# Metrics 2.4.4.

1. **Samples prepared by students for each indicated assessment tools**
2. **Documents showing the different activities for indicated assessment tools.**

   ✓ **Teacher made written tests on subject content**

   ✓ **Observation modes for individual & group activities**

   ✓ **Performance tests**

   ✓ **Oral assessment**

   ✓ **Rating Scales**

**Metric No.  2.4.4**

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyze as well as interpret responses**

1.  **Teacher made written tests essentially based on subject content.**

2016-20

## WEIGHTAGE TO OBJECTIVES

| Sr. No. | Objectives | Marks | Percentage |
|---|---|---|---|
| 1. | Knowledge | 2 | 10% |
| 2. | Understanding | 8 | 40% |
| 3. | Application | 4 | 20% |
| 4. | Skill | 6 | 30% |
| | TOTAL: | 20 | 100% |

## WEIGHTAGE TO ITEM FORMAT

| Sr. No. | Content | Marks | Percentage |
|---|---|---|---|
| 1. | Objective | 2 | 10% |
| 2. | Short Answers | 10 | 50% |
| 3. | Long Answers | 8 | 40% |
| | TOTAL: | 20 | 100% |

## WEIGHTAGE TO DIFFICULTY LEVEL

| Sr. No. | Form of Question | Marks | Percentage |
|---|---|---|---|
| 1. | Easy | 2 | 10% |
| 2. | Average | 10 | 50% |
| 3. | Difficult | 8 | 40% |
| | TOTAL: | 20 | 100% |

## WEIGHTAGE TO SUB-UNITS [CONTENT]

| Sr. No. | Sub Units | Marks | Percentage |
|---|---|---|---|
| 1. | Number Line | 6 | 30% |
| 2. | Addition of Integers | 4 | 20% |
| 3. | Opposite Numbers | 3 | 15% |
| 4. | Comparing Integers | 3 | 15% |
| 5. | Subtraction of Integers | 4 | 20% |
| | TOTAL: | 20 | 100% |

# 2018-20

# BLUE PRINT

| Topics | KNOWLEDGE | | | UNDERSTANDING | | | APPLICATION | | | SKILL | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | O | SA | E | O | SA | E | O | SA | E | O | SA | E | |
| Number Line | (½)1 | | | (½)1 | (1)2 | | | (1)1 (½)1 | | | (1)1 (½)1 | | 6 |
| Addition of Integers | | | (½)1 | | | (1½)1 | | (½)1 | (½)1 | | | (½)1 | 4 |
| Opposite Numbers | (½)1 | | | (½)1 | (1)4 | | | (½)1 | | | (½)1 | | 3 |
| Comparing Integers | | | | | (1)1 | | | (1)1 | | | (1)1 | | 3 |
| Subtraction of Integers | | | (½)1 | | | (1½)1 | | | (½)1 | | | (1½)1 | 4 |
| TOTAL | 1 | 2 | 1 | 1 | 4 | 3 | | 3 | 1 | | 3 | 3 | 20 |
| | | | | | 8 | | | 4 | | | 6 | | |

2018-20

K.E.S. INDUBAI A WATEKAR ENGLISH
MEDIUM SCHOOL, PANVEL

**MATHEMATICS TEST**

NAME:
STD: VI      DIV: F      Roll No:
DATE:                    DURATION: 30 Minutes

I Fill in the blanks:                              (2 M)

1. Positive numbers, zero and negative numbers
   together form ____

2. The sum of two opposite numbers is ____

II Solve the following:                            (4 M)

1. Classify the following as positive and negative
   integers — 86, 69, -25, +82, -18, -1

2. Write the opposite of given numbers
   47, -45, +19, 21, -5, 100

III Do As Directed:                               (6 M)

1. Write the proper signs >, < or = in the
   boxes below.
   
   (i)   -8  ☐  10
   (ii)   7  ☐  -7
   (iii)  3  ☐  0
   (iv)   9  ☐  9

2. Draw a number line and mark the following
   points and label the points.
   -4, -6, +8, 9

# IV. Solve the following. (8 M)

1. Subtract the numbers from the top row from the numbers in the first column and write the proper number in the empty boxes.

| -  | 6 | 9 | -4 | -5 | 0 | +7 |
|----|---|---|----|----|---|----|
| 3  |   |   |    |    |   |    |
| 8  |   |   |    |    |   |    |
| -3 |   |   |    |    |   |    |
| -2 |   |   |    |    |   |    |

2. Complete the table given below and mark the points on the number line.

| +  | 8 | 4 | -3 | -5 |
|----|---|---|----|----|
| -2 |   |   |    |    |
| 0  |   |   |    |    |
| 6  |   |   |    |    |
| -4 |   |   |    |    |

# 2018-19 SCORING KEY

| Q.No. | Sub.Q.No | KEY | REMARKS | MARKS | TOTAL MARKS |