The portfolios are to be maintained for each student and must be assessed and awarded marks as the part of Continuous Assessment (CA).

Reading Portfolio consists of 10%. Weighting for each term is given below:

	Term 1	Term 2	Total
	5%	5%	10%
Reading log	12 texts	13 texts	25 texts
Reading Ability	1 text	1 text	2 texts
Comprehension	1 text	1 text	2 texts

Weightings for each component of Reading Portfolio is listed below:

1. Reading log – 1%
 2. Reading -2%
 3. Book Talk-2%
- Total = 5%

Where will 1% of mark come from for Reading log?

- Records of the texts read (½ mark)
- Inclusion of the texts if they are from out of the prescribed the texts (½ mark)

Note: The teacher has to award mark for including the texts if they are from out side the student textbook, if not 1 mark will be awarded for the log. Since the texts are available in the textbooks, they need not include the text in their log if the text is from the student textbook.

Where will 2% of the mark for reading come from?

- Assess students' reading using the tools suggested (Rubric for assessing reading)

Where will 2% of the mark for Book Talk come from?

- Assess students' book talk using the tools suggested (Checklist for assessing book talk)

Writing Portfolio consists of 20%. Weighting for each term is given below:

Term 1	Marks (10%)
Writing samples - 6 major writings of different genres from the first two themes	1x 6 = 6 marks
Process for 2 pieces - Plan, draft, revise, edit, final	5 marks (1 mark for each process: plan, draft, etc.) x 2=10marks
Assess 2 pieces Language Content Mechanics	4 marks x 2=8marks
Total	24marks (Convert it into 10%)

Term 2	Marks
Writing samples - 6 major writings of different genres from the following four themes	1x 6=6marks
Process for 3 pieces - Plan, draft, revise, edit, final	5 marks (1 mark for each process: plan, draft, etc.) x 3=15marks
Assess 3 pieces Language Content Mechanics	4 marks x 3=12marks
	33 marks (Convert it into 10%)

Mechanics

Paragraphs- Introduction, body, conclusion
Punctuations
Met required length
Neatly written/presented

Marks

$\frac{1}{4}$
 $\frac{1}{4}$
 $\frac{1}{4}$
 $\frac{1}{4}$

Language

Tenses	1/2
Spellings	1/2
Grammar	1/2

Content

Writing reveals true understanding of topic	1/2
Paragraphs are all related to the main topic	1/2
Writing is focused on the overall theme (topic)	1/2

Total 4 marks

The teacher will award the above suggested marks for each item under the three major components of writing - Mechanics, Language and Content which is out of 4 marks.

Since you are assessing two pieces of students' work for Term 1, you will have to multiply the marks by 2 for the Writing Process and Language so as to get the total marks of 18 marks. When you add this marks (18) with the marks awarded for the six pieces it should add up to 24 marks. Then convert it into 4 marks.

Listening & Speaking consists of 30%. Weighting for each term is listed below:

Term 1	Marks (15%)
Speech	5 marks
Group Discussion (Most texts have group discussions)	5 marks
Conversation	5 marks
Total	15 marks

Term 2	Marks (15%)
Speech	5 marks
Group Discussion (Most texts have group discussions)	5 marks
Conversation	5 marks
Total	15 marks

Note the teacher: Teacher will initiate conversation with the individual student to assess the oral competency of the student.

She will ask basic questions relating to personal information, interest, family, school, music, movies, sports etc. Questions will vary based on the topic

e.g. Where do you come from?

Have you been there?

Can you describe your village?

The speech appears only once in the student activities. The teachers are expected to do formative assessment until the students are confident enough to be assessed formally (for marking). Some form of record for the formative must be kept using the tools such as Anecdotal Records, Checklists, Rubrics, Questionnaires, etc. Group discussions are innumerable present in student activities. The formative assessment must be done as many times as possible but for the formal marking, one discussion can be picked. The conversation (dialogue), although rarely appears in the student activities, the teacher needs to make constant effort to initiate conversations with students both in the class and out of the class. Conversational skills are very important since the students will be confronted with such situations in their life, therefore they need to learn and master these skills.

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS V

ENGLISH PAPER

In the English Paper assessment will consist of Listening and Speaking, Writing Portfolio, Reading Portfolio, and Written Examination.

The Listening and Speaking Strand can be assessed through activities like: Listening skills exercises, Reports, Debates, Extempore speeches, Presentations and Book talk. Listening and Speaking will be assessed out of 30% -15% during Term One and 15% during Term Two for classes V and VI. This mark will be added to the Continuous Assessment (CA) marks.

The Writing Portfolio includes - Journal writing and best written pieces selected by the students on teacher's guidance, based on good writing criteria.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews done by the students.

The portfolios are to be maintained for each student and must be assessed and awarded marks as part of Continuous Assessment (CA).

Listening & Speaking 30%	Writing Portfolio: 10%	Reading Portfolio: 10%
<ul style="list-style-type: none">• Listening skills exercises• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk	<ul style="list-style-type: none">• Best pieces of writing selected by the students• Best pieces selected by the teacher• Journal writing for books read• Process of work• The number and types of genre	<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk

The questions for the Written Examination consist of Writing, Language, and Reading & Literature Strands. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 Minutes for reading

Weighting: 100 Marks (30 Marks for Writing, 20 Marks for Language and Grammar and 50 Marks for Reading & Literature)

Question Format:

The Paper will have Three Sections A, B and C.

SECTION A

Section A is for Writing and will test students' writing skills through Extended Response Questions (ERQ). This will carry 30 marks.

Question 1:

Will require students to write one narrative essay from the three choices provided. This will carry **20 marks**.

Question 2:

Will require students to write a friendly letter. Marks will be awarded to correct layout, spelling, message or meanings conveyed to the intended audience. This will carry **10 marks**.

SECTION B

Section B is for Language and will test students' language skills through Short Answer Questions (SAQ). This will carry 20 marks.

Question 1:

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. This will carry **20 marks**.

SECTION C

Section C is for Reading & Literature. On each genre TWO SETS of questions will be set of which either SET I or SET II is to be attempted. However, the students must attempt ONE of the SET II (Extended Response) Questions from any of the three genres - Short Story, Essay, and Poetry. This will carry 50 marks.

Assessment Scheme and Question pattern

Short Story: 20 marks

Essay: 20 marks

Poetry: 10 marks

Short Stories:

Set I: 20 marks

Multiple Choice Question –10 marks

Short Answer Response Question – 10 marks

Set II: 20 marks

Extended Response Question – (Four questions: 5+5+5+5=20 marks)

Note: Questions on Stories will be set on seen texts.

Essays:

Set I: 20 marks

Multiple Choice Question – 10 marks

Short Answer Response Question – 10 marks

Set II: 20 marks

Extended Response Question – (Four questions: 5+5+5+5=20 marks)

Note: Questions on Essays will be set on seen texts.

Poetry:

Set I: 10 marks

Multiple Choice Question – 5 marks

Short Answer Response Question – 5 marks

Set II: 10 marks

Extended Response Question – (Two questions: 5+5=10 marks)

Note: Questions on Poetry will be set on unseen texts.

Examination weighting for:

Writing:

Composition	20%
Letter Writing	10%

Language:

Grammar Structure	20%
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Reading & Literature:

Short Story	20%
Essay	20%
Poetry	10%

In each GENRE, the questions will test the students' ability to:

- understand the text
- explain part of the text in their own word
- give relevant interpretations of the contents in their own words
- identify elements, point of view, themes, ideas, and
- analyse, synthesize, evaluate the texts and apply the ideas.

Sample Test Blue Print for Classes V and VI (For Section A, B and C-Option I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A QI. Composition					Q1 (20) ERQ		20
Section A QII. Letter Writing			Q2 (10) ERQ				10
Section B QI. Grammar			QI 1-5(5) MCQs	QI 6-8(3)		QI 9-10 (2)	10
			QIII (5) complete/r ewrite	QII 2(5) edit/correct			10
Section C Short Stories Set I	Q1-3 (3) MCQ	Q4-7 (4) MCQ	Q8 (1) MCQ	Q9-10 (2) MCQ			10
		Q1 (2)		Q2-3 (2x3)		Q4 (3)	10
Section C Short Stories Set II							
Section C Essay Set I	Q1-3 (3) MCQ	Q4-7 (4) MCQ	Q8 (1) MCQ	Q9-10 (2) MCQ			10
	Q1 (1)	Q2 (2)	Q3 (3)	Q4 (4)			10
Section C Essay Set II							
Section C Poetry Set I	Q1 (1) MCQ	Q2-3 (2) MCQ	Q4-5 (2) MCQ				5
		Q1 (2)				Q2 (3)	5
Section C Poetry Set II							
Total	8	16	27	22	20	8	100

The optional Set II (ERQs)

Set II questions in Section C will comprise of 4 ERQs of 5 marks each in Essay, Short Stories and 2 ERQs of 5 marks each in poetry. These ERQs will spread over from the comprehension level to the evaluation level.

Sample Test Blue Print for Classes V and VI (Option II)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section C Short Stories Set II		Q1 (5)	Q2 (5)	Q3 (5)		Q4 (5)	20
Section C Essay Set II		Q1 (5)	Q2 (5)	Q3 (5)	Q4 (5)		20
Section C Poetry Set II			Q1 (5)		Q2 (5)		10
Total		10	15	10	10	5	50

Break up of Continuous Assessment (CA) and Examination weightings

	TERM ONE		TERM TWO		
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
Classes V & VI	Reading Portfolio 5%		Reading Portfolio 5%		
	Writing Portfolio 5%		Writing Portfolio 5%		
	Listening and Speaking 15%		Listening and Speaking 15%		
Total	25%	25%	25%	25%	100%

Note:

For classes V and VI schools will conduct exam out of 100 % in both - First Term and Second Term Examinations. The Term examinations' marks will then be converted to 25% each. The two exams will, therefore be worth 50% of the total results. The Continuous Assessment for writing will be 10%, for reading portfolio 10%, and for Listening and Speaking strand 30% which will add up to 50% will then be added to the annual examination marks to make it 100%.

Class V: Texts for Study**Short Stories (20 periods)**

1. A pet for Mrs. Abuckle – *Gwenda Smyth*
2. Like an animal in the cage – *Dennis Pelrine*
3. Keeping old friends – *Chris Halvorson*
4. The Wise Old Woman – *Yoshiko Uchida*
5. The Tree House – *Lois Lowry*
6. The Mirror – *Pleasant DeSpain*
7. Jean-Claude's Island – *Natalie Savage Carlson*
8. The Ladybug Garden – *Celia Godkin*
9. A Mountain Legend – *Jordan Wheeler*
10. The Magic root – *CAPSD*

Essays (20 periods)

1. How young animals are protected – *Audrey Wilson*
2. Survival in the City – *Diane Swanson*
3. Getting Along: A How-to Manual – *Catherine Rondina*
4. We Take Care of Each Other as told to Paula McCuire – *Lindsey*
5. The Great Mouse Plot – *Roald Dahl*
6. Did I order an Elephant? – *Marcello Argil*
7. Creating Your Own Newspaper – *Adapted from Kids World Magazine*
8. Welcome to TV Land – *Shelagh Wallace*
9. Lights! Camera! Actions! – *Susan Green*
10. Let's talk Advertising – *Susan Hughes*
11. When Television Ate my best Friend – *Linda Ellerbe*
12. Listen With Your Eyes – *Sharon Stewart*
13. Jessie's Island – *Sheryl McFarlane*
14. Letter from Laya – *Thakur Singh Powdyel*
15. What is Hero? – *Heroic adventure magazine & Kuensel*

Poems (18 periods)

1. My Olympic Toby Cat – *Lola Sneyd*
2. My Mother saw a dancing bear – *Charles Causley*
3. Rabbit Poem – *Pamela Mordecai*
4. All the places to love – *Patricia MacLachlan*
5. Together – *Carolyn Mamchur*
6. Some Children Are – *Jo Tenjford*
7. Bully – *Dennis Lee*
8. Six Wise Men – *John G. Saxe*
9. Jimmy Jet and TV Set – *Shel Silverstein*
10. Neighbour – *Leva Grants*
11. The Microscope – *Maxine Kumin*
12. Mum, Dad and Me – *James Berry*
13. The Last Mountain - *Bettina Grassmann*
14. Hero - *Rabindranath Tagore*

Textbooks and References for classes V and VI

1. Resource Lines 9/10 Robert Dawe, Barry Duncan & Wendy Matheiu. Prentice Hall Ginn Canada. (Skills-Reading, Writing, Listening, Speaking, Viewing, Representing Class 8,9,10,11,12)
2. Language: Speech and Writing. P.G. Penner & R.E. Mc (Class 7-12)
3. Language Arts: Survival Guide, “Margaret IvEson, Samuel Robinson,” (class 5-12), Prentice Hall Canada.
4. Swan, Michael and Walter, Catherine. The Good Book of Grammar. (2001). Oxford University Press: Oxford
5. Murphy, Raymond. Murphy’s English Grammar. 3rd Edition (2004). University of Cambridge: U.K.
6. Amin, A., et.al. (2004). Grammar Builder 1. Cambridge University Press: U.K.
7. Littell, Joy (Ed.) (1984). Building English skills. McDougal, Littell & Company
8. Hewings, Martin. (1999). Advanced English Grammar. CUP: New Delhi
9. Cambridge Learners Dictionary (Revised Edition with Thesaurus and CD ROM) Cambridge University Press, 2004-5 ISBN 0-521-61880-0

Recommended Students Textbooks

1. Amin, A., et.al. (2004). Grammar Builder 3. CUP:UK Class 6
2. Amin, A., et.al. (2004). Grammar Builder 2. CUP:UK Class 5

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS VI

ENGLISH PAPER

In the English Paper assessment will consist of Listening and Speaking, Writing Portfolio, Reading Portfolio, and Written Examination.

The Listening and Speaking Strand can be assessed through activities like: Listening skills exercises, Reports, Debates, Extempore speeches, Presentations and Book talk. Listening and Speaking will be assessed out of 30% -15% during Term One and 15% during Term Two for classes V and VI. This mark will be added to the Continuous Assessment (CA) marks.

The Writing Portfolio includes - Journal writing and best written pieces selected by the students on teacher's guidance, based on good writing criteria.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews done by the students.

The portfolios are to be maintained for each student and must be assessed and awarded marks as part of Continuous Assessment (CA).

Listening & Speaking 30%	Writing Portfolio: 10%	Reading Portfolio: 10%
<ul style="list-style-type: none">• Listening skills exercises• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk	<ul style="list-style-type: none">• Best pieces of writing selected by the students• Best pieces selected by the teacher• Journal writing for books read• Process of work• The number and types of genre	<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk

The questions for the Written Examination consist of Writing, Language, and Reading & Literature Strands. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 Minutes for reading

Weighting: 100 Marks (30 Marks for Writing, 20 Marks for Language and Grammar and 50 Marks for Reading & Literature)

Question Format:

The Paper will have Three Sections A, B and C.

SECTION A

This section is for Writing and will test students' writing skills through Extended Response Questions (ERQ). This will carry 30 marks.

Question 1:

Will require students to write one narrative essay from the three choices provided. This will carry **20 marks**.

Question 2:

Will require students to write a friendly letter. Marks will be awarded to correct layout, spelling, message or meanings conveyed to the intended audience. This will carry **10 marks**.

SECTION B

This section is for Language and will test students' language skills through Short Answer Questions (SAQ). This will carry 20 marks.

Question 1:

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. This will carry **20 marks**.

SECTION C

Section C is for Reading & Literature. On each genre TWO SETS of questions will be set of which either SET I or SET II is to be attempted. However, the students must attempt ONE of the SET II (Extended Response) Questions from any of the three genres - Short Story, Essay, and Poetry. This will carry 50 marks.

Assessment Scheme and Question pattern

Short Story: 20 marks

Essay: 20 marks

Poetry: 10 marks

Short Stories:

Set I: 20 marks

Multiple Choice Question – 10 marks

Short Answer Response Question – 10 marks

Set II: 20 marks

Extended Response Question – Four questions: $5+5+5+5= 20$ marks

Note: Questions on Stories will be set on seen texts.

Essays:

Set I: 20 marks

Multiple Choice Question – 10 marks

Short Answer Response Question – 10 marks

Set II: 20 marks

Extended Response Question – Four questions: $5+5+5+5= 20$ marks

Note: Questions on Essays will be set on unseen texts.

Poetry:

Set I: 10 marks

Multiple Choice Question – 5 marks

Short Answer Response Question – 5 marks

Set II: 10 marks

Extended Response Question – Two questions: $5+5=10$ marks

Note: Questions on Poetry will be set on unseen texts.

Examination weighting for:

Writing:

Composition 20%

Letter Writing 10%

Language:

Grammar Structure 20%

Reading & Literature:

Short Story 20%

Essay 20%

Poetry 10%

In each GENRE, the questions will test the students' ability to:

- understand the text
- explain part of the text in their own word
- give relevant interpretations of the contents in their own words
- identify elements, point of view, themes, ideas, and
- analyse, synthesize, evaluate the texts and apply the idea

Sample Test Blue Print for Classes V and VI (For Section A, B and C-Option I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q I. Composition					Q 1 (20) ERQ		20
Section A Q II. Letter Writing			Q 2 (10) ERQ				10
Section B Q I. Grammar			Q I 1-5(5) MCQs	Q I 6-8(3)		Q I 9-10 (2)	10
			Q III (5) complete/re write	Q II 2(5) edit/correct			10
Section C Short Stories Set I	Q 1-3 (3) MCQ	Q 4-7 (4) MCQ	Q 8 (1) MCQ	Q 9-10 (2) MCQ			10
		Q 1 (2)		Q 2-3 (2x3)		Q 4 (3)	10
Section C Short Stories Set II							
Section C Essay Set I	Q 1-3 (3) MCQ	Q 4-7 (4) MCQ	Q 8 (1) MCQ	Q 9-10 (2) MCQ			10
	Q 1 (1)	Q 2 (2)	Q 3 (3)	Q 4 (4)			10
Section C Essay Set II							
Section C Poetry Set I	Q 1 (1) MCQ	Q 2-3 (2) MCQ	Q 4-5 (2) MCQ				5
		Q 1 (2)				Q 2 (3)	5
Section C Poetry Set II							
Total	8	16	27	22	20	8	100

The optional Set II (ERQs)

Set II questions in Section C will comprise of 4 ERQs of 5 marks each in Essay, Short Stories and 2 ERQs of 5 marks each in poetry. These ERQs will spread over from the comprehension level to the evaluation level.

Sample Test Blue Print for Classes V and VI (Option II)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analyses	Synthesis	Evaluation	Total
Section C Short Stories Set II		Q1 (5)	Q2 (5)	Q3 (5)		Q4 (5)	20
Section C Essay Set II		Q1 (5)	Q2 (5)	Q3 (5)	Q4 (5)		20
Section C Poetry Set II			Q1 (5)		Q2 (5)		10
Total		10	15	10	10	5	50

Break up of Continuous Assessment (CA) and Examination weightings

	TERM ONE		TERM TWO		
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
Classes V & VI	Reading Portfolio 5%		Reading Portfolio 5%		
	Writing Portfolio 5%		Writing Portfolio 5%		
	Listening and Speaking 15%		Listening and Speaking 15%		
Total	25%	25%	25%	25%	100%

Note:

For classes V and VI schools will conduct exam out of 100 % in both - First Term and Second Term Examinations. The Term examinations' marks will then be converted to 25% each. The two exams will, therefore be worth 50% of the total results. The Continuous Assessment for writing will be 10%, for reading portfolio 10%, and for Listening and Speaking strand 30% which will add up to 50% will then be added to the annual examination marks to make it 100%.

Class VI: Texts for Study

Short Stories (20 periods)

1. The Spider Web – *Clifford B. Hicks*
2. The People Who Hugged the Trees – *Deborablee*
3. Belle’s Journey – *Marilynn Reynolds*
4. Flood Waters – *Jill Rubakaba*
5. The Orphan Boy – *Retold by Tololwa m.Mollel*
6. The Never Ending Greenness – *Neil Waldman*
7. Earth Game – *Pam Conrad*
8. Last chance for Cherry Tree Creek – *Martin Silverstone*
9. Fly like an Eagle – *Elizabeth Van Steemyle*
10. The First Skateboard in the History of the World – *Bely Byars*
11. The Final Game – *William Roy Browenridge*
12. Peacocks and Band-aids – *Nazneen Sadiq*
13. Liam McLafferty’s Choice – *Alexis O’Neill*

Essays (20 periods)

1. The Tshechu - *Tashi Delek*
2. Colourful Investiture Ceremony of Chhoeste Penlop article – *Tashi Delek*
3. Diwali: The Festival of Lights
4. A Blind Teacher – *Dorji Wangchuk*
5. Rick Hansen: No Walls Too Big to Climb – *Mary Beth Leatherdale*
6. From On Chemo to On Camera – *Kristine Kristen*
7. My Hero – *Katie Gill*
8. Solo to the Pole – *Chris Bonington*
9. Home Sickness – *Roald Dahl*
10. The Wolf Island – *Celia Godkin*
11. Niagara Parks Butterfly Conservation and Meet a Butterfly Expert – *Todd Mercer*
12. Learn About the Environment – *Elizabeth Hogan*
13. An Earth Quake in Alaska – *Patricia Lauber*
14. Richards Speaks! – *Gary Lautens*
15. Now That’s Olympic History-*Nancy Bonnell-Kangas*

Poems (18 periods)

1. Celebration – *Alonzo Lopez*
2. The Artist – *Ashley Bryan*
3. September – *Helen Hunt Jackson*
4. Bird foot’s Grampa – *Joseph Bruchae*
5. Courage – *Emily Hean*

6. My Mama Had a Dancing Heart – *Libba Moore Gray*
7. That was Summer – *Marci Ridlon*
8. Heads Bent Low - *Anonymous*
9. Many Happy Returns – *John McInnes*
10. We are Plooters – *Jack Prelutsky*
11. The Cabbage white Butterfly – *Elizabeth Jennings*
12. Oh Please! – *Rowena Sommerville*
13. The women’s 400 metres - *Lillian Morrison*
14. Reggie – *Eloise Greenfield*
15. It takes Talent – *Mel Glenn*
16. I Like Myself – *Karen Beaumont*
17. Change – *Charlotte Zolotow*
18. Well, I’m Not Chicken – *Robert Souster*
19. When Someone I Love is Hurt – *Jean Little*

Textbooks and References for classes V and VI

1. Resource Lines 9/10 Robert Dawe, Barry Duncan & Wendy Matheiu. Prentice Hall Ginn Canada. (Skills-Reading, Writing, Listening, Speaking, Viewing, Representing Class 8,9,10,11,12)
2. Language: Speech and Writing. P.G. Penner & R.E. Mc (Class 7-12)
3. Language Arts: Survival Guide, “Margaret IvEson, Samuel Robinson,” (class 5-12), Prentice Hall Canada.
4. Swan, Michael and Walter, Catherine. The Good Book of Grammar. (2001). Oxford University Press: Oxford
5. Murphy, Raymond. Murphy’s English Grammar. 3rd Edition (2004). University of Cambridge: U.K.
6. Amin, A., et.al. (2004). Grammar Builder 1. Cambridge University Press: U.K.
7. Littell, Joy (Ed.) (1984). Building English skills. McDougal, Littell & Company
8. Hewings, Martin. (1999). Advanced English Grammar. CUP: New Delhi
9. Cambridge Learners Dictionary (Revised Edition with Thesaurus and CD ROM) Cambridge University Press, 2004-5 ISBN 0-521-61880-0

Recommended Students Textbooks

1. Amin, A., et.al. (2004). Grammar Builder 3. CUP:UK Class 6
2. Amin, A., et.al. (2004). Grammar Builder 2. CUP:UK Class 5

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS VII

PAPER I: LANGUAGE AND WRITING

In Paper I the assessment will consist of Listening & Speaking strand and Written Examination.

The Listening and Speaking Strand can be assessed through activities like Listening skills exercises, Reports, Debates, Extempore speeches, Presentations and Book talk.

Listening and Speaking will be assessed out of 30 marks for classes VII and VIII. This mark will be added to the CA marks.

<i>Listening & Speaking 30%</i>
<ul style="list-style-type: none">• Listening skills exercise• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk

The questions for the Written Examination are divided into Two Papers: Paper I and Paper II.

Paper I consists of Language and Writing Strands. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 Minutes for reading

Weighting: 100 Marks (60 Marks for Writing and 40 Marks for Language and Grammar)

Question Format:

The Paper will have Two Sections A and B.

SECTION A

Section A is for Writing and will test students' writing skills through Extended Response Questions (ERQ). It will be worth 60 marks.

This section is further divided into two questions:

Question 1:

Will require students to write a descriptive essay from the choices provided. It will be worth **40 marks**.

Question 2:

Will require students to write a friendly letter. Marks will be awarded to correct layout, spelling, message or meanings conveyed to the intended audience. It will be worth **20 marks**.

SECTION B

Section is B for Language and will test students' language skills through Short Answer Questions (SAQ). It will be worth 40 marks

Question 1:

This will require students to summarise a given passage. It will be worth **15 marks**.

Question 2:

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences and so on. This will carry **25 marks**.

Examination weighting for:

Writing:

Essay	40%
Letter Writing	20%

Language:

Summarization	15%
Grammar Structure	25%

Sample Test Blue Print for Classes 7 and 8 (English Language and Writing Paper I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A QI. Composition					Q1 (40) ERQ		40
Section A QII. Letter Writing			Q2 (20) ERQ				20
Section B QIII. Summary Writing		QIII (15) ERQ					15
Section B QIV. Grammar/Structures	QI i-iii (2) MCQs			Q1 iii-v (3) MCQs			5
				Q2 i-v (5) SAQs complete			5
			Q3 i-v (5) Rewrite/ correct	Q3 vi-viii (2) Rewrite/c orrect		Q3 viii- x (3) Rewrite /correct	10
						Q4 i-v (5) Edit	5
Total	2	15	25	10	40	8	100

Suggested break up of Continuous Assessment (CA) and Examination weightings

Classes VII & VIII	TERM ONE		TERM TWO		Total
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
	Listening and Speaking 15%	35%	Listening and Speaking 15%	35%	

Note:

For classes VII to VIII schools will conduct Paper I exam out of 100 % in both - Term One and Term Two examinations. The marks will then be converted to 35% each for the Two Term exams which will be added up to make it 70%. The Continuous Assessment for Listening and Speaking strand out of 30% will then be added to the annual examination marks to make it 100%.

PAPER II: READING AND LITERATURE

In Paper II the assessment will consist of Reading Portfolio and the Written Examinations. The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria.

The Writing Portfolio includes - Journal writing for books read and best written pieces selected by the students on teacher's guidance, based on good writing criteria.

The portfolio is to be maintained for each student and must be assessed and awarded marks as part of Continuous Assessment (CA). The reading portfolio carries 15%, writing portfolio carries 15% and the written examinations (mid-term and annual exams will be worth 35% each) are out of 70%.

Reading Portfolio 15%	Writing Portfolio 15%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing selected by the students• Best pieces selected by the teacher• Journal writing for books read• Process of work• The number and types of genre

Paper II is the written examinations on the Reading & Literature Strand. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 minutes for reading

Weighting: 100 marks:

Short Story – 35 marks

Essay – 35 marks

Poetry – 30 marks

In paper II Questions will be divided into THREE SECTIONS- Short Story, Essay, and Poetry

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 35 marks

Multiple Choice Question – 15 marks

Short Answer Response Question – Four Questions: $5+5+5+5=20$ marks

Set II: 35 marks

Extended Response Question – Five Questions: $7+7+7+7+7=35$ marks

Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 35 marks

Multiple Choice Question – 15 marks

Short Answer Response Question – Four Questions: $5+5+5+5=20$ marks

Set II: 35 marks

Extended Response Question – Five Questions: $7+7+7+7+7=35$ marks

Note: In section B questions will be set on unseen texts.

Section C: Poetry

Set I: 30 marks

Multiple Choice Question – 10 marks

Short Answer Response Question – Four Questions: $5+5+5+5=20$ marks

Set II: 30 marks

Extended Response Question – Three questions: 30 marks

Note: In section C questions will be set on unseen texts.

In each GENRE, the questions will test the students' ability to:

- understand the text
- explain part of the text in their own word
- give relevant interpretations of the contents in their own words
- identify elements, point of view, themes, ideas, and
- analyse, synthesise, evaluate the texts and apply the ideas.

Sample Test Blue Print for Classes VII and VIII (Option I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Short Stories Set I	Q1i-iv (4) MCQ	Q1 v-viii(4) MCQ	Q1ix-xii(4) MCQ	Q1xiii-xv (3)MCQ			15
	Q2 (2) MCQ	Q3 (3) SAQ		Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ	20
Section A Short Stories Set II							
Section B Unseen Essay Set I	Q1i-v (5) MCQ	Q1 vi-x (5) MCQ	Q1xi-xv (5) MCQ				15
	Q2 (2) SAQ	Q3 (3) SAQ		Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ	20
Section B Unseen Essay Set II							
Section C unseen Poem Set I	Q1i-iii(3) MCQ	Q1 iv-vi(3) MCQ	Q1vii-x(4) MCQ				10
	Q2 (2) SAQ	Q3 (3) MCQ	Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ		20
Section C Unseen Poem Set II							
Total	18	21	18	18	15	10	100

The optional Set II (ERQs)

Set II questions in Section A and B will comprise 5 ERQs worth 7 marks each (5x7=35). In section C, Set II will have 5 ERQs worth 6 marks each (5x6=30). These ERQs will spread over from the comprehension level to the evaluation level.

Sample Test Blue Print for Classes VII and VIII (Option II)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Short Stories Set II		Q1 (7)	Q1 (7)	Q1 (7)	Q1 (7)	Q1 (7)	35
Section B Unseen Essay Set II		Q1 (7)	Q2 (7)	Q3-4 (2x7)	Q5 (7)		35
Section C Unseen Poem Set II		Q1 (6)	Q2-3 (2x6)	Q4 (6)		Q5 (6)	30
Total		20	26	27	14	13	100

Break up of Continuous Assessment (CA) and Examination weightings

Classes VII & VIII	TERM ONE		TERM TWO		
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
	Reading Portfolio 7.5%		Reading Portfolio 7.5%		
	Writing Portfolio 7.5%		Writing Portfolio 7.5%		
Total	15%	35%	15%	35%	100%

Note:

For classes VII to VIII schools will conduct Paper II exam out of 100 % in both - One Term and Term Two examinations. The marks will then be converted to 35% each for the Two Term exams which will be added up to make it 70%. The Continuous Assessment for Writing Portfolio of 15% and for reading portfolio of 15% will then be added to the annual examination marks to make it 100%.

Class VII: Texts for Study

Short Stories (20 periods)

1. The Girl Who Couldn't See Herself - *Leena Dhingra*
2. Somebody's Son - *Richard Pindell*
3. One day A stranger Came - *Naomi Wakan*
4. The Cherry Tree - *Ruskin Bond*
5. A Bouquet of Love - *Ruskin Bond*
6. The Dauntless Girl - *Kevin Crossley Holland (Ed)*
7. Like Two Feet of a Traveller - *Dorji Penjore*

Essays (20 periods)

1. Identity: Youth Hot Line - *Bruce Vichert & Dr. Graham Cotter*
2. I Have Been Here Before – *Asbi Dorji Wangmo Wangchuck, Queen of Bhutan*
3. Dear Mother - *Sylvia Martin*
4. Twin Telepathy - *Jay Ingram*
5. More Than Meets I - *Tshering Gyeltshen*
6. People from Mars – *Helna*
7. Untrodden World of Lhops - *John Michael Chiramal*
8. Tell the World: A Young Environmentalist
Speaks Out - *Severn Cullis-Suzuki*
9. A Courageous Policy - *Kinley Dorji*
10. The Journey of Charles Wayo - *Charles L. Sanders*
11. TV Conquers Remote Bhutan - *Geeta Pandey BBC News March 10, 2005*
12. "Go for it!" - *Rachel Zimmerman*

Poems (18 periods)

1. Unfolding Bud - *Naoshi Koriyama*
2. I'm Nobody - *Emily Dickinson*
3. Be Proud of Who You Are - *Lawrence B. Hookimaw*
4. To My Son - *Helen Fogwill Porter*
5. Girl's Eye-view of Relatives - *Phyllis McGinley*
6. Starfish – *Anonymous*
7. Peace Train - *Cat Stevens*
8. Teach Me - *Wayne Burtch*
9. To Look at Anything – *John Moffitt*
10. Rural Dumpheap - *Melville Cane*
11. The Ballad of Babara Allen - *Anonymous*
12. To You - *Langston Hughes*
13. Lochinvar - *Sir Walter Scott*

14. The Harvest Song - *Tsbering C Dorji*
15. Television's Child - *Glen Kirkland*

Textbooks and References for Classes VII and VIII

1. Robin,S.D,Bailey,S.D, Cruchley,H.D and Wood,B.L Bridges 1 1985 Prentice-Hall Canada Inc., ISBN : 0-13-081944-1
2. Niles,O.S,Deffenbaugh,S.A, Hynes-Berry,M,Lamberg,W.J, Savage,R.C
3. Skills for Reading E 1984 Scott,Foresman and Company USA
4. Niles,O.S,Deffenbaugh,S.A, Hynes-Berry,M,Lamberg,W.J, Savage,R.C
5. Teacher's Edition Skills for Reading E 1984 Scott,Foresman and Company USA
6. McCarthy,M & O'Dell,F English Vocabulary in Use Upper- intermediate Cambridge University press ISBN : 0-521-01633-9
7. Amin,A,Eravelly,R &Ibrahim,FJ Grammar Builder 1,2,3,4&5 2004 Cambridge university press
8. Littell,Joy ed. Building English Skills Red Level 1984 McDougal,Littell & Company Irwin Publishing Canada
9. Doff, Adrian and Jones, Christopher; Language in use (the whole set) Cambridge university press 2004, Published in south Asia by Foundation books Pvt. Ltd. ISBN 81-7596-219-4
10. McCarthy,M & O'Dell,F English Phrasal verbs in use Cambridge university Press 2004 Replica Press Pvt. Ltd. ISBN 0-521-60566-0
11. McCarthy,M & O'Dell,F English Idioms in use Cambridge university Press 2002 Replica Press Pvt. Ltd. ISBN 0-521-54087-9
12. Cambridge International Dictionary of Idioms Cambridge University Press 1998 ISBN 0-521-68598-2
13. Cambridge Learners Dictionary (Revised Edition with Thesaurus and CD ROM) Cambridge University Press, 2004-5 ISBN 0-521-61880-0

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS VIII

PAPER I: LANGUAGE AND WRITING

In Paper I the assessment will consist of Listening & Speaking strand and Written Examination.

The Listening and Speaking Strand can be assessed through activities like: Listening skills exercises, Reports, Debates, Extempore speeches, Presentations and Book talk.

Listening and Speaking will be assessed out of 30 marks for classes VII and VIII. This mark will be added to the CA marks.

<i>Listening & Speaking 30%</i>
<ul style="list-style-type: none">• Listening skills exercise• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk

The questions for the Written Examination are divided into Two Papers: Paper I and Paper II.

Paper I consists of Language and Writing Strands. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 Minutes for reading

Weighting: 100 Marks (60 Marks for Writing and 40 Marks for Language and Grammar)

Question Format:

The Paper will have Two Sections A and B.

SECTION A

Section A is for Writing and will test students' writing skills through Extended Response Questions (ERQ). It will be worth 60 marks.

This section is further divided into two questions:

Question 1:

Will require students to write a descriptive essay from the three choices provided. It will be worth **40 marks**.

Question 2:

Will require students to write a friendly letter. Marks will be awarded to correct layout, spelling, message or meanings conveyed to the intended audience. It will be worth **20 marks**.

SECTION B

Section B is for Language and will test students' language skills through Short Answer Questions (SAQ). It will be worth 40 marks

Question 1:

This will require students to summarise a given passage. It will be worth **15 marks**.

Question 2:

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. This will carry **25 marks**.

Examination weighting for:

Writing:

Composition	40%
Letter Writing	20%

Language:

Summarization	15%
Grammar Structure	25%

Sample Test Blue Print for Classes VII and VIII (English Language and Writing Paper I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A QI. Composition					Q1 (40) ERQ		40
Section A QII. Letter Writing			Q2 (20) ERQ				20
Section B QIII. Summary Writing		QIII (15) ERQ					15
Section B QIV. Grammar/Structures	QI i-iii (2) MCQs			Q1 iii-v (3) MCQs			5
				Q2 i-v (5) SAQs complete			5
			Q3 i-v (5) Rewrite/ correct	Q3 vi-viii (2) Rewrite/c orrect		Q3 viii-x (3) Rewrite/correct	10
						Q4 i-v (5) Edit	5
Total	2	15	25	10	40	8	100

Suggested break up of Continuous Assessment (CA) and Examination weightings

Classes VII & VIII	TERM ONE		TERM TWO		Total
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
	Listening and Speaking 15%	35%	Listening and Speaking 15%	35%	

Note:

For classes VII to VIII schools will conduct Paper I exam out of 100 % in both - Term One and Term Two examinations. The marks will then be converted to 35% each for the Two Term exams which will be added up to make it 70%. The Continuous Assessment for Listening and Speaking strand out of 30% will then be added to the annual examination marks to make it 100%.

PAPER II: READING AND LITERATURE:

In Paper II the assessment will consist of Reading Portfolio and the Written Examinations. The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria. The Writing Portfolio includes - Journal writing for books read and best written pieces selected by the students on teacher's guidance, based on good writing criteria.

The portfolio is to be maintained for each student and must be assessed and awarded marks as part of Continuous Assessment (CA). The reading portfolio carries 15%, writing portfolio carries 15% and the written examinations (mid-term and annual exams will be worth 35% each) are out of 70%.

Reading Portfolio 15%	Writing Portfolio 15%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing selected by the students• Best pieces selected by the teacher• Journal writing for books read• Process of work• The number and types of genre

Paper II is the written examinations on the Reading & Literature Strand. The time allotted for the written examination is as given below:

Time: 2 Hours Writing and 15 minutes for reading

Weighting: 100 marks:

Short Story – 35 marks

Essay – 35 marks

Poetry – 30 marks

In paper II Questions will be divided into THREE SECTIONS- Short Story, Essay, and Poetry

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 35 marks

Multiple Choice Question – 15 marks

Short Answer Response Question –Four Questions: 5+5+5+5=20 marks

Set II: 35 marks

Extended Response Question – Five Questions: $7+7+7+7+7= 35$ marks

Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 35 marks

Multiple Choice Question – 15 marks

Short Answer Response Question – Four Questions: $5+5+5+5=20$ marks

Set II: 35 marks

Extended Response Question – Five Questions: $7+7+7+7+7= 35$ marks

Note: In section B questions will be set on unseen texts.

Section C: Poetry

Set I: 30 marks

Multiple Choice Question – 10 marks

Short Answer Response Question – Four Questions: $5+5+5+5=20$ marks

Set II: 30 marks

Extended Response Question – Five Questions: $6+6+6+6+6=30$ marks

Note: In section C questions will be set on unseen texts.

In each GENRE, the questions will test the students' ability to:

- understand the text
- explain part of the text in their own word
- give relevant interpretations of the contents in their own words
- identify elements, point of view, themes, ideas, and
- analyse, synthesize, evaluate the texts and apply the ideas.

Sample Test Blue Print for Classes 7 and 8 (Option I)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Short Stories Set I	Q1 i-iv (4) MCQ	Q1 v-viii(4) MCQ	Q1 ix-xii(4) MCQ	Q1 xiii-xv (3) MCQ			15
	Q2 (2) MCQ	Q3 (3) SAQ		Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ	20
Section A Short Stories Set II							
Section B Unseen Essay Set I	Q1 i-v (5) MCQ	Q1 vi-x (5) MCQ	Q1 xi-xv (5) MCQ				15
	Q2 (2) SAQ	Q3 (3) SAQ		Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ	20
Section B Unseen Essay Set II							
Section C unseen Poem Set I	Q1 i-iii (3) MCQ	Q1 iv-vi(3) MCQ	Q1 vii-x (4) MCQ				10
	Q2 (2) SAQ	Q3 (3) MCQ	Q4 (5) SAQ	Q5 (5) SAQ	Q6 (5) SAQ		20
Section C Unseen Poem Set II							
Total	18	21	18	18	15	10	100

The optional Set II (ERQs)

Set II questions in Section A and B will comprise 5 ERQs worth 7 marks each ($5 \times 7 = 35$). In section C, Set II will have 5 ERQs worth 6 marks each ($5 \times 6 = 30$). These ERQs will spread over from the comprehension level to the evaluation level.

Sample Test Blue Print for Classes VII and VIII (Option II)

Level of thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Short Stories Set II		Q1 (7)	Q1 (7)	Q1 (7)	Q1 (7)	Q1 (7)	35
Section B Unseen Essay Set II		Q1 (7)	Q2 (7)	Q3-4 (2x7)	Q5 (7)		35
Section C Unseen Poem Set II		Q1 (6)	Q2-3 (2x6)	Q4 (6)		Q5 (6)	30
Total		20	26	27	14	13	100

Break up Continuous Assessment (CA) and Examination weightings

Classes	TERM ONE		TERM TWO		Total
	Continuous Assessment	Mid-term Examination	Continuous Assessment	Annual Examination	
VII & VIII	Reading Portfolio 12.5%		Reading Portfolio 12.5%		
	Writing Portfolio 12.5%		Writing Portfolio 12.5%		
Total	15%	35%	15%	35%	100%

Note:

For classes VII to VIII schools will conduct Paper II exam out of 100 % in both - One Term and Term Two examinations. The marks will then be converted to 35% each for the Two Term exams which will be added up to make it 70%. The Continuous Assessment for writing out of 15% and for reading portfolio out of 15% will then be added to the annual examination marks to make it 100%.

Class VIII: Texts for Study
Short Stories (20 periods)

1. Which Way? - *Karleen Bradford*
2. The Nest - *Robert Zacks*
3. The Magic Brocade - *Kevin Crossley- Holland*
4. The Red Sweater - *Mark Hager*
5. Hector's Great Escape - *Bel Mooney*
6. In the Jaws of the Alligator - *P.C. Arnoult*

Essays (20 periods)

1. Speaking Out - *Anant Vinjamoori*
2. Anne Frank's Diary - *Anne Frank*
3. A Country with a Vision to Seek Happiness
(Interview) *Kuensel*
4. Prayer Flags blowing in the wind - *Gustasp Irani*
5. Gandhi and the Salt March - *Gerald Gold*
6. Reconnecting with the Earth - *David Suzuki*
7. K2 Dreams & Reality - *Jim Haberl*
8. Swimming to Antarctica - *Lynne Cox*
9. Bhutan puts farm before markets – *Tracy Worcester*
10. Homemade Sound Effects - *Gary R. Graves*
11. Has TV Changed Bhutan? - *Geeta Pandey*
12. Tricks of the Trade - *Anonymous*

Poems (18 periods)

1. Nothing Gold Can Stay - *Robert Frost*
2. Dreams - *Langston Hughes*
3. The Mending Wall - *Robert Frost*
4. Thoughts on Silence - *Mary Jane Sterling*
5. Certain Choices – *Richael Shelton*
6. My Land Is Fair for Any Eyes to See - *Jesse Stuart*
7. Prayer for the Land, Our Being - *Mr. T.S Powdyel*
8. The Warp and Woof of Bhutanese Womanhood - *John Chirmal*
9. Drop a Pebble in the Water - *James W. Fole*
10. What Ugly Is - *Robert Priest*
11. Blowing in the Wind - *Bob Dylan*
12. We Have Forgotten Who we are - *U.N. Environmental Sabbath Program*
13. Big Yellow Taxi - *Joni Mitchell*
14. Whose Garden Was This? - *Tom Paxton*

15. Earth - *John Hall Wheelock*
16. Everest Climbed - *Ian Serraillier*
17. On Television - *Roald Dahl*

Textbooks and References for Classes VII and VIII

1. Robin,S.D,Bailey,S.D, Cruchley,H.D and Wood,B.L Bridges 1 1985 Prentice-Hall Canada Inc., ISBN : 0-13-081944-1
2. Niles,O.S,Deffenbaugh,S.A, Hynes-Berry,M,Lamberg,WJ, Savage,R.C
3. Skills for Reading E 1984 Scott,Foresman and Company USA
4. Niles,O.S,Deffenbaugh,S.A, Hynes-Berry,M,Lamberg,WJ, Savage,R.C
5. Teacher's Edition Skills for Reading E 1984 Scott,Foresman and Company USA
6. McCarthy,M & O'Dell,F English Vocabulary in Use Upper- intermediate Cambridge University press ISBN : 0-521-01633-9
7. Amin,A,Eravelly,R &Ibrahim,FJ Grammar Builder 1,2,3,4&5 2004 Cambridge university press
8. Littell,Joy ed. Building English Skills Red Level 1984 McDougal,Littell & Company Irwin Publishing Canada
9. Doff, Adrian and Jones, Christopher; Language in use (the whole set) Cambridge university press 2004, Published in south Asia by Foundation books Pvt. Ltd. ISBN 81-7596-219-4
10. McCarthy,M & O'Dell,F English Phrasal verbs in use Cambridge university Press 2004 Replica Press Pvt. Ltd. ISBN 0-521-60566-0
11. McCarthy,M & O'Dell,F English Idioms in use Cambridge university Press 2002 Replica Press Pvt. Ltd. ISBN 0-521-54087-9
12. Cambridge International Dictionary of Idioms Cambridge University Press 1998 ISBN 0-521-68598-2
13. Cambridge Learners Dictionary (Revised Edition with Thesaurus and CD ROM) Cambridge University Press, 2004-5 ISBN 0-521-61880-0

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS IX

PAPER I: LANGUAGE AND WRITING

In Paper I the Assessment will consist of Listening & Speaking and the written examination. The Listening & Speaking assessment record is to be maintained for each student and must be assessed and awarded 20% marks as part of CA.

Listening & Speaking : 20%
<ul style="list-style-type: none">• Debates• Extempore speeches• Presentations• Book talk• Reports• Panel discussions and other listening & speaking exercises

There will be two papers for the Examination. Paper I will consist of Language and Writing strands. The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading the questions

Weighting: 100marks (60 marks for writing and 40 marks for Language)

Question Format:

The Paper I will have two sections-Section A and Section B

SECTION A

Section A is for Writing and it will be marked out of 60%. This section will test students' writing skills through extended response questions. This section will have two questions.

Question 1:

Students are required to choose and write an expository essay from the three choices provided. It will be worth 25 marks.

Question 2:

Students are required to write any of these letters, business letter or an invitation letter from the 3 choices provided. They will be examined on their letter writing skills. It will be worth 15 marks.

SECTION B

The questions under section B will test students' language skills through short answer questions. It will be worth 40marks.

Question 1:10marks

The students will be examined on their understanding of origin of words (etymology) and purposes of language and its features.

Question 2: 30marks

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. It will be worth 30 marks.

Examination weighting for:

Writing

Essay	25%
Letter Writing	15%

Language

Nature of Language	10%
Grammar Structure	30%

Total	80%
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Sample Table of Specification for BCSE Writing and Language Paper I

Level of Thinking Content/skill	Knowledge	Comprehension-	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1. Essay					Q1 25marks ERQ		25
Section A Q2. Letter Writing			Q2 15marks ERQ				15
Section B Q1. Nature of Language	Q1 1mark SAQ	Q2 2marks SAQ		Q3 3marks SAQ		Q4 4marks SAQ	10
Section B Q2. Grammar Structure			1a-j 1x10marks MCQs on grammar				10
				2a-j 1x10marks SAQs on rewriting			10
				3a-e 1x5marks SAQs on completion			5
						Q4 5marks on editing	5
Total	1	2	25	18	25	9	80

Suggested break up of CA and Examination weightings

	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
Class IX	10% Listening & Speaking	30%	10% Listening & Speaking	50%	100%

Note:

- For class X, BCSE will be conducted out of 80%. Each school submits 20% marks for the Listening & Speaking to the BBE as internal assessment marks which will be added to the Board Examination marks to make it 100%.
- The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Listening & Speaking Paper I, the overall weighting will be 100%.

PAPER II: READING & LITERATURE

In Paper II the Assessment will consist of Reading and Writing Portfolios and the Written Examinations.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria. The Writing portfolio includes best pieces of writing, the process of writing etc.

The portfolio is to be maintained for each student and must be assessed and awarded marks as the part of CA.

The Reading Portfolio carries 10%, Writing Portfolio carries 10% and the written examinations (Term 1 and Term 2) are of 80%.

Reading Portfolio:10%	Writing Portfolio:10%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing• Journal writing for books read• Process of work• The number and types of genre

The second part is the written examination on the Reading & Literature strand. The time allotted for the written examination is as given below:

Time: 3hours for writing and 15 minutes for reading

Weightings:

Short Stories: 20 marks
Essay: 20 marks
Poetry: 20 marks
Novel: 20 marks

Question Format:

In Paper II there will be four sections as shown below:
Section A: Short Stories
Section B: Essay

Section C: Poetry
Section D: Novel

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 20 marks

Multiple Choice Questions - 5 marks
Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks
Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 20 marks

Multiple Choice Questions - 5 marks
Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks
Note: In section questions will be set on unseen texts.

Section C: Poetry

Set I: 20 marks

Multiple Choice Questions - 5 marks
Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks
Note: In section C questions will be set on unseen texts.

Section C: Novel

Set I: 20 marks

Multiple Choice Questions - 5 marks
Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks

Note: In section D questions will be set on seen text.

In each genre, the questions will test the students' ability to:

- Understand the text
- Give relevant interpretations of the contents in their own words
- Identify elements, points of view, themes, ideas, and analyse, synthesize, evaluate the texts and apply the ideas.

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set I)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1a. Short Stories	Q1 1mark MCQ	Q2-3 1x2 marks MCQ	Q4-5 1x2 marks MCQ				5
Section A Q1b. Short Stories				Q1 5marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ	15
Section B Q1a. Unseen Essay	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section B Q1b. Unseen Essay			Q1 5marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ		15
Section C Q1a. Unseen Poem	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section C Q1b. Unseen Poem			Q1 5marks SAQ	Q2 5marks SAQ		Q3 5marks SAQ	15
Section D Q1a. Novel	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section D Q1b. Novel				Q1 2x3marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ	15
Total	4	8	18	20	15	15	80

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set II)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q2. Short Stories			Q2a 1x10marks SAQ			Q2b 1x10marks SAQ	20
Section B Q2. Unseen Essay		Q2a 1x10marks SAQ		Q2b 1x10marks SAQ			20
Section C Unseen Poem			Q2a 1x10marks SAQ		Q2b 1x10marks SAQ		20
Section D Q1. (Unseen Essay)			2a 1x10marks SAQ		Q2b 1x10marks SAQ		20
Total	0	10	20	20	10	20	80

Suggested break up of CA and Examination weightings

	Term One		Term Two		
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	Total
Class IX	5% Reading Portfolio	30%	5% Reading Portfolio	50%	100%
	5% Writing Portfolio		5% Writing Portfolio		

Note:

- For class X, BCSE will be conducted out of 80%. Each school submits 20% marks for the Reading Portfolio and the Listening & Speaking strand to the BBE as internal assessment marks which will be added to the Board Examination marks to make it 100%.
- The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Reading and Writing Portfolios to Paper II, the overall weighting will be 100%.

TEXTS FOR EXAMINATION

Section A: Short Stories (20 periods)

1. The Big Story - *George Loveridge*
2. A Grain of Mustard Seed - *Edith Pargeter*
3. I've Got Gloria - *M.E. Kerr*
4. The Tiger's Heart - *Jim Kjelgaard (keel-gard)*

Section B: Essay (20 periods)

1. My Struggle for Education - *Booker T. Washington*
2. Nature is Not Always Kind - *Helen Keller*
3. Bhutan - Biodiverse Diamond of the Himalayas - *Robin Smilie*
4. The Dignity of Work - *Charles Finn*

Section C: Poetry (18 periods)

1. Amalkanti - *Nirendranath Chakrabarti*
2. The Road Not Taken - *Robert Frost*
3. No More Clichés - *Octavio Paz*
4. I Know Why the Caged Bird Sings - *Maya Angelou*
5. Buddha's Death - *Romesh Chander Dutt*
6. The Highwayman - *Alfred Noyes*

Section D: Novel (22 periods)

Dawa: The Story of a Stray Dog in Bhutan - *Kunzang Choden*

Textbooks and References

1. Language and Linguistics: An Introduction by John Lyons. Cambridge University Press, 1981.
2. Practical English Usage: International Student's Editions by Michael Swan. OUP, 1980.
3. A Biography of the English Language by C.M Millward, Harcourt Brace College Publishers, 1996
4. Current English Grammar and Usage with Composition by R.P Sinha, OUP, 2002
5. High School Grammar and Composition by Wren and Martin
6. Cambridge Advanced Learner's Dictionary, Second Edition, Cambridge University Press, 2005 (with CD ROM).

Text Book for Language and Grammar for Classes IX & X: Student's Copy

1. Oxford Practice Grammar – New Edition, Oxford India *by John Eastwood*

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS X

PAPER I: LANGUAGE AND WRITING

In Paper I the Assessment will consist of Listening & Speaking and the written examination. The assessment records is to be maintained for each student and must be assessed and awarded 20% marks as part of CA.

Listening & Speaking:20%
<ul style="list-style-type: none">• Debates• Extempore speeches• Reports• Presentations• Seminars and other listening & Speaking exercises

There will be two papers for the Examination. Paper I will consist of Language and Writing strands. The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading the questions

Weighting: 100marks (60 marks for writing and 40 marks for Language)

Question Format:

The Paper I will have two sections-Section A and Section B

SECTION A

Section A is for Writing and it will be marked out of 60%. This section will test students' writing skills through extended response questions. This section will have two questions.

Question 1:

Students are required to choose and write an expository essay from the three choices provided. It will be worth 25 marks.

Question 2:

Students are required to write any of these letters, business letter or an invitation letter from the three choices provided. It will be worth 15 marks.

SECTION B

The questions under section B will test students' language skills through short answer questions. It will be worth 40marks.

Question 1:10marks

The students will be examined on their understanding of origin of words (etymology) and purposes of language and its features.

Question 2: 30marks

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. It will be worth 30 marks.

Examination weighting for:

Writing

Essay	25%
Letter Writing	15%

Language

Nature of Language	10%
Grammar Structure	30%

Total	80%
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Sample Table of Specification for BCSE Writing and Language Paper I

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1. Essay					Q1 25marks ERQ		25
Section A Q2. Letter Writing			Q2 15marks ERQ				15
Section B Q1. Nature of Language	Q1 1mark SAQ	Q2 2marks SAQ		Q3 3marks SAQ		Q4 4marks SAQ	10
Section B Q2. Grammar Structure			1a-j 1x10marks MCQs on grammar				10
				2a-j 1x10marks SAQs on rewriting			10
				3a-e 1x5marks SAQs on completion			5
						Q4 5marks on editing	5
Total	1	2	25	18	25	9	80

Suggested break up of CA and Examination weightings

Class X	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
	10% Listening & Speaking	30%	10% Listening & Speaking	50%	100%

Note:

- For class X, BCSE will be conducted out of 80%. Each school submits 20% marks for the Listening & Speaking to the BBE as internal assessment marks which will be added to the Board Examination marks to make it 100%.
- The schools should conduct term one examination out of 100% and convert it to 30%. Similarly, term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Listening & Speaking to Paper I, the overall weighting will be 100%.

PAPER II: READING & LITERATURE

In Paper II the Assessment will consist of Reading and Writing Portfolios and the Written Examinations.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria. The Writing Portfolio includes best pieces of writing, journal writing for books read etc.

The portfolios are to be maintained for each student and must be assessed and awarded marks as the part of CA.

The Reading Portfolio carries 10%, Writing Portfolio carries 10% and the written examinations (Term 1 and Term 2) are of 80%.

Reading Portfolio:10%	Writing Portfolio:10%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing• Journal writing for books read• Process of work• Number and types of genre

The second part is the written examination on the Reading & Literature strand. The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading

Weightings:

Short Stories: 20 marks

Essay: 20 marks

Poetry: 20 marks
Novel: 20 marks

Question Format:

In Paper II there will be four sections as shown below:

Section A: Short Stories

Section B: Essay

Section C: Poetry

Section D: Novel

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 20 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks

Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 20 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks

Note: In section B questions will be set on unseen texts.

Section C: Poetry

Set I: 20 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks

Note: In section C questions will be set on unseen texts.

Section C: Novel

Set I: 20 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 15 marks

Set II: 20 marks

Extended Response Questions – Two questions: 10+10=20marks

Note: In section D questions will be set on seen text.

In each genre, the questions will test the students' ability to:

- Understand the text
- Give relevant interpretations of the contents in their own words
- Identify elements, points of view, themes, ideas, and analyse, synthesize, evaluate the texts and apply the ideas.

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set I)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1a. Short Stories	Q1 1mark MCQ	Q2-3 1x2 marks MCQ	Q4-5 1x2 marks MCQ				5
Section A Q1b. Short Stories				Q1 5marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ	15
Section B Q1a. Unseen Essay	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section B Q1b. Unseen Essay			Q1 5marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ		15
Section C Q1a. Unseen Poem	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section C Q1b. Unseen Poem			Q1 5marks SAQ	Q2 5marks SAQ		Q3 5marks SAQ	15
Section D Q1a. Novel	Q1 1mark MCQ	Q2-3 1x2marks MCQ	Q4-5 1x2marks MCQ				5
Section D Q1b. Novel				Q1 2x3marks SAQ	Q2 5marks SAQ	Q3 5marks SAQ	15
Total	4	8	18	20	15	15	80

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set II)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q2. Short Stories			Q2a 1x10marks SAQ			Q2b 1x10marks SAQ	20
Section B Q2. Unseen Essay		Q2a 1x10marks SAQ		Q2b 1x10marks SAQ			20
Section C Unseen Poem			Q2a 1x10marks SAQ		Q2b 1x10marks SAQ		20
Section D Q1. (Unseen Essay)			2a 1x10marks SAQ		Q2b 1x10marks SAQ		20
Total	0	10	20	20	10	20	80

Suggested break up of CA and Examination weightings

Class X	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
	5% Reading Portfolio	30%	5% Reading Portfolio	50%	100%
	5% Writing Portfolio		5% Writing Portfolio		

Note:

- For class X, BCSE will be conducted out of 80%. Each school submits 20% marks for Reading and Writing Portfolios to the BBE as internal assessment marks which will be added to the Board Examination marks to make it 100%.
- The schools should conduct term one examination out of 100% and convert it to 30%. Similarly, term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Reading and Writing Portfolios to Paper II, the overall weighting will be 100%.

Class X: Texts for Study

Short Stories:

1. Day of the butterfly – *Alice Munro*
2. He-y, Come on Ou-t! – *Shinichi Hoshi*
3. Is He Living or Is He Dead? – *Mark Twain*
4. The White Knight – *Eric Nicol*

Essays:

1. The Layaps Go Home – *Kinley Dorji*
2. Toasted English – *R.K Narayan*
3. Beauty and Body Image in the Media – *Jean Kilbourne and Chris Godsey*
4. Progress – *Alan Lightman*

Poems:

1. Presents From My Aunts in Pakistan – *Moniza Alvi*
2. Dover Beach – *Mathew Arnold*
3. A Red Palm – *Gary Soto*
4. To My Mother – *George Barker*
5. “Hope” is a Thing with Feathers – *Emily Dickinson*
6. Absence – *Elizabeth Jennings*

Novel:

The Giver – *Lois Lowry*

Textbooks and References

1. Language and Linguistics: An Introduction by John Lyons. Cambridge University Press, 1981.
2. Practical English Usage: International Student’s Editions by Michael Swan. OUP, 1980.
3. A Biography of the English Language by C.M Millward, Harcourt Brace College Publishers, 1996
4. Current English Grammar and Usage with Composition by R.P Sinha, OUP, 2002
5. High School Grammar and Composition by Wren and Martin
6. Cambridge Advanced Learner’s Dictionary, Second Edition, Cambridge University Press, 2005 (with CD ROM).

Text Book for Language and Grammar for Classes IX & X: Student’s Copy

1. Oxford Practice Grammar – New Edition, Oxford India by *John Eastwood*

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS XI

PAPER I: LANGUAGE AND WRITING

In Paper I the Assessment will consist of listening & speaking and the written examination. The assessment records is to be maintained for each student and must be assessed and awarded 20% marks as the part of CA

Listening & Speaking:20%
<ul style="list-style-type: none">• Debates• Extempore speeches• Reports• Presentations• Seminars and other listening & Speaking exercises

There will be two papers for the Examination. Paper I will consist of Language and Writing strands. The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading the questions

Weighting: 100marks (60 marks for writing and 40 marks for Language)

Question Format:

The Paper I will have two sections-Section A and Section B

SECTION A

Section A is for Writing and it will be marked out of 60%. This section will test students' writing skills through extended response questions. This section will have two questions.

Question 1:

Students are required to choose and write persuasive essay from the three choices provided. It will be worth 25 marks.

Question 2:

Students are required to write any original work and demonstrate their understanding of how to create character, establish setting, develop a plot and show that they can handle the elements of short stories. It will be worth 30 marks.

SECTION B

The questions under section B will test students' language skills through short answer questions. It will be worth 40marks.

Question 1:10marks

The students will be examined on their understanding of origin of words (etymology) and common theories of language acquisition.

Question 2: 30marks

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. It will be worth 30 marks.

Examination weighting for:

Writing

Essay	30%
Story Writing	30%

Language

Nature of Language	10%
Grammar Structure	30%

Total	100%
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Sample Table of Specification for BCSE Writing and Language Paper I

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1. Essay					Q1 30marks ERQ		30
Section A Q2. Elements of Short Story Writing			Q2 30marks ERQ				30
Section B Q3. Nature of Language	Q i-ii 1x2marks MCQ	Q iii-iv 1x2marks MCQ					4
Section B Q4. Nature of Language		Q i 2marks SAQ		Q ii-iii 2x2marks SAQ			6
Section B II Grammar/ Structures				Q5 i-v 1x5marks MCQ on grammar			5
				Q6 i-x 1x10marks SAQ on rewriting			10
				Q7 i-v 1x5marks SAQ on completion			5
						Q8 10marks on editing	10
Total	2	4	30	24	30	10	100

Suggested break up of CA and Examination weightings

Class XI	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
	10% Listening & Speaking	30%	10% Listening & Speaking	50%	100%

Note: The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Listening & Speaking to Paper I, the overall weighting will be 100%.

PAPER II: READING & LITERATURE

In Paper II the Assessment will consist of Reading and Writing Portfolios, and the Written Examinations.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria. The writing portfolio includes best pieces of writing, the process of work, number and types of genre and journal writing for books read.

The portfolio is to be maintained for each student and must be assessed and awarded marks as the part of CA.

The Reading Portfolio carries 10%, Writing portfolio carries 10% and the written examinations (Term 1 and Term 2) are of 80%.

Reading Portfolio:10%	Writing Portfolio: 10%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing, selected by the students• Best pieces selected by teachers• Journal writing for books read• Consider process while assessing the quality of work• Consider the number and types of genre

The second part is the written examination on the Reading & Literature strand.
The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading

Weightings:

Short Stories: 25 marks

Essay: 25 marks

Poetry: 25 marks

Novel: 25 marks

Question Format:

In Paper II there will be four sections as shown below:

Section A: Short Stories

Section B: Essay

Section C: Poetry

Section D: Novel

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section B questions will be set on unseen texts.

Section C: Poetry

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section C questions will be set on unseen texts.

Section C: Novel

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section D questions will be set on seen text.

In each genre, the questions will test the students' ability to:

- Understand the text
- Give relevant interpretations of the contents in their own words
- Identify elements, points of view, themes, ideas, and analyse, synthesize, evaluate the texts and apply the ideas.

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set I)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1a. Short Stories	Q1 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2 marks MCQ				5
Section A Q1b. Short Stories				Q1-ii 2x4marks SAQ	Qiii 5marks SAQ	Qiv 7marks SAQ	20
Section B Q1a. Unseen Essay	Q1 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section B Q1b. Unseen Essay			Q1-ii 2x4marks SAQ	Qiii 4marks SAQ	Qiv 7marks SAQ		20
Section C Q1a. Unseen Poem	Q1 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section C Q2 Unseen Poem			Q1-ii 2x4marks SAQ	Qiii 5marks SAQ		Qiv 7marks SAQ	20
Section D Q1a. Play	Q1 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section D Q2 Play				Q1-ii 2x4marks SAQ	Qiii 5marks SAQ	Qiv 7marks SAQ	20
Total	4	8	24	26	17	21	100

**Sample Table of Specification for BCSE Reading & Literature Paper II
(Option Set II)**

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q2. Short Stories				Qi 10marks ERQ			10
						Qii 15marks EQ	15
Section B Q2. Unseen Essay		Qii 10marks ERQ					10
				Qii 15marks ERQ			15
Section C Q2. Unseen Poem			Qi 10marks ERQ				10
					Qii 15marks ERQ		15
Section D Q2 Play			Qi 10marks ERQ				10
						Qi 15marks ERQ	15
Total	1	2	25	18	25	9	80

Suggested break up of CA and Examination weightings

Suggested break up of CA and Examination weightings

	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
Class XI	5% Reading Portfolio	30%	5% Reading Portfolio	50%	100%
	5% Listening & Speaking		5% Listening & Speaking		

Note: The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Reading and Writing Portfolios to Paper II, the overall weighting will be 100%.

Class XI: Texts for Study

Short Stories:

1. Nothing Spoils the Taste of Peanut Butter like Unrequited Love – *Clark Gesner*
2. The Accursed House – *Emile Goborian*
3. Leaving – *M.G Vassanji*
4. Too Bad – *Issac Asimov*
5. Jamaican Fragment – *A.L Hendricks*
6. Simple Arithmetic – *Virginia Moriconi*
7. The Open Window - *Saki*

Essays:

1. Mother Tongue – *Amy Tan*
2. What's in This Toothpaste? – *David Bodanis*
3. Values and Development: Gross National Happiness – *Lyonpo Jigme Y. Thinley*
4. English Zindabad vs Angrezi Hatao – *Kushwant Singh*
5. African Noel – *Mark Dorey*

Poems:

1. Reflections on a Gift of Watermelon Pickle – *John Tobias*
2. Sonnets 18 and 29 – *William Shakespeare*
3. The River Merchant's Wife: A Letter – *Ezra Pound*
4. From Gaylong Sumdar Tashi(Songs of sorrow) – **Sonam Kinga**
(i) A Change of Fate (ii) Department (iii) Liberation
5. Where the Mind is Without Fear – *Rabindranath Tagore*
6. Ode to Autumn – *John Keats*
7. Quarantine – *Eavan Boland*
8. My Last Duchess – *Robert Browning*

Drama(One Act Play):

- Once Upon a Greek Stage – *Beth McMaster*

Note:

On the drama part the students will be examined on their understandings of: Content and the basic elements and features of the drama or the play they have studied.

Textbooks and References

1. The Silken Knot: Standards for English for schools in Bhutan Centre for Educational Research and Development, December 2002
2. Lyons, John (1981) Language and Linguistics: An Introduction Cambridge University Press
3. Swan, Michael (1980) Practical English Usage: International Student's Editions OUP
4. Millward, C.M (1996) A Biography of the English Language Harcourt Brace College Publishers
5. Sinha, R.P (2002) Current English Grammar and Usage with Composition OUP
6. Wren and Martin High School Grammar and Composition
7. Cambridge Advanced Learner's Dictionary, Second Edition, Cambridge University Press, 2005 (with CD ROM).

Grammar Text book for classes XI and XII: Students' copy

1. Carter, Ronald. Hughes, Rebecca. MacCarthy, Michael (2000) Exploring Grammar in Context: Grammar reference and Practice upper-intermediate and Advanced University Press ISBN 0-521-56844-7

ALLOCATION OF CONTINUOUS ASSESSMENT AND EXAMINATION MARKS FOR CLASS XII

PAPER I: LANGUAGE AND WRITING

In Paper I the Assessment will consist of writing portfolio and the written examination. The Writing Portfolio includes-Journal writing for books read and the best written pieces selected by the students on teacher's guidance, based on the good writing criteria. The portfolio is to be maintained for each student and must be assessed and awarded 20% marks as the part of CA

Writing Portfolio: 20%
<ul style="list-style-type: none">• Best pieces of writing selected by the students• Best pieces selected by the teacher• Journal writing for books read• Consider process while assessing the quality of work

Teacher needs to consider the number and types of genre
There will be two papers for the Examination. Paper I will consist of Language and Writing strands. The time allotted for the written examination is as given below:

Time: 3 hours for writing and 15 minutes for reading the questions

Weighting: 100marks (60 marks for writing and 40 marks for Language)

Question Format:

The Paper I will have two sections-Section A and Section B

SECTION A

Section A is for Writing and it will be marked out of 60%. This section will test students' writing skills through extended response questions. This section will have two questions.

Question 1:

Students are required to choose and write an argumentative essay from the three choices provided. It will be worth 25 marks.

Question 2:

Students are required to write any original work and demonstrate their understanding of how to create character, establish setting, develop a plot and show that they can handle the elements of short stories. It will be worth 30 marks.

SECTION B

The questions under section B will test students' language skills through short answer questions. It will be worth 40marks.

Question 1:10marks

The students will be examined on their understanding of origin of words (etymology) and common theories of language acquisition.

Question 2: 30marks

There will be questions on grammar which will require students to correct, rewrite, edit, and complete sentences. It will be worth 30 marks.

Examination weighting for:

Writing

Essay	30%
Story Writing	30%

Language

Origin of words, purposes of language and its features	10%
Grammar Structure	30%

Total	100%
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Sample Table of Specification for BCSE Writing and Language Paper I

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1. Essay					Q1 30marks ERQ		30
Section A Q2. Elements of Short Story Writing			Q2 30marks ERQ				30
Section B Q3. Nature of Language	Q i-ii 1x2marks MCQ	Q iii-iv 1x2marks MCQ					4
Section B Q4. Nature of Language		Q i 2marks SAQ		Q ii-iii 2x2marks SAQ			6
Section B II Grammar/ Structures				Q5 i-v 1x5marks MCQ on grammar			5
				Q6 i-x 1x10marks SAQ on rewriting			10
				Q7 i-v 1x5marks SAQ on completion			5
						Q8 10marks on editing	10
Total	2	4	30	24	30	10	100

Suggested break up of CA and Examination weightings

Class XII	Term One		Term Two		Total
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	
	10% Writing Portfolio	30%	10% Writing Portfolio	50%	100%

Note: The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Writing Portfolio, the overall weighting will be 100%.

PAPER II: READING & WRITING

In Paper II the Assessment will consist of Reading Portfolio, Listening & Speaking and the Written Examinations.

The Reading Portfolio includes - Reading Record for books read, critical responses, text talk or book talk, and book reviews by the students on teacher's guidance based on the criteria. The portfolio is to be maintained for each student and must be assessed and awarded marks as the part of CA.

The Listening & Speaking includes- Listening skills exercises, Reports, Debates, Extempore speeches, Presentations, and Book talk.

The Reading Portfolio carries 10%, Listening & Speaking 10% and the written examinations (Term 1 and Term 2) are of 80%.

(Under the Research Paper students will learn simple steps or procedures in conducting a small action research. With teacher's guidance students will select their own topics and will write a research paper. The paper will be submitted after they complete grade XII. Assessment will be based on the students' content knowledge on action research, interviewing skills and questionnaire development skills.)

Reading Portfolio: 10%	Listening & Speaking:10%
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Listening skills exercises• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk

The second part is the written examination on the Reading & Literature strand. The time allotted for the written examination is as given below:

Time: 3hours for writing and 15 minutes for reading

Weightings:

Short Stories: 25 marks

Essay: 25 marks

Poetry: 25 marks

Drama: 25 marks

Question Format:

In Paper II there will be four sections as shown below:

Section A: Short Stories

Section B: Essay

Section C: Poetry

Section D: Drama

In each Section there will be two sets of questions of which either set I or set II to be attempted. However students must attempt at least one set II (Extended Response) questions from any of the four sections.

Assessment Scheme and Question Pattern:

Section A: Short Stories

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section A questions will be set on seen texts.

Section B: Essay

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section B questions will be set on unseen texts.

Section C: Poetry

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section C questions will be set on unseen texts.

Section C: Novel

Set I: 25 marks

Multiple Choice Questions - 5 marks

Short Answer Questions – 20 marks

Set II: 25 marks

Extended Response Questions – Two questions: 10+15=25marks

Note: In section D questions will be set on seen text.

In each genre, the questions will test the students' ability to:

- Understand the text
- Give relevant interpretations of the contents in their own words
- Identify elements, points of view, themes, ideas, and analyse, synthesize, evaluate the texts and apply the ideas.

Sample Table of Specification for BCSE Reading & Literature Paper II (Option Set I)

Level of Thinking Content/skill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q1a. Short Stories	Qi 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2 marks MCQ				5
Section A Q1b. Short Stories				Qi-ii 2x4marks SAQ	Qiii 5marks SAQ	Q-iv 7marks SAQ	20
Section B Q1a. Unseen Essay	Qi 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section B Q1b. Unseen Essay			Qi-ii 2x4marks SAQ	Qiii 4marks SAQ	Qiv 7marks SAQ		20
Section C Q1a. Unseen Poem	Qi 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section C Q2 Unseen Poem			Qi-ii 2x4marks SAQ	Qiii 5marks SAQ		Qiv 7marks SAQ	20
Section D Q1a. Play	Qi 1mark MCQ	Qii-iii 1x2marks MCQ	Qiv-v 1x2marks MCQ				5
Section D Q2 Play				Qi-ii 2x4marks SAQ	Qiii 5marks SAQ	Qiv 7marks SAQ	20
Total	4	8	24	26	17	21	100

Sample Table of Specification for BCSE Reading & Literature Paper II (Option Set II)

Level of Thinking Content/s kill	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Section A Q2. Short Stories				Q i 10marks ERQ			10
						Q ii 15marks EQ	15
Section B Q2. Unseen Essay		Q ii 10marks ERQ					10
				Q ii 15marks ERQ			15
Section C Q2. Unseen Poem			Q i 10marks ERQ				10
					Q ii 15marks ERQ		15
Section D Q2 Play			Q i 10marks ERQ				10
						Q i 15marks ERQ	15
Total	1	2	25	18	25	9	80

Suggested break up of CA and Examination weightings

	Term One		Term Two		
	Continuous Assessment	Examination	Continuous Assessment	Trial Examination	Total
Class XII	5% Reading Portfolio	30%	5% Reading Portfolio	50%	100%
	5% Listening & Speaking		5% Listening & Speaking		

Note: The schools should conduct term one examination out of 100% and convert it to 30%, similarly the term two examination should be conducted out of 100% and convert it to 50%. By adding 20% CA for Reading Portfolio and Listening & Speaking strand to Paper II, the overall weighting will be 100%.

Class XII: Texts for Study

Short Stories:

1. Bluffing – *Gail Helgason*
2. The Secret Life of Walter Mitty – *James Thurber*
3. The Elephant – *Slawomir Mrozek* – Translation by *Konrad Syr*
4. Mirror Image – *Lena Coakl*
5. Woman Unknown – *Rabindranath Tagore*
6. Lamb to the Slaughter – *Ronald Dahl*
7. Test – *Theodore Thomas*

Essays:

1. The Shack – *Margaret Laurence*
2. Arming the Spirit – *George Faludy*
3. What I Have Lived For – *Bertrand Russell*
4. Looking at the Media – *Cam MacPherson*
5. Overcoming Arrogance – *Chogyam Trungpa*
6. In the Beginning – *Katie Hickman*

Poems:

1. Digging – *Seamus Heaney*
2. We are Seven – *William Wordsworth*
3. Ulysses – *Alfred, Lord Tennyson*
4. Why Must I Go To War? From the Ballad of Pemi Tshewang Tashi: Songs of Sorrow (An excerpt) – Translation by *Karma Ura*
5. Mirror – *Sylvia Plath*
6. As It Is – *Dorianne Laux*
7. The King Speaks to the Scribe – *Keki N. Darumalla*
8. Sonnets 55 and 60 – *William Shakespeare*

Drama (One Act Play):

1. Episode in the Life of an Author – Jean Anouilh

Note:

On the drama part the students will be examined on their understandings of: Content and the basic elements and features of the drama or the play they have studied.

Textbooks and References

1. The Silken Knot: Standards for English for schools in Bhutan Centre for Educational Research and Development, December 2002
2. Lyons, John (1981) Language and Linguistics: An Introduction Cambridge University Press
3. Swan, Michael (1980) Practical English Usage: International Student's Editions OUP
4. Millward, C.M (1996) A Biography of the English Language Harcourt Brace College Publishers
5. Sinha, R.P (2002) Current English Grammar and Usage with Composition OUP
6. Wren and Martin High School Grammar and Composition
7. Cambridge Advanced Learner's Dictionary, Second Edition, Cambridge University Press, 2005 (with CD ROM).

Grammar Text book for classes XI and XII: Students' copy

1. Carter, Ronald. Hughes, Rebecca. MacCarthy, Michael (2000) Exploring Grammar in Context: Grammar reference and Practice upper-intermediate and Advanced University Press ISBN 0-521-56844-7

ASSESSMENT TOOLS AND TECHNIQUES

Assessment and Evaluation Tools and Techniques: Class PP

Survey Form: *Assessing the way children Learn*

*Which sense do you rely on the most-or do you use a combination of senses? To find out, fill out this survey by placing an X in the **That's me!** column beside the statements that best describe you.*

	Kinaesthetic Learners	That's me!
1	I remember actions but often forget what I have seen or heard.	
2	I may seem distracted during a long speech or presentation.	
3	I fidget and find reasons to move, needing to try things out.	
4	I make a physical show of emotions, such as stomping off when I'm angry.	
5	I prefer sculpture to painting because I can touch or imagine touching it.	
6	I use my hands when I speak. I'm not a good listener because I want to move.	
7	Mental images are not important to me. I like action.	
8	I learn best by attacking problems physically. I like activities that allow me to move around.	
9	I like stories and novels which the action begins early.	
10	I like to try things out. I touch, feel, and manipulate.	
	Visual Learners	That's me!
1	I remember faces but often forget names.	
2	I am distracted by sights rather than sounds.	
3	I doodle when I am thinking and solve problems by making lists.	
4	I show emotions on my face so that people can see how I feel.	
5	I prefer visual art to music.	
6	I don't like to listen for a long periods of time.	
7	I tend to think in pictures and have a strong imagination.	
8	I learn best by seeing and reading.	
9	I like descriptions when I read so that I can imagine the scene.	
10	I recognize words by sight rather than by sounding them out.	

	Auditory Learners	That's me!
1	I remember names but forget faces.	
2	I am easily distracted by sounds.	
3	I think things throughout loud and hum and talk to myself when I am alone.	
4	I express emotions verbally, such as shouting when I am angry.	
5	I prefer music to art visual.	
6	I like listening, but I just can't wait to talk.	
7	I tend to think in sounds, not in visual images.	
8	I need to hear instructions rather than read them.	
9	I prefer plays and dialogue to novels and long descriptions.	
10	I spell by sounding out words in my head.	

Multi-Source Activity Sheets Source: Copy right - 1993 Prentice-Hall Canada Inc.

Multiple Intelligence Check list:

Linguistic

- Books are very important to me.
- I can hear words in my head before I read, speak or write them down.
- I get more out of listening to the radio or a spoken word cassette than I do from watching television or films.
- I enjoy and am good at word games like Scrabble, puns, crosswords, non-sense rhymes and tongue twisters, writing.
- I find it easy to remember and use big words.
- English, social studies and history were easier for me in school than Maths and science.
- Words on hoardings catch my attention more than the scenery as I am driving.
- My conversation includes frequent references to things that I have read or heard.

Logical – Mathematical

- I can easily work out numbers and sums in my head.
- Maths and science were among my favourite subjects in school.
- I enjoy playing games and solving brain teasers that require logical thinking.
- I like to work and arrive at conclusions thorough experiments.
- My mind searches for patterns, regularities or logical sequences in things.
- I keep in touch with new developments in science.
- I believe that almost everything has a rational explanation.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I like finding logical flaws in things people say and do at home and work.
- I feel more comfortable when something has been measured, categorised, analysed or quantified in some way.

Spatial

- I often see clear visual images when I close my eyes.
- I am sensitive to colour.
- I frequently use a camera or camcorder to record what I see around me.
- I enjoy doing jigsaw puzzles, mazes and other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way through unfamiliar territory.
- I like to draw or doodle.
- Geometry was easier for me than algebra in school.
- I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's eye view.
- I prefer looking at reading material that is heavily illustrated.

Bodily-Kinaesthetic

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit still for long periods of time.
- I like working with my hands at concrete activities such as sewing, weaving, carpentry, carving or modelling buildings.
- My best ideas usually come to me when I'm out for a long walk or a jog, or when I am engaged in physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language while conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy dare-devil amusements rides or similar thrilling physical experiences.
- I would describe myself as well coordinated.

- I need to practise a new skill rather than reading about it or seeing a video that describes it.

Musical

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on radio, records, cassettes or compact discs.
- I play a musical instrument.
- My life would be poorer if there was no music in it.
- I sometimes walk around with a musical piece or advertisement jingle running through my head.
- I know the tunes to many different songs to musical pieces.
- If I hear a musical selection once or twice I can usually sing it back fairly accurately.
- I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Inter-Personal

- People come to me for advice and help at work or in my neighbourhood.
- I prefer group games like badminton, volleyball, to solo sports like swimming or jogging.
- When I have a problem, I am more likely to seek out another person for help rather than attempt to work it out on my own.
- I have at least three close friends.
- I favour social pastimes such as monopoly or bridge over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I consider myself a leader (or others have called me that).
- I like to get involved in social activities connected with my work, religion, or community.
- I would rather spend my evening at a lively social gathering than stay at home alone.

Intrapersonal Intelligence

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counselling sessions or personal growth seminars to learn more about myself.
- I have opinions that set me apart from the crowd.
- I have special hobby or interests that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.

- I have a realistic view of my strengths and weaknesses (*borne out by feedback from other sources*).
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.
- I keep a personal diary or journal to record the events in my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

From Thomas Armstrong's '7 Kinds of Smart' PARENTING - APRIL 1994

Class PP: Sample Assessment Tools to assess Listening and Speaking Skills:

Tool 1: Rating Scale to test children's competency in Oral Skills

Structured Assessment	Tools
Respond to and use word of greetings and courtesy	Rating Scale
Use vocabulary related to their immediate environment.	Rating Scale
Follow classroom instructions.	Rating Scale
Say the letters of the alphabet and make sounds of the consonants	Check List
Understand phrases and simple sentences.	Check List
Respond to simple questions about matters of immediate interest.	Rating scale/Questionnaire
Pronounce simple words clearly.	Rating Scale
Describe common objects in simple words, phrases and sentences.	Rating Scale
Unstructured Assessment	
Listen to and sing songs and nursery rhymes	Observation/Anecdotal
Speak in simple sentences	Anecdotal
Listen to and understand simple stories and make text to life connections	Questionnaire
Understand and show appropriate behaviour when listening and speaking	Observation
Enjoy listening to and speaking English.	Observation

Tool 1: Rating Scale to test children’s competency in Oral Skills

Name:.....

Learning Objectives	Date	All the time	Most of the time	Sometimes	Not at all
Respond to and use words of greetings and courtesy <i>(Goodmorning/ afternoon, Goodbye, thank you, Please, May I go out? Can I have a-----)</i>					
Use vocabulary related to their immediate environment <i>(classroom objects, food, animals, etc)</i>					
Follow classroom instructions					
Understand phrases and simple sentences					
Respond to simple questions about matters of immediate interest <i>(home, food, friends, family, etc using the language structures taught)</i>					
Pronounce simple words clearly <i>(vocabulary and high frequency words, other known words).</i>					
Describe common objects in simple words, phrase and sentences					
<i>(naming and adjectives. Eg:</i>					
<i>This is a tin. It is small. It is blue.</i>					
<i>That is a yellow pencil. It is long.</i>					
<i>This is a cow. It is black and white. It is big. It has two horns. It has a long tail. We get milk from a cow. Etc)</i>					

Note to the teacher:

This needs to be carried out **twice in a term**. You can assess students as and when your students have fulfilled the learning objectives through the various activities. Accordingly provide remedial support for the struggling and slow learners and then assess again.

Tool 2: Oral Language Checklist

Learning Objectives:

- ✓ Say the letters of alphabet.
- ✓ Make sounds of the initial consonants.

Name:.....

Alphabet Letter Names			Sounds				
	Yes	No	Date		Yes	No	Date
O				s			
C				m			
A				f			
D				t			
G				p			
Q				k			
S				h			
E				b			

Note to the teacher: The teacher can have all the letters of the alphabet and the letters with the initial consonant sounds written down in the table as shown above. This needs to be used **twice a term**. The children can be assessed as and when the letter recognition or letter sounds are taught. Accordingly provide remedial support for the struggling and slow learners and then assess again.

Tool 3: Anecdotal Record –

Observation to check children’s competency in language through questionnaire

Learning Objective:

- ✓ Listen to and understand simple stories and make text to life connections

Teachers Note: After reading the text/story, teacher can ask a variety of questions to fulfil the above objectives. This tool can be used **once a term**. Accordingly provide remedial support.

Sample:

Child's name.....		Date:
Name of the book: Dechen and Dorji's Father		Observation
Questions	The child has a very good idea about the story. She can even guess what Dorji's father does. She also makes text to life connection clearly: she compares her pet dog with Rinzin's animals. She talks about what Rinzin gets from his animals and what she does with her dog as well as the differences in their habitats.	
1. What animals does Dorji's father have?		
2. How many horses does the family have?		
3. What does Dorji's father do?		
4. What does your father do?		
5. Do you also have these animals?		
6. What other animals do you have at home?		
7. What do you do with your animal?		
8. Draw your animal and colour it. Etc.		

Tool 4: Observation to test children's behaviour in listening and speaking

Objectives	Date	Comments/ observation
1. Listen to and sing songs and nursery rhymes (<i>takes keen interest when learning rhymes; follows and sings in the class</i>)		
2. Speak in simple sentences (<i>tries to speak English using the language structures learnt</i>)		
3. Understand and show appropriate behaviour when listening and speaking.		
4. Enjoy listening and speaking English (<i>participates in group work and conversations using English; initiates conversations in English in the class and even outside the classroom</i>)		

Note to the teacher: The observation can happen while the children are involved in the action. This should not be a formal assessment/observation. The tool can be used **once a term**. Accordingly provide remedial support.

Class PP: Sample Tools to Assess Reading & Literature

Structured Assessment	Tools
Recognise that a word is a unit of print with empty space on either side.	Check List
Relate a spoken word to the written word.	Check List
Use pictures to make meaning from the text.	Rating Scale
Use knowledge of language structures to predict and to read text.	Rating Scale
Use phonics (letter sounds) to read new words and to pronounce them clearly.	Rating Scale
Recognise, read in context and understand a minimum of 100 words (high frequency and vocabulary)	Rating Scale
Read simple text aloud.	Miscue Analysis/Rubrics
Read at least 10 texts.	Reading Logs
Identify the letters of the alphabet and locate them in the text they are reading.	Rubrics
Follow the stories they hear and say what they like about them.	Rubrics
Unstructured Assessment	Tools
Hold a book and show how it is organized.	Check List
Show that a book tells a story or gives information.	Anecdotal
Make text to life connections.	Anecdotal
Dictate ideas and sentences to the teacher in the composition of group stories.	Anecdotal
Enjoy reading as a learning activity.	Anecdotal

Tool 1: Observation checklist on concepts of a book

Objectives:

- ✓ *Hold a book and show how it is organized*

Name.....Date.....

Choose a simple unfamiliar story book with pictures. Ensure that the book has:

- Picture and title on the front cover
- Picture and text on each page

1. Features of a book: Check here Date Observed.....

a) Pass a book by the spine to the student and ask:

- What is this? concept of book.
- Show me the front of the book front of book
- Show me back of the book back of book
- Show me top of the book top of book
- Show me the title of the book title of book

b) Opening a book and beginning to read

- Ask the child to open the book to where the story starts orientation opening book
- Get the child to read to check left to right/top-bottom orientation. left to right
-return sweep
-top to bottom

c) Page turning

- After reading a page, ask what does one do next?

.....turns page

d) Ending the Reading

- After reading several pages, ask:
Where does the story end?

.....last page, word

Any further observation:

Note to the teacher: *This tool can be used **once in a term.***



Tool 2: Reading Log

Objective:

- ✓ Read at least ten texts

Name of student.....

Name of student.....

Date	Name of book			Teacher's comments

Note to the teacher: *In the first term, the teacher has to maintain a reading log for every child which will remain as a record but will not be marked. In the second term, the children must maintain their own reading log which needs to be seen and marked. In PP, the reading log consists of just the title of the book, whether they liked it, shown with a smiling face or did not like it, indicated with a sad face and any other comments the teacher might want to add. The books read could be just their text in the first term where as in the second term; they need to record any other book they might read from the reading corner or at home. This tool can be used **once a year.***

Tool 3: Rubrics to assess children’s ability in reading

Learning Objectives:

- ✓ *Read simple text a loud*
- ✓ *Follow the stories they hear and say what they like*
- ✓ *Identify the letters of alphabet and locate them in the text they are reading*
- ✓ *Recognise, read in context, and understand a minimum of 100 high frequency and vocabulary words.*

Sl No	Name of student	Date	4	3	2	1

Sl No Name of student Date 4 3 2 1

Note: This tool can be used **twice in a term.**

Descriptors for the rating:

To score 4, students -

- Use taught reading strategies effectively (meaning, structure, visual cues) while reading a book
- Locate and read 75 -100 high frequency and vocabulary words in contexts
- Read aloud fluently
- Talk in some detail what they like in the text

To score 3, students -

- Attempt taught strategies, usually successfully
- Locate and read 50 - 75 high frequency words and vocabulary words in contexts
- Read aloud with less fluency
- Talk what they like in the text in less detail

To score 2, students -

- Attempt strategies if prompted, perhaps not successfully
- Locate and read at least 25 - 50 high frequency and vocabulary words in context
- Read aloud word by word
- Cannot talk much of what they like in the text

To score 1, students -

- Make no attempt made to use the reading strategies
- Locate and read less than below 25 high frequency and vocabulary words in context
- Read aloud word by word with hesitation
- Is not able to talk about what they like in the text

Tool 4: Reading observation using Miscue Analysis

Learning Objectives:

- ✓ *Read simple text a loud*
- ✓ *Follow the stories they hear and say what they like*
- ✓ *Identify the letters of alphabet and locate them in the text they are reading*
- ✓ *Recognise, read in context, and understand a minimum of 100 high frequency and vocabulary words.*

Sample:

<p>Book title: The Dog and the Cat</p>	<p>Name of the child: Yeshey Deki</p>
<p>? ? ? Who is this?</p>	
<p>? ? ? This is <u>a</u> girl. -> child omits a</p>	
<p>? ? a ? I am ^ Dechen. -> child inserts 'a'</p>	
<p>? ? ? This is <u>my</u> cat. ? R -> child repeats the word 'my'</p>	
<p>? ? ? Who is this?</p>	
<p>? ? ? ? This is a boy.</p>	
<p>? ? ? I am Dorji.</p>	
<p>? ? ? ? This is my dog.</p>	
<p>? ? ? This is <u>Dorji's</u> dog. Dorji (SC) -> child omits apostrophe 's' and self corrects (SC) later</p>	
<p>? ? ? ? This is Dechen's cat.</p>	
<p>? ? ? ? ? ? No, dog no. No, cat no.</p>	
<p>? ? ? ? ? ? <u>Here</u> is Dechen. Here is Dorji. He (A?) -> child substitutes 'he' for 'here'. Then appeals (A?) for help from the teacher to read this word.</p>	
<p>? ? ? ? <u>Run</u> dog <u>run</u>. <u>Run</u> cat run. Red red (A/?) -> child mispronounces run as red. Then appeals for help in the 2nd sentence since she knows the 1st sentence made no sense.</p>	

Note to the teacher: Miscue analysis helps teacher to find out the different stages and abilities of a child in reading the text. This information can be used for providing remedies and interventions for those who require. It can also be used to fill up the Tool 3: Rubrics to assess children’s ability in reading. Out of the 13 texts, the teacher can use miscue analysis for at least 4 texts in a year. This tool can be used **twice in a term.**

Tools 5 & 6 can be used in place of Tools 3 and 4 to see whether they can use the reading strategies taught to them and their abilities to read the high frequency words.

Tool 5: Rating Scale for assessing students’ abilities to use the Reading Strategies

Objectives	Date	All the time	Mostly	Sometimes	Not at all
Use picture to make meaning from the text.					
Use knowledge of language structure to predict and to read text.					
Use phonics to read new words and pronounce them clearly.					

Note to the teacher: This checklist can be used **twice in a term.** The components of the checklist can be assessed at different times to test students’ knowledge of reading strategies taught to them.

Tool 6: A checklist for High frequency words

Objective:

- ✓ *The children will be able to read the high frequency words taught.*

Name:.....

HF word	Reads the word		Date
	Yes	No	
A			
Am			
An			
And			
Are			
Big			
Can			
Eat			
Father			
Has			
Have			
He			
Her			
Here			
His			
I			
In			
Into			

Note to the teacher: *Include all the high frequency words that were taught. Refer the teacher's guide for the list of the high frequency words. The children can be tested on the high frequency words that have been taught at the **end of every Unit.***

Tool 7: Reading checklist to check children’s concepts of words, letters, and convention of prints

Learning objectives	Date	Yes	No
Recognize that a word is a unit of print with empty space on either side			
Relate a spoken word to the written word			

This tool can be used **twice in a term**.

Tool 8: Unstructured Informal Assessment

Objectives	Date	Observation/ comments
Show that a book tells story or gives information (<i>retelling stories, talk about the book, discuss about pictures</i>)		
Make text to life connections (<i>share their personal experiences</i>).		
Dictate ideas and sentences to the teacher in the composition of group stories (<i>Contribute ideas</i>)		
Follow the rhythm of the rhymes, songs and poems.		
Enjoy reading as a learning activity (<i>select books, read on their own, recommend books</i>).		

Class PP: Sample Tools to Assess Writing

Structured Assessment	Tools
Shape letters clearly.	Check List/Writing Sample
Recognise capital and small letters.	Check List/Writing Sample
Use knowledge of consonant sounds to begin to write independently.	Check List/Writing Sample/Cloze test
Use some known words to accompany the drawings in their stories.	Rating Scale
Recognise full stops at the end of the sentences.	Writing Sample
Write simple sentences using known words.	Writing Sample
Leave spaces between words in their writing.	Writing Sample
Be able to write a minimum of 50 new words independently.	Writing Sample/Cloze test
Unstructured Assessment	
Label parts of their drawings.	Anecdotal
Use drawings to represent the stories they make up and the stories they hear.	Writing Sample
Dictate sentences to their teacher to accompany the action in their drawings.	Anecdotal
Contribute ideas to the writing of group stories which the teacher writes down for the class.	Anecdotal
Enjoy writing as a creative activity.	Anecdotal

Tool 1: A writing checklist to test children's letter formation and letter recognition

Objectives	Date	Yes	No	Remarks
Shape letters clearly				
Recognize capital letters				
Recognize small letters				

Note to the teacher:** Can test the above objectives either by making children match the upper and the lower case, copy, sort, and write upper case or lower case letters from the book separately. Teacher can also check their letter shapes from their written work. This tool can be used **twice in a term.

Tool 2: Checklist for assessing children’s writing behaviour from their Writing samples.

Name:.....

Date:

	Objectives	Yes	No	Date
1	Label parts of their drawings			
2	Use consonant sounds cues to write words			
3	Write simple sentences using known words			
4	Use some known words to accompany the drawings in their stories.			
5	Leave spaces between words			
6	Recognize and use full stops at the end of sentences			

Note to the teacher: This can be used once a term.

Tool 3: Unstructured assessment to observe children’s writing behaviour


Objectives	Date	Comments
Use drawings to represent the stories they make up and the stories they hear <i>(simple drawing, scribbling, and some letters)</i>		
Dictate sentences to their teacher to accompany the action in their drawings.		
Contribute ideas to the writing of group stories which the teacher writes down for the class.		
Enjoy writing as a creative activity.		


Tool 4: Cloze test to assess children’s ability to write words.

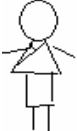
Learning Objectives:


- ✓ *Use knowledge of consonant sounds to begin to write words independently.*
- ✓ *Write a minimum of fifty new words independently (vocabulary)*


Sample of a cloze test work sheet:


1. This is a _____ 

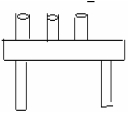
2. Here is a _____ 

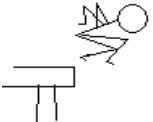
3. he is a _____ 

4. I am a _____ 

5. This is a _____ 

6. I have a _____ 

7. The _____ are on the table 

8. I can _____ 

Note to the teacher: The teacher can design similar cloze test to assess children's ability to use consonant sound cues as you go on teaching letter sounds. The focus of using this cloze test is to test children's ability to use initial consonant cues while writing, NOT on the correct spelling. Use this tool **twice in a term**.

Tool 5: A checklist for High frequency words

Learning Objective:

- ✓ *The children will be able to write a minimum of 50 new words independently*

Name:.....

High Frequency word	Spells the word	Date
A		
am		
an		
and		
are		
big		
can		
eat		
father		
has		
have		
he		
her		
here		
his		
I		
in		
Into		

Note to the teacher: *Include all the high frequency words that are taught. Refer the teacher's guide for the list. The children can be tested on the high frequency words that have been taught at the end of every Unit. Use this tool **twice a term**.*

Assessment and Evaluation Class I

Class I: Sample Tools to assess writing skill

Learning Objective	Tools/Techniques
Structured	
Shape letters accurately	Rating scale/ sample writing
Use capital letters and small letters appropriately	Rating scale/ sample writing
Use vocabulary learnt in their writing	Rating scale/ sample writing
Use final consonants and blends (gr, dr, sh, ch, th) as cues to form new words	Cloze test
Use full stops and question marks appropriately	Rating scale/ sample writing
Use margin to format their writing	Rating scale/ sample writing
Shares their best writing , at least 2 with their friends and teachers	Checklist/ rubrics
Unstructured	
Use drawings to represent stories	Observation/ Anecdotal
Use revision and editing strategies to correct mechanics in their writing	-do-
Suggest mechanics during group writing	-do-
Enjoy writing	-do-

Tool 1: Cloze test (Frequency- to be used once or twice in a term after teaching set of final sounds and blends)

Cloze test to assess student's ability to ' Use consonant sounds and some blends(sh, ch, th, dr, gr) as cues to form new words.

Child's name:

I see a b_____ of flowers.
 This s_____ is long.
 The pig is _____t.
 I put on my sh_____
 The water is h_____
 I _____p the classroom.
 Here is a _____s.
 Here is a sh_____
 I can see a ch_____.

Pictures here

Teacher note:

1. Teacher can make a similar cloze test after teaching initial and final sounds and few blends.
2. The student must form new words, not words which they have already seen in prints.

Tool 2: Observational Sheet (*frequency- to be used at least twice in a term*)

Sample Writing: Observational Sheet to assess writing behaviour

Assessment Notes	Names:	Date:
What the child knows		
Letter shapes:		
Use of learnt vocabulary:		
Spelling pattern:		
Punctuation (full stops, question marks)		
Capitalization:		
Use margin:		
What the child doesn't know		
Letter shape:		
Use of learnt vocabulary:		
Spelling pattern:		
Punctuation (full stops, question marks)		
Capitalization:		
Use margin:		
Focus for remedial:		

Teacher's note:

1. This observational sheet may be used as unstructured tool.
2. This sheet is to be used by the teachers several times in a year.
3. Series of information from this tool may be used to mark on the rating scale.

Tool 3: Rating scale for assessing student’s writing behaviour. (*Frequency-to be used twice in a term*)

Child’s name:

Writing objectives/behaviour	Most of the time	Sometime	Rarely
Shape letters accurately			
Use capital letters and small letters appropriately			
Use vocabulary learnt in their writing			
Use full stop appropriately			
Use question marks appropriately			
Use margin to format their writing			

Teacher’s note: This rating scale may be supported by the assessment notes made on the Sample Writing Observational sheet as well as the anecdotal records.

Tool 4: Unstructured Assessment – Anecdotal (To be used once in a term)

Child’s Name:

Writing Objectives	Observation/Anecdotal
Use detail drawing to represent stories	
Use revision and editing strategies to correct mechanics in their writing (use word wall to check the spelling, spells High frequency word correctly, participate in self and peer assessment, adds and deletes ideas after discussion)	
Suggest mechanics during group writing (Points out mistakes, participate in group, peer assessment)	
Enjoys writing (maintain portfolio, enjoys sharing writing with friends, has prompt response to writing activity)	

Tool 5: Checklist (*Frequency- To be used once in a term*)

Checklist to assess student’s ability to “ Share their best writing, at least 2 with their friends and teachers.

Child’s name:

No.	Topics of the writing	Displayed	Read to the class/ teacher	Let friends/teachers read the writing

Note to Teacher:

- 1. The teacher will have to put tick under whichever manner the child shares his/her writing.*
- 2. The teacher may also encourage students to maintain the checklist by themselves.*

Tool 6 Rubrics to assess student's writing skill (To be used once in a term)

Child's Name:

Components	4	3	2	1
Originality	Ideas are original	Most of the Ideas are original	Some ideas are original	Ideas are copied
Focus	Ideas are focused with details to support the topic	Most of the ideas are focused with some details to support the topic	Some ideas are focused with less detail to support the topic	Ideas are out of topic with very little detail to support the topic
Vocabulary	Uses lot of vocabulary learnt in the writing	Uses some vocabulary learnt in the writing	Uses few vocabulary learnt in the writing	Uses very less vocabulary learnt in the writing
Language	Writes in full sentences which are grammatically correct	Writes in full sentences, which are sometimes grammatically correct.	Write in full sentences which are usually incorrectly	There are many incomplete and run on sentences
Understanding	Reader can understand most of the writer's ideas	Readers can understand some of the writer's ideas	There is less understanding of the writer's ideas	Writing makes no sense to the reader

Teacher note:

- 1. The teacher may assess one component at a time. It is possible that children who do well in one component may not be able to do well in other components.*
- 2. Each component may be assessed at different times.*
- 3. All the components must be assessed for every child at least once in a term.*

Class I: Sample Tools to assess Listening and Speaking skills

Learning Objectives	Tools/ Techniques
Structured Tools	Rating scale
Follow and give instructions	
Produce final consonants letter sounds and some blends	Checklist
Speak about subject beyond their classroom environment	Rating scale
Respond to others and engage in simple conversation	Rating scale
Pronounce familiar words clearly	Rubrics
Tell simple stories using words learnt in the class	Rubrics
Use words learnt in the class to express their ideas and concerns	Rating scale
Unstructured	Observation/ Anecdotal
Initiate words of greeting and courtesy appropriately	
Ask simple question with proper intonation	-do-
Engage in short dialogues	-do-
Enjoy listening to and speaking English	-do-

Tool 1 Checklist to assess student's letter knowledge (*Frequency-to be used twice in a term*)

Name: _____

Consonants Letters	States a final sound for consonant letters and blends	Yes	No
D	Read, behind, ground		
S	Walks, banana, climbs, yaks, grass		
M	Them, from, stream, room		
T	Count, night, front, out		
L	Animal, school, small, tail,		
G	Big, going, dog, sleeping, long		
R	Farmer, brother, sister, father, doctor		
N	Run, Dechen, on, hen, takin, in, Sun		
K	Book, look, walk, trunk, milk, work, yak		
X	Box, fox, fix		
Sh	Shut, brush, short		
Ch	Catch, branch, chilies, children		
Dr	draw, drink, dress, dry, drive		
Gr	Grow, ground, grandfather, ground, green		
Th	They, them, their, there		

Teacher tips:

1. Teacher can use words from the text as well as vocabulary to ask the students to identify the sounds.
2. Ask the students to tell you the last sound (not letter) in the words from the word wall. Then mark in the box against each consonant letter.

Or

Teacher says words like; read, behind, ground and ask, What is the last sound in the words? The response is 'dha'. If the response is correct mark under yes and if the response is incorrect mark under no

Tool 2 Rubrics for assessing student's ability to; tell simple stories using words learnt in the class and pronounce familiar words clearly **(Frequency- to be used twice in a term)**

Child's name:

Components	4	3	2	1
Features of a story	The story has features(character, setting, plot, goal, resolution)	The story has some features of the story	The story has few features of the story	The story has no features
Pronunciation	Pronounce most of the words clearly	Pronounce some familiar words clearly	Pronounce few words clearly	Very little words pronounced clearly
Fluency	Tells story fluently using words learnt in the class	Tells story less fluently using words learnt in the class	Tells story haltingly	Attempts to tell story laboriously
language	Sentences used are mostly	Some sentences used are grammatically correctly.	Only few sentences used are grammatically correct	Language used is incorrect.

Teacher note:

1. The components may be assessed one at a time. It is possible that children who do well in one component may be able to perform at the same level in other components
2. Each component may be assessed at different times.
3. Children should be assessed on each component at least once in a term.

Class I: Informal Assessment Tools for Reading & Literature Strand

Learning Objectives	Tools and Techniques
Structured Assessment Tools	
Use structure and visual cues to read text	Rating Scale/Observation/Miscue Analysis
Read new vocabulary taught to them	Miscue Analysis
Understand the meaning of new vocabulary	Rating Scale/Observation
Use phonic cues to read words and pronounce them clearly	Rating Scale/Miscue Analysis
Recognise new words using structure and visual cues	Rating Scale/Miscue Analysis
Identify simple rhyming words	Cloze Test
Attend to punctuation marks – full stop and question mark while reading	Rating Scale
Read aloud simple text fluently	Rubrics
Retell stories in their own words	Rubrics
Recognise and read a minimum of 150 words in context	Miscue Analysis
Understand the meaning of 150 high frequency and vocabulary words in context	Cloze Test
Have read 10 texts	Reading logs/Portfolio
Unstructured Assessment Tools	
Make text to life connections	Observations/Anecdotal Records
Recommend books to others	Observations/Anecdotal Records
Selects texts based on their interests	Observations/Anecdotal Records
Enjoys reading books	Observations/Anecdotal Records

Tool 1: Miscue Analysis tool to assess student's ability to: (*Frequency-to be used five times in a year*)

- Use of structures and visual cues to read the text
- Recognise new words using structure and visual cues.
- Recognise and read a minimum of 150 high frequency and known words in context.
- Use phonic cues to read words and pronounce them clearly.

Example:

Book Title: Animals of Bhutan

Student's Name:

This is a *tiger*.

It is a big *animal* (a)

It is yellow with black *stripes*. (step)

Tigers *live* (like/sc) in hot places.

They *like* water (live/sc).

They eat pigs, goats, *deer* (dog) and (____) other animals.

There are not *many* (m) tigers in *Bhutan*. (B____)

(38 words)

Symbols to mark miscues:

This is a *tiger* = *Word not recognised. No attempt made to work it out. (Omission).*

It is a big animal (a_) = *Word not recognised. Some attempts made to work it out phonically - letter sounds tried are noted*

Tigers live (like/sc) in hot places = *Word suggested by the child is written in but self-corrected, which is not considered as error.*

It is yellow with black stripes (step). = *Word suggested by the child is substituted, which is an error.*

They eat pigs, goats, *deer* (dog) and (____) other animals. = *Long hesitation. Not considered error if read by the child after a long pause.*

Teacher's Note:

1. Series of marking miscue analysis can be used to mark in the checklist and rating.
2. Miscue Analysis may be used at least 5 times in a year (3 times in term I and 2 times in term II) for 5 texts which are read by the children in the whole year.

Tool 2 Checking Reading Proficiency Using Rating scale (*Frequency- to be used twice in a term*)

Name of student:..... Roll No.....

Learning Objectives/Reading behaviour	Date	Always	Most of the time	Only sometimes	Not at all
Use structure and visual cues to read text					
Read new vocabulary taught to them					
Understand the meaning of new vocabulary					
Use phonic cues to read words and pronounce them clearly					
Recognise new words using structure and visual cues					
Identify simple rhyming words					
Attend to punctuation marks – full stop and question mark while reading					
Read aloud simple text fluently					

Tool 3: Cloze Test to assess students' understanding of the meaning of 150 high frequency and vocabulary words in context. (*Frequency- to be used once in Term 2*)

Learning Objective: Use of picture cues, structure, and meaning cues

Student's name:..... Date:.....

Picture of the student

I am

I am a

Picture of a mother and baby

Mother looks the baby.

Picture of water

We drink

Picture of student pointing to himself.

Look at

Picture of school

Every I come to school.

Picture of children

There are in the school.

Picture of a house

This is my

Picture of a person going to market

On Sunday I to market.

Picture of an apple with check mark and a chilli with a cross mark.

I can eat apple. I cannot eat chilli.

Note: Teacher need to design similar cloze test after teaching high frequency words and known vocabulary in every text to assess students' knowledge of the words.

Tool 4 Rubrics to assess a student's ability to read-aloud a simple text fluently

(Frequency- To be used once in term I)

Name of the student:

Rating Scale	Reading Strategies	High Frequency and Known words	Fluency	Comprehension
4	Use reading strategies effectively Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Locate and read 45 to 50 high frequency and known words	Read the text fluently	Discuss what was read in some details
3	Successfully attempts the taught reading strategies	Locate and read 30 to 45 high frequency and known words	Read fairly fluently	Discuss what was read in less detail
2	Attempt reading strategies if prompted perhaps not successfully	Locate and read through 15 to 30 high frequency and known words	Read haltingly word by word	Discuss what was read with little details
1	No attempt was made to use the reading strategies	Read less than 15 high frequency and known words	Read laboriously	No discussions about what was read

Note:

1. The components may be assessed one at a time. It is possible that children who do well in one component may not be able to perform at the same level in other components.
2. Each component may be assessed at different times.
3. Children should be assessed on each component at least once in a term.
4. The number of the high frequency words in the 3rd column may increase in the second term

Tool 5 Cloze Test to assess students' ability to identify simple rhyming words.

(Frequency- to be used once in term I)

Name of the student:

1. The cat is very _____ (fat).
2. I like to look in my _____ (book).
3. I like to run in the _____ (sun).
4. At night I turn on my _____ (light).
5. The goat has a black _____ (coat).
6. The little mouse came out of its _____ (house).
7. A pig grows very _____ (big).
8. A boy uses a _____ (toy).
9. The pot is very _____ (hot).
10. I can bake a _____ (cake).

Note:

1. The teacher may frame the cloze test based on the vocabulary taught in the class.
2. The cloze test is not to be given to the students. They have to do the test orally.
3. All ten items need not be given to every child.
4. The teacher can show appropriate pictures for every rhyming word. This would give clues and motivate children to guess the correct rhyming words.

Example:

The teacher reads the sentence 'The cat is very.....' emphasizing on 'cat'. Then show a picture of a fat cat. The child must be able to guess the word 'fat' by looking at the picture.

Tool 6 Rubrics for assessing student's ability to retell stories *(Frequency- To be used once in term II)*

Sl. No	Student's name	Book Title	Date	Level 1	Level 2	Level 3	Level 4
				Cannot retell the story even with prompts	Can retell the story with prompting	Retells the story completely	Retells the story completely and in proper sequence

Tool 7: Reading log to assess whether the student has read at least 10 texts or not
(Frequency-to be used once in a term for assessment but the students use it continuously))

Name of the student:

Date	Title of the book	I like	I don't like

Unstructured Informal Assessment Tools

Student's name:

Reading behaviour/ objectives	Date	Observations – maintaining anecdotal record
<i>Makes text to life connections – expresses personal response to text.</i>		
<i>Recommends books to others – reads favourite books to friends/parents and borrows books to take home to read</i>		
<i>Selects text based on their interest – enjoys fiction, poetry, plays, picture books, non-fiction.</i> Chooses books from the library giving reasons for the choices. Explores a wide range of different genre.		
<i>Enjoys reading books – often opts to read when given a free choice, has favourite list of books and authors, enjoys talking about books read, reads and shares books at a variety of levels, always has at least one book on the go, and borrows books from the library regularly</i>		

Assessment and Evaluation for Class II

Learning Objectives for Reading and Literature

Structured Assessment		
Sl.No.	Learning Objectives	Tools
1	Read aloud simple text fluently	Rubrics
2	Read sentence structures in clusters to make meaningful units	Miscue Analysis
3	Use word building strategies to pronounce new words	Rating scale/ Anecdotal Record
4	Use word building strategies to discover the meaning of new words	Rubrics / Checklist
5	Use their knowledge of punctuation marks: full stop, comma and question mark.	Checklist/Rubrics/ Rating Scale
6	Identify end rhymes in poems	Checklist/ Rubrics/ Rating Scale
7	Read at least 15 texts	Reading Log / Anecdotal Record
8	Locate information from the text	Questionnaire
9	Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary)	Checklist/ Rating Scale/ Rubrics
10	Select texts and maintain reading logs	Reading Log
Unstructured Assessment		
11.	Identify simple paragraphs in the text	Anecdotal Record
12	Differentiate texts – stories, poems, songs and informational texts.	Anecdotal Record
13	Talk about simple texts read	Anecdotal Record
14	Enjoy reading as a learning activity	Anecdotal record

Tool 1: Rating Scale for assessing the children’s use of Reading Strategies

Name of the Child:.....

Sl. No.	Objectives/ Reading Behaviours	Most words (3)	Some words (2)	Few words (1)
1	Uses phonic cues (sound knowledge) to decode words while reading			
2	Can break multi-syllabic words into syllables to pronounce words			
3	Apply the knowledge of morphemes to identify unfamiliar words.			
4	Identify end rhymes in the poem			
5	Can use grapho-phonics (sound-symbol relationship)			
6	Can use picture cues to make meaning in a text.			

Note:

This rating scale can be used twice a term (4 times in a year) at regular intervals. Use anecdotal record to support your ratings.

Tool 2: Rating Scale for assessing the use of Punctuation Marks while reading

Name of the Child: Date:

Sl. No.	Objectives/Reading Behaviours	Mostly	Sometimes	Rarely
1	Uses the knowledge of full stop appropriately while reading a text.			
2	Uses the knowledge of comma appropriately while reading a text			
3	Uses the knowledge of question marks correctly while reading a text			

Note:

This rating scale should use at least twice a term (4 times a year) at regular intervals. Use anecdotal record to support your ratings.

Tool 3: Rating Scale for assessing vowels, digraph and blends) Frequency-3 times a year

Name:

Sl. No.	Objectives/ Reading Behaviours	Date	Most of the words(3)	Sometime of the words(2)	Few of the words(1)
1.	Pronounces blends like pl, bl, st, ck				
2.	Pronounces digraph like ch, sh				
3.	Pronounces long vowel sounds like ..oo., ..ee., correctly				

Note:

This rating scale should use at least twice a term (4 times a year) at regular intervals. Use anecdotal record to support your ratings.

Tool 4: Checklist for Phonological Awareness (Frequency: Twice in a term (4 times a year)

Name: Date:

Sl. No.	Objectives/ Reading Behaviours	Yes(1)	No(0)
1	Says each syllable in a word clearly		
2	Recognizes the rhyming words		
3	Produces rhyming words		
4	Can use onset and rime to form a word.		
5	Can say the first sound in a word		
6	Can say the last sound in a word		

Tool 5: Rubrics for Reading & Literature (*Frequency: Twice a year*)

Name:

Areas/Reading Behaviours	Date	Very good(3)	Good(2)	Poor(1)
Use of reading strategies		Uses taught reading strategies effectively while reading a text	Attempts the taught reading strategies usually successfully.	Attempts reading strategies if prompted, perhaps not successfully.
Read 200 high frequency and vocabulary		Read 200 high frequency words and vocabulary correctly	Reads 100-150 high frequency words and vocabulary correctly.	Read at least 70 high frequency words and vocabulary correctly.
Read aloud fluently		Reads the text fluently and discusses what is read in the text in detail.	Reads fairly fluently and discusses what is read in the text in less detail.	Reads word by word with less discussion of what is read.
Locate information in the text		Can locate the information given in the text.	Can locate the information given in the text when teacher prompts.	Teacher prompts but can not locate the information in the text

Tool 6: Anecdotal Record for assessing: Talk about the simple text read

Frequency: 2 times, one in the beginning of the year and the other after term 1

Name: **Date:**

Areas:

- a) Tell the topic/title of the text:
- b) Say the events in the story/main information about the text:
- c) Uses complete sentences:
- d) Uses high frequency words/ vocabulary learnt:
- e) Uses pictures to talk about the text:

Tool 7: Miscue Analysis for assessing reading behaviours (Reading words and pronunciation) *Frequency-2 times a year*

Name: Date:

Reading Behaviour	Areas identified	Scoring
Accurate reading	? ? ? ? ? ? ? ? My parents drive into the city everyday to work.	No error
Substitution	<u>See (s)</u> My parents drive into the city everyday to work.	One error
Omission	O My parents drive into the — everyday to work.	One error
Insertion	I My parents <i>are</i> drive into the city everyday to work.	One error
Repetition	R My parents <i>parents</i> drive into the city everyday to work.	No error
Self correction	<i>Walk(sc)</i> My parents drive into the city everyday to work.	correction
Appeal	A My parents drive into the <i>city</i> everyday to work.	No error if the child reads without help
Told	T My parents drive into the city everyday to work.	One error

Error Rate= word count divided by number of errors Eg: word count is 45 and number of error is 9 error rate= 45/9=5 Error Ratio=1:9 which means the child is good in reading.

- Accurate reading - Student reads word accurately
- Substitution - student substitutes a different word for a word in the text
- Omission - student omits a word form the text
- Insertion - student adds a word that is not in the text
- Repetition - student repeats a word or a phrase/sentence/passage
- Self correction - student makes an error and corrects it independently
- Appeal - student asks for help with a word/ demonstrates he/she doesn't know a word.
- Told - teacher tells student a word after an appeal/after appropriate waiting time

Tool 8: Questionnaire for Reading & Literature (Locate the information in the text)

Frequency-2 times a year

Name: **Date:**

Text: Yaks

Questions

1. Where do the yaks live? (1)
2. How does the angry yak look like?(1)
3. How can you differentiate wild yaks from domestic yaks? (1)
4. Why do the herder bring the yaks down to the valley in winter?(1)
5. When do the yaks have their babies? (1)

Tool 9: Cloze Test for Reading & Literature (Understand the meaning of 200 high frequency words in context) *frequency-2 times a year*

Text: Weather

Name: Date:

1. It is very hot in..... (summer)
2. There are many beautiful flowers in (Spring)
3. The leaves are in summer. (green)
4. It is cold in (winter)
5. There is lightning and thunder in summer. Thein summer is bad.
(weather)

Text: Going Home in Rain

Name: Date:

1. It is difficult to walkthe river when the river gets big. (across)
2. I must go home the river gets bigger. (before)
3. told them to hold me.(I)
4. I gave Maymay a stick and he quickly it. (caught)
5. We got to the first river. It was very fast. (going)

Tool 10: Reading Log (*frequency-once in a term*)

Name: **Class:**

Sl. No	Name of the books	Name of the author (1)	I like... (1 1/2)	I don't like...(1 1/2)	Total marks(4)	Remarks

LISTENING AND SPEAKING STRAND

Learning Objectives for Listening and Speaking

Tool 1: Rating Scale for listening and speaking (*frequency-2 times a year*)

Name: Date:

Sl. No.	Objectives/skills/behaviours	Always (3)	Sometimes (2)	Rarely (1)
1.	Speaks clearly and fluently			
2.	Shares personal experiences			
3	Asks appropriate questions			
4	Stays focused during listening activities			
5	Produces the sound of vowels			
6	Produces the sound of blends			
7	Uses complete sentences while speaking			
8	Understands and uses vocabulary learnt			
9	Joins in on the shared reading activity			
10	Knows how to take turns when talking			
11	Begins to ask for help			

Tool 2: Rubrics for assessing: Tell simple stories in their own words (*Frequency- 2 times a year*)

Name: **Date:**

Title of the book:

Sl. No.	A	B	C
Pictures	Uses few appropriate pictures from the text to tell the story.	Uses some of the pictures in the text to tell the story.	Uses most pictures from the text to tell the story.
Events/ideas in the story	The events/ ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence, but with some events missing. Little prompting is needed.	The events/ideas are not in sequence. It is difficult to understand the story. Teacher needs to prompt every time.
High frequency words and vocabulary	Uses most of the high frequency words and vocabulary appropriately while narrating the story.	Uses some of the high frequency words and vocabulary appropriately while telling the story.	Uses few high frequency words and vocabulary while telling the story.
Sentence structure	Uses simple sentences correctly. Most of the sentences are complete and have meaning.	Uses simple sentences correctly in some of the sentences. Some of the sentences are incomplete and doesn't make sense.	A few sentences are correct. Uses a few complete sentences. It is difficult to understand the story.
Expression and gestures	Uses lots of appropriate expression and gestures to tell the story.	Uses some appropriate expressions and gestures while narrating the story.	Uses a few but inappropriate expression and gestures to tell the story.
Confidence	Shows high degree of confidence.	Has confidence to tell the story.	Not so confident to tell the story.
Intonations	Uses appropriate tones as per the mood /emotions shown by the characters in the story.	Uses few appropriate tones to show the emotions of the characters in the story.	Doesn't use any expression and gestures while telling the story.

Tool 3: Rubrics for Listening and Speaking (*frequency-2 times a year*)

Name:

Objective	Date	3 (very good)	2(good)	1(poor)
Follow simple classroom instructions		Can follow simple classroom instructions accurately. Can carry out the activities without any difficulty.	Can follow simple classroom instructions with little help or guidance from teacher.	Shows inadequate understanding and can not follow the instructions. Teacher helps through out the activity.
Give simple classroom instructions		Can give accurate classroom instructions with clear information.	Can give classroom instructions with main ideas.	Gives unclear instructions with fragmented sentences/inaccurate information.
Use of singular and plural forms		Always uses singular and plural forms accurately in a sentence.	Uses singular and plural forms accurately sometimes.	Uses singular and plural forms inaccurately.
Use of simple tenses		Always uses simple tenses correctly in a sentence while speaking.	Often uses some simple tenses correctly in a sentence while speaking.	Uses inconsistent simple tenses in a sentence while speaking.
Use of high frequency word and vocabulary		Uses many appropriate high frequency words and vocabulary in a sentence.	Uses some appropriate high frequency words and vocabulary in a sentence.	Uses inappropriate high frequency words and vocabulary in a sentence.

Tool 4: Anecdotal Record for Listening and Speaking

Name: **Date:**

Areas to look into:

1. Use of word order in a sentence:
2. Use of questions:
3. Participation in longer conversation:
4. Attitude towards listening to English:
5. Attitude towards speaking English:

Writing Strand

Learning Objectives for Writing

Structured Assessment		
Sl.No.	Learning Objectives	Tools
1	Handwriting is clear and legible	Checklist & Writing Sample
2	Use phonic cues to spell their words correctly	Writing Sample
3	Write sentences guided by pictures	Writing Sample/ Anecdotal record
4	Use punctuation marks – capital, full stop, and question marks in their writing	Checklist/Rubrics
5	Use margins, dates and titles to format in their writing	Checklist/Rating scale
6	Suggest ideas and mechanics during group writing	Anecdotal Record/ Rating Scale/Checklist
7	Publish 3 pieces of writing from their writing portfolio	Sample & Anecdotal Record
Unstructured Assessment		
8	Use more words to convey meanings and ideas	Anecdotal Record
9	Enjoy writing	Anecdotal Record

Tool 1: Rating Scale for writing (frequency-2 times a year)

Sl. No.	Objectives/Skills	Always (3)	Sometimes (2)	Rarely (1)
1.	Can use capital letters correctly			
2	Uses full stop accurately			
3	Puts question marks appropriately			
4	Uses margins in the writing			
5	Writes date in writing			
6	Uses titles in writing			
7	Writes in clear handwriting.			

Tool 2: Anecdotal Record for writing (frequency – 2 times a year)

Name:

Sl. No.	Objectives	Observation
1.	Uses process writing while writing (pre-writing, drafting, revising, editing)	
2.	Shares at least three pieces of writing with friends.	
3.	Shows interest in writing	
4.	Can suggest ideas and mechanics of writing (full stop, capital letters and question marks.	

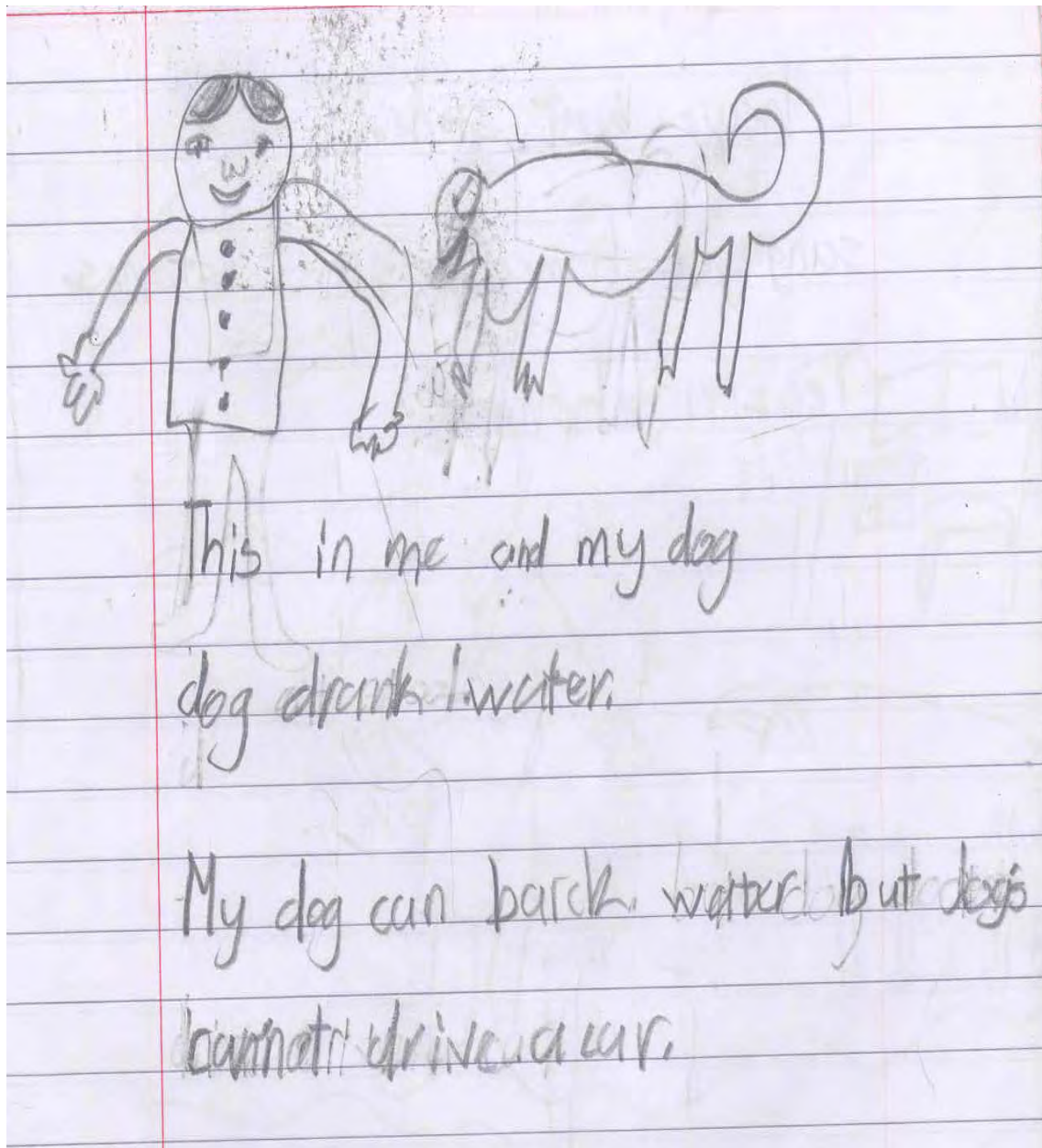
Tool 3: Rubrics for Writing Skills/Behaviours (6 marks) frequency -2 times a year)

Name:

Areas	Date	Very Good (3)	Good (2)	Poor (1)
Handwriting		Letters are well formed and legible to read through out the writing.	Letters are well formed and legible to read. However, there is inconsistent in the writing.	Letters are not well formed and are difficult to understand the writing.
Capital letters		Capital letters are used appropriately through out the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.
Punctuation marks		Uses appropriate full stop and question marks at the end of the sentences through out the writing.	Full stop and question marks are used appropriately in some of the writing.	Full stop and question marks are used inappropriately. It is difficult to understand the writing.
Sentence structure		Uses complete sentences to support the picture/ illustrations. Sentences carry clear meaning and ideas.	Some of the sentences are incomplete but carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.
Content		The ideas and information in the writing are clear and give meaning. Contains enough information and ideas. Most ideas are original.	The ideas and information are quiet clear and meaningful. Contains some ideas and information. Some ideas are original.	The ideas and information are not so clear. Some of them don't give meaning to the writing. Not enough ideas and information. Very few ideas are original.
Spellings		Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.

Tool 5: Observational Sheet for the sample writing (Use at least 4 times in a year, one in the beginning of the year) Frequency- 2 times a year

Name: Date:



This is me and my dog

dog drank water.

My dog can bark, water but dogs

cannot drive a car.

Assessment Record:

1. What the student knows:

1. Handwriting: *Are clear and legible.*
2. Use of high frequency word/vocabulary: *Can use high frequency words like cannot, water, and drive correctly.*
3. Use of phonic cues (sound-blends/vowels/first and last sound): *Has the knowledge of last sound.*
4. Punctuation marks (full stop and question marks): *Has the knowledge of full stops.*
5. Capital letters: *Has the knowledge of capital letters and used it.*
6. Sentences structures: *Has the idea of word order.*

2. What the student doesn't know:

1. Handwriting: *Can't differentiate letter 'b' and 'd'*
2. Use of high frequency word/vocabulary:
3. Use of phonic cues (sound-blends/vowels/first and last sound): *has problem in the first sound that is 'd' sound and 'b'*
4. Punctuation marks (full stop and question marks):
5. Capital letters:
6. Sentences structures:

Assessment and Evaluation for Class III

Sample assessment tools

Structured informal assessment for Reading & Literature:

Learning Objectives	Tools/techniques
Structured: Read aloud with fluency and expression.	Rubrics
Identify the main ideas of a short text.	Rubrics
Identify internal rhyme in poetry.	checklist
Identify and employ the features of personal letter.	Checklist
Identify and employ the features of fable.	Checklist/rubrics
Read twenty texts independently.	Reading log/anecdotal
Express opinion on ideas, people, events encountered in a story.	Questioner/ checklist
Read and talk about text in detail.	Rubrics
Use index. in informal text to gain information	Checklist
Recognise and read minimum of three hundred high frequency and known words in context.	Rubrics
Understand the meaning of three hundred high frequency and known words in context.	Cloze test
Select text and maintain reading log	Reading log
Unstructured Locate words, meaning, and information in a picture dictionary	Observation/anecdotal
Enjoy reading books.	Observation/anecdotal

Tool 1a. (Frequency- use it after every text but assess 5-10 at a time)

Rubrics to assess student's ability to read aloud with fluency and expression:

4	3	2	1
Uses taught reading strategies effectively (reading: using first sounds, looking at pictures, think what makes sense, sounds right and look right).	Attempts to use the taught strategies successfully.	Attempts to use The strategies If prompt, perhaps Not successfully	No attempts made to use the reading strategies.
Read fairly fluently and be able to discuss what was read in some detail.	Read some what less fluently and discuss what was read, perhaps in less detail.	Read haltingly word by word, with less discussion of what was read.	Reads very laboriously, knowing few words.
Recognizes and reads Three hundred high Frequency and known Words.	Recognises and reads 200-250 high frequency and known words.	Recognises and reads 150-200 high frequency and known words.	Recognizes and reads 100-150 high frequency and known words.

Tool no. 1b.(Frequency- to be used with the plays when the students perform readers theatre)

Rubrics to assess student’s ability to read aloud with fluency and expression: (especially for readers theatre)

4	3	2	1
Read with fluency and expression through all of the performance.	Read with fluency and expression through most of the performance, though the reading lacked expression for one or two lines.	Read with fluency and expression through approximately half of his or her lines.	Read word-by-word with no fluency and/or expression.

Tool no. 2:(Frequency- twice while doing the texts on fable)

Rubrics to assess student’s ability to:

- identify and employ the features of fable.
- read and talk about text in detail.

Child’s Name.....

4	3	2	1
Reads and talks about texts in detail use questions from the texts talk.	Reads and talk about texts in some detail.	Reads and talks about texts in lesser detail.	Reads and talks about texts with very little detail.
Recalls all the characters with detail.	Recalls the main character with detail.	Recalls the main character with some detail.	Recalls the main character but not in detail.
Tells the moral of the fable in detail.	Tells the moral of the fable in some detail.	Tells the moral of the fable less detail.	Tells the moral of the fable only when prompted.

Tool no.3 Checklist to assess student’s reading: (twice a term)

Key:

Yes-tick

No-cross

													Sl. No	
													1	Name
													2	Behaviour
													3	Identify internal rhymes in poetry
													4	Identify and employ the features of a personal letter.
													5	Identify and employ the features of a fable.
													6	Express opinion on ideas, people, events encountered in the reading.
													7	Uses index in an informational text to gain information.

Tool no. 4: (Frequency-once a term)

Reading log to assess student’s ability to:

- Read 20 texts independently.
- Select texts and maintain reading log.

Name.....

Sl.no	Title of the book.	Author	Thing/s I liked	Things I didn’t like

Tool no. 5 Cloze test to assess student's ability to understand the meaning of 300 high frequency and known words in context:

(Frequency- once after every text , the teacher may make similar cloze test and assess different words)

Name

Instructions: fill in the blanks using the words given in the box.

about	another	may	been	so
away	be	if	just	me

1. One bird is in the nest. _____ bird is on the ground.
2. This book is _____ Some Birds of Bhutan.
3. _____ I borrow your pen, please?
4. I have _____ to England.
5. My mother was sick. _____ she went to see the doctor.
6. You can't _____ my mother.
7. The birds flew _____.
8. What _____ it rains?
9. She has _____ come back, from school.
10. Tell _____ about your family.

Tool no. 6 (Frequency- keep recording as and when possible, give feedback and support as and when needed)

Unstructured informal assessment:

Name

Reading and literature	Date	Observation/Anecdotal
<ul style="list-style-type: none"> ▪ Locate words, meaning and information in the picture dictionary. ▪ enjoy reading(often opts to read when given a free choice, has favourite book and author, enjoys talking about books, always has a book and borrows from library and teachers.) 		

Areas	Date	Very Good (3)	Good(2)	Poor(1)
Handwriting		Letters are well formed and legible to read through out the writing.	Letters are well formed and legible to read. However, there is inconsistent in the writing.	Letters are not well formed and are difficult to understand the writing.
Capital letters		Capital letters are used appropriately through out the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.
Punctuation marks		Uses appropriate full stop and question marks at the end of the sentences through out the writing.	Full stop and question marks are used appropriately in some of the writing.	Full stop and question marks are used inappropriately. It is difficult to understand the writing.
Sentence structure		Uses complete sentences to support the picture/ illustrations. Sentences carry clear meaning and ideas.	Some of the sentences are incomplete but carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.
Content		The ideas and information in the writing are clear and give meaning. Contains enough information and ideas. Most ideas are original.	The ideas and information are quiet clear and meaningful. Contains some ideas and information. Some ideas are original.	The ideas and information are not so clear. Some of them don't give meaning to the writing. Not enough ideas and information. Very few ideas are original.
Spellings		Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.

Tool no.3 Checklist for writing (*Frequency thrice a term*)

The teacher may select the indicators as and when she can assess(as some of the indicators can be assessed only after the first term)

Key:

Yes-tick

No-cross

											Sl. No
											? Name of the students
											Behaviour ?????
											Writes names of family, friends, other people and things in the classroom.
											Spells all the high frequency words list from classes pp to II and most of class III.
											Uses short vowel sounds in spellings.
											Uses word patterns to work out spellings of unfamiliar words (know thing and works out how to spell sting)
											Spell some compound words. (anyone, anyplace, bedroom, chalkboard, background, birthday, breakfast, everywhere.....)
											Uses inflected endings (-ing, -ed)
											Uses plurals by adding 's' and 'es' for words ending in s, x, ch, sh and ss. Also is developing awareness of plural that require changing the 'y' to 'i' and adding 'es'.
											Is aware of some graphic generalizations (each word needs vowel and that 'y' can sometimes serves as a vowel in spellings)

Structured Informal Assessment for Listening and Speaking:

Learning objectives	Structured tools/techniques
Follow and give directions in simple language	Checklist
Produce the long and short vowel sounds	Checklist
Follow word order in simple sentences and questions while speaking	Checklist
Pronounce all familiar words clearly while speaking	Rubrics
Deliver speeches using newly acquired vocabulary appropriately following the speech etiquette	Rubrics
Unstructured Initiate conversations and respond to others in familiar situations	Anecdotal recording
Share topics of interests orally with others	Anecdotal recording
Enjoy listening to and speaking English	Anecdotal recording

Tool no. 1: (Frequency –use it when ever possible-may be 3 students daily)

Checklist to assess students’ ability:

- Follow and give directions in simple sentences.
- Follow word orders in simple sentences and questions while speaking.

Child’s name.....

	Accurately	With prompts	Has no idea
Follow instructions			
Give instructions			
Follow word order in simple sentences while speaking e.g. <u>The dog</u> <u>eats</u> <u>meat</u> subject verb object			
Follow word order in question while speaking e.g. What would you do? Which picture do you like? Why do you like it? How did it happen? Where did it come from?			

Tool no.2: (*Frequency –use it during class speeches and before students deliver speech in public so that you prepare students for public speeches e.g. assembly speeches*)

Rubrics to assess student’s ability to:

Deliver speeches using newly acquired vocabulary appropriately following the speech etiquette.

Rubric for Speech

Category	5 marks	4 marks	3marks	2 marks	1 mark
Content					
Introduction (greetings, addresses)	Can use greetings and addresses accurately	Can use greetings and addresses almost accurately	Can use greetings and addresses fairly accurately	Can use greetings and addresses less accurately	Can use greetings and addresses poorly
Content is relevant to the topic	Content is relevant	Content is relevant but 1-2 irrelevant points	Content is relevant but a few irrelevant points	Content is relevant but some irrelevant points	Content is not so relevant
Language	Excellent	Very good	Good	Satisfactory	poor
Concluding statement	Has very strong concluding statement	Has strong concluding statement	Has fairly strong concluding statement	Has not so strong concluding statement	Has a weak concluding statement
Delivery					
Fluency					
Audibility					
Eye contact					
Confidence					
Presentation					
Posture					
Dress					

Tool no.3 (Frequency – twice a term)

Checklist to assess student’s ability to:

- Produce the long and short vowel sounds

Child’s name.....

	Produce the long vowel sounds (initial, medial, final)	Yes	No
ee	Sheep, wheel, cheese, seed, cheek, street, beef, feel, feet (medial) see, knee, bee, tree (final)		
ar	Arm, archery, argue, are, army, (initial) card, cart (medial)		
a	Apple, (initial) saw, paw, raw (medial)		
oo	Roof, look, choose, food, cooking. Good, roots (medial)		
	Produce short vowel sounds		
ar	Arrow, arrive, arrest, arrange (initial) Carry, farmer (medial) car, far, near, jar (final)		
a	At, axe, an, ant, (initial) fat, flat, that, jam, hand, sad, sat, rat, cat (medial)		
o	On, ox, October, often (initial) hot, pot, lot, not, dog, (medial)		
u	Up, under, us, ugly, umbrella (initial) Cup, must, number, hundred, summer, mutton (medial)		

Note: The teacher may use the words from the text and refer dictionary for accurate vowel sounds. She may also use a similar checklist for the sounds that you test weekly.

Tool no. 4(Frequency-use it when ever possible may be assess 2-3 students daily)

Child's name..... Date.....

Listening and speaking learning objectives	Observation/anecdotal
<ul style="list-style-type: none">▪ Initiate conversation and respond to others in familiar situation (ask questions give answers interprets, explains)▪ Shares topics of interest orally with others.▪ Enjoy listening and speaking English (converses in English with teachers and friends, enjoys singing songs and rhymes, listens to stories, watches English movies, listens to English songs)	

Assessment and Evaluation for Class IV

Sample Assessment Tools:

Given below are the various Assessment Tools that could be used in assessing different skills of students.

Tool 1. Checklist for Letter of application:

No.	Name	Sender's address	Receiver's address	Salutation	Body	Signing off	Comments
1.	Kelden D. Dorji	X				X	Come and see me.
2	Lekzang J. Dorji						Good. Help Wangmo.

Tool 2. Checklist for writing process

Name:

Class:

Date:

Teacher:

Processes	Yes/No
Has a plan	
Has a Draft	
Has a Revised copy	
Has edited copy	
Has a final copy	
Has published the work (presentation, display, sharing, etc.)	

Tool 3. Rating Scale for Group-work participation

Behaviours	Always (4)	Frequently (3)	Occasionally (2)	Rarely (1)
Remains on task				
Focuses attention				
Controls body movement				
Listens to directions				
Follows directions				
Verbalizes appropriately				
Uses materials productively				

Tool 4. Checklist for use of punctuation marks

Name:

Class:

Date:

Punctuation marks	Yes/No
Full stop	
Question mark	
Comma	
Exclamation mark	

Observer's comments:

Tool 5. Research Rubric Descriptors

4- Excellent

- More than four sources of information, including the Internet were used.
- Time and effort clearly demonstrated in note taking.
- Bibliography is correct

3 - Very Good

- Four sources of information, including the Internet, were used.
- Notes are mostly written in their own words.
- Above average time and effort used in note taking.
- Bibliography has very few errors.

2 - Good

- Three sources of information, including Internet, were used.
- Notes are mostly written in their own words.
- Average amount of time and effort used in note taking.
- Bibliography has some error.

1 - Needs improvement

- Two sources of information, including the Internet, were used.
- Notes are mostly copied from sources.
- Little time and effort used in note taking.
- Bibliography has many errors.

Tool 6. Rubric for Speech

Category	5 marks	4 marks	3marks	2 marks	1 mark
Content					
Introduction (greetings, addresses)	Can use greetings and addresses accurately	Can use greetings and addresses almost accurately	Can use greetings and addresses fairly accurately	Can use greetings and addresses less accurately	Can use greetings and addresses poorly
Content is relevant to the topic	Content is relevant	Content is relevant but 1-2 irrelevant points	Content is relevant but a few irrelevant points	Content is relevant but some irrelevant points	Content is not so relevant
Language	Excellent	Very good	Good	Satisfactory	Poor
Concluding statement	Has very strong concluding statement	Has strong concluding statement	Has fairly strong concluding statement	Has not so strong concluding statement	Has a weak concluding statement
Delivery					
Fluency					
Audibility					
Eye contact					
Confidence					
Presentation					
Posture					
Dress					

Tool 7. Miscue Analysis

Title: The Monkey and the Crocodile **Name:** Kelden D. Dorji **Class:** IV A
Text type: Story **Date:** 16-6-2007

Reading Aloud Reads with enthusiasm.	Recall: Can tell what the text is about. Uses language pattern used in the text.	
Strategies demonstrated		
Syntax clues Showed awareness of the usage of structures used. e.g. read plural and singular nouns correctly. "The <u>monkey does</u> not go into the water." The child knows that 'monkey' is singular so takes 'does' and not 'do'.	Phonic cues Did not attempt to use familiar letter patterns.	Self-corrects Self-corrected word like 'monkey'.
Vocabulary not recognized: Crocodile		
Additional issues raised Reiterates same mistakes like 'said'. He always makes this mistake of saying 'says' for 'said'.		
Action: This child is a good reader so he does not need further action.		
Review date:16-7-2007		

Note to the Teacher: You may along with the child set the next target. (Text of higher level)

Tool 8. Oral presentation rubric

Name:

Date:

Category	4 marks	3 marks	2 marks	1 mark
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Is completely prepared and has obviously rehearsed.	Seems prepared but could have used a couple more rehearsal.	Somewhat prepared, but it is clear that rehearsal was lacking.	Does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all the time (100-95%), and mispronounces no words.	Speaks clearly and distinctly all the time (100-95%), but mispronounces one word.	Speaks clearly and distinctly all the time (94-85%), but mispronounces one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Postures and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up and establish eye contact.	Slouches and /or does not look at people during the presentation.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate a strong interest and enthusiasm but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Time Limit	Presentation is 4-5 minutes long.	Presentation is 3-4 minutes long.	Presentation is 2-3 minutes long.	Presentation is less 2 minutes.
Volume	Volume is loud enough to be heard by all audience through out the presentation.	Volume is loud enough to be heard by all audience at least 90% of the time.	Volume is loud enough to be heard by all audience at least 80% of the time..	Volume often too soft to be heard by all audience.

Note: The time limit can be altered according to the kind of oral presentation. It can be longer or shorter than the specified timing provided above in the 'time limit' column.

Tool 9. Rubrics Assessing Punctuation

Objective: The writer will use punctuation appropriately throughout the written piece.	
4	Punctuation is used correctly throughout the entire written piece.
3	Punctuation is used correctly throughout most of the written piece, and the errors do not interfere with the reader's understanding of the text.
2	Correct punctuation is used inconsistently throughout the written piece, but the errors do not significantly interfere with the reader's understanding.
1	Correct punctuation is rarely used throughout the written piece, and/or errors significantly interfere with the reader's understanding.

The writer correctly uses...

Score

Full stop	_____
Commas	_____
Question mark	_____
Exclamation mark	_____

Scoring criteria:

- 4 = all of the time
- 3 = most of the time; errors do not interfere with a reader's understanding
- 2 = some of the time; errors do not significantly interfere with a reader's understanding
- 1 = rarely; errors interfere with a reader's understanding of the text
- 0 = never

Tool 10. Assessing

4 marks	The learner participates frequently in literature discussion groups. Responses are pertinent and reflect careful attention to the text.
3 marks	The learner participates occasionally in literature discussion groups. Responses are usually pertinent and reflect attention to the text.
2 marks	The learner participates infrequently in literature discussion groups, and/or responses are often off-topic or irrelevant to the discussion.
1 mark	The learner rarely participates in literature discussion groups, and/or responses are usually off-topic or irrelevant.

Tool 11. Rubrics to assess reading

Criteria	4 marks	3 marks	2marks	1 mark
Audibility	Can be heard by all the audience	Can be heard by almost everybody	Can be heard by more than half of the class	Can be heard by only the front benchers
Fluency	Can read the entire text fluently	Can read almost the entire text fluently	Can read more than half the text fluently	Can read but without fluency
Syntax clues	Can use syntax clues very confidently	Can use syntax clues confidently	Can use syntax with lesser confidence	Can use syntax clues almost without confidence.
Phonic cues	Can use phonic cues very confidently	Can use phonic cues confidently	Can use phonic cues with lesser confidence	Can use phonic cues almost without confidence.
Pronunciation	Can pronounce all the words accurately	Can pronounce almost all the words accurately	Can pronounce most of the words accurately	Can pronounce some of the words accurately
Punctuation	Be aware of all the punctuation marks (comma, full stop, question mark, quotation, exclamation)	Be aware of almost all the punctuation marks (comma, full stop, question mark, quotation, exclamation)	Be aware of most of the punctuation marks (comma, full stop, question mark, quotation, exclamation)	Be aware of some of the punctuation marks (comma, full stop, question mark, quotation, exclamation)
Intonation	Can read all the words with correct intonation	Can read almost all the words with correct intonation	Can read most of the words with correct intonation	Can read some of the words with correct intonation
Eye contact	Maintains good eye contact	Maintains fairly good eye contact	Maintains satisfactory eye contact	Maintains unsatisfactory eye contact

Tool 12. Personal letter

Name:

Class:

Date:

Criteria	Marks	Score	Comments
Format	2		
Content	5		
Language	8		

Format

- Address ($\frac{1}{2}$ mark)
- Salutation ($\frac{1}{2}$ mark)
- Paragraph ($\frac{1}{2}$ mark)
- Subscription ($\frac{1}{2}$ mark)

Content

- Introductory statement (1 mark)
- Actual substance (Subject/Body) (3 marks)
- Concluding statement (1 mark)

Language & structure

- Spelling (2 mark)
- Tenses (3 mark)
- Vocabulary (3 marks)

Introduction:

V. Good introduction -1

Good- $\frac{1}{2}$

O.K - ($\frac{1}{2}$)

No introduction – 0

Relevancy of the content:

V. Good- 3

Good – 2

O.K – 1.5

Poor – 1

Conclusion:

V. Good introduction -1

Good $\frac{1}{2}$

O.K $\frac{1}{2}$

No introduction – 0

Language & structure:

Spelling (2 mark)

- No spelling errors – 2
- A few errors (words they have not learned as vocabulary) - 1.5
- Some errors (a few of the learned vocabulary) – 1

- Most of the vocabularies learned are spelt wrong – ½
- Bulk of the writing does not make sense due to spelling – 0

Tenses (3 mark)

- A few structural errors (complex structures they have not learned so far) – 3
- 1 or 2 structural errors (structures they have learned so far) - 2
- Some structural errors (structures they have learned so far) – 1
- Most of the structures learned are wrong – ½
- Bulk of the writing does not make sense due to structural errors - 0

Vocabulary (3 marks)

- Has used vocabulary learned correctly -3
- Has used a few vocabulary learned correctly – 2
- Has used vocabulary learned but with some errors – 1
- Has used a few but most are not correctly used – ½
- No effort made to use vocabulary learned - 0

Tool 13. Checklist for features of a folktale

Features	Yes/No
Has a moral	
Has good and bad characters	
Good characters have a problem to solve	
Has a happy ending...the good characters win over the bad characters	
Has simple people in the tale	
Has an element of fantasy, magic and supernatural	

Tool 14. Checklist-Book Review of Fictional and Non-Fictional Texts

Background	Yes/No
Title	
Author	
Genre	
Understanding	
Setting	
Characters	
Subject	
Theme	
Response	
Personal opinion	

Tool 15. Rubric for Journal assessment

Criteria	V. Good	Good	Satisfactory	Poor
Word limit (150)	Has a minimum of 150 words	Has a minimum of 130 words	Has at least 100 words	Has less than 100 words
Logical sequence	Has a good logical flow	Has a logical flow	Some of the events are not in logical sequence	Most of the events are not in logical sequence
Format	Has all the features of a simple journal	Has most of the features of a simple journal	Has some of the features of a simple journal	Has almost no features of a simple journal
Language				

Format

- Title
- Author class:
- Date
- Brief introduction of the author (refer text A Day in the Life of ...)

Tool 16. Presentation skills assessment form – delivery

Student being observed:

Rate the delivery of the presenter as poor, satisfactory, or excellent for each aspect listed. Use the comments box for suggestions or advice on possible improvement.

Delivery	Poor	Satisfactory	Good
Voice:			
Can everyone hear well?			
Controls the pace (not too fast/slow)?			
Speaks clearly?			
Conveys confidence and control?			
Sounds spontaneous and relaxed?			
Not readout from notes?			
Avoids being too familiar (using slang, etc)?			
Body language:			
Did the presenter maintain good			
Relaxed posture?			
Establishes and keeps eye contact?			
Faces the audience?			
Looks as if he/she was enjoying the talk?			
Avoids distracting mannerisms or habits?			
Refers only occasionally to notes?			

Delivery	Poor	Satisfactory	Good
Visual aids:			
Ensures proper arrangements of equipment			
Makes sure everyone could see?			
Uses well selected examples?			
Brings the e.g. in at appropriate points?			
Removes them as soon as finished with?			
Avoids looking at the screen too often?			
Uses appropriate and clear handouts?			

Name of observer:

Comments:

Tool 17. Presentation skills assessment form – Content

Name:

Date:

Topic:

Rate the content of the talk - Poor, Satisfactory or Excellent for each aspect listed. Use the comments box for suggestions or advice on possible improvement.

Overall content	Poor	Satisfactory	Good
Introduction: did it grab audience attention?			
Links the audience and the topic?			
Describes the presentation's specific purpose?			
Says where questions would be accepted?			
Main presentation: did it state the main sub-topic?			
Clearly signals each sub-topic?			
Have no extraneous content (padding)?			
Uses recaps appropriately?			
Makes smooth transitions.			
Have clear supporting material?			
Have logical pattern?			
Conclusion: did it sum up the message of the talk?			
Provides a clearly organised finish?			
Allows questions?			
Deal with questions clearly and quickly?			

Comments:

My Treasure Box of words: TOTAL WORDS: 300

clinging	hedge	Christmas	pebble	Thrilled	limp
Suggested	Gleefully	muttering	gnawed	escape	miserable
perched	amazed	slight	turned	thumped	barely
terrible	vow glowered	giggles	yelped	hostess	preachy
bossy	dictate	ignore	scarcely	precious	croon
angel	resemble	prune	exclaim	delight	treasure
weird	strange	crazy	excited	gulped	stumbled
scraped	quit	pace	streak	crumb	soaring
repay	timid	sport	lark	lawn	fluttering
creatures	tropical	rainforest	shred	anchor	wood fibres
pulp	scariest	threatening	revolves	fiercely	well-equipped
disposal	chokes	snap	peeking	capable	python
komodo	dragon	wasp swarms	predator	stripes	turtles
alligator	snout	marshes	prey	vision	wits
sputtered	queer	whisk	still	feast	paces
frantic	needles	stranger	secret	horror	screamed
journey	prosperous	fertile	galloping	suspicious	glance
delicious	appreciate	waste	gobbled	ungrateful	serpent bride
wealthy	neighbouring	unfamiliar	piercing	wedding	ceremony
boldly	disguise	dissuade	knight	snatched	perched
bow	vanished	destroy	bald	friendly	frown
humble					
glittered	crowded	reservoir	depleted	devoid	faucet
honourable	glittered	conserved	ruined	absorbed	inhabit
consequences	disasters	dangers	boughs	Halloween	beams
hum	drowsy	lullaby	rapids	rustling	lone
haunting	loon	prey scraps	littered	tangled	linnet
ballroom	sightless	backpack	summitridge	thrilling	wet-suit
panic	team	safety	gear	athletic	bike
visual	statement	underground	railroad	engine	tracks
kinbear	decided battle	powerful	torn	disasters	journalist
interview	nomads	sandstorm	raise	yoghurt	occasions
wedding	extended	family	straw	main	graze
stream	shingles	grind	flour	grassy	religion
depend	freeze	mount	prize	material	bury
skinny	starved	customs	scooping	fetch	littered
sewers	towers	grocery	barrelling	tangled	trapped
dejected	creek	perfect	innocently	arrest	riot
satisfied	appeared	ceremony	entrance	elegantly	election
complicated	arguing	neighbour	passionately	defended	doubted

timidly	enthusiastic	insisted	spare	sticky	yawn	hammock
tramp	earnings	contest	tough	tease		embarrassing
hardly	avoid	split	camp	recess		embroidery
fled	heartily	hogging	nudge	strict		supervises
invent	rakes	overtaken	peck	precious		luggage
stew	encouraged	patched	denied	roasted		compose
choir	memory	meditation	retreat	offerings		reincarnation
actually	spiritual	distraction	pilgrimage	faith	robe	fuss
spinning	churning	hugged				

NOTE: Give the above list of words to all the students. They should be instructed to keep it in their writing portfolio and tick the words as and when they use them. Encourage them to use the words in their conversations and writings. It is important to tell students that they will be assessed on how many words they can use. Students are required to reflect the words used from the given list at the end of the written piece in a box. All the written works should be included in their writing portfolio so that the teacher can verify on the words used. A Rubric can be used to award marks if required. A sample is provided below.



Tool 18. Rubrics to assess vocabulary usage

Criteria	Excellent (4 marks)	Good (3 marks)	Fair (2 marks)	Needs improvement (1 mark)
Number of words used	Knows all the words learned	Knows almost all the words learned	Knows more than half of the words learned	Knows half of the words learned
Spelling	Spells all the words correctly	Spells almost all the words correctly	Spells more than half of the words correctly	Spells half of the words correctly
Usage	Uses all the words correctly	Uses almost all the words correctly	Uses more than half of the words correctly	Uses half of the words correctly

Professional Resources

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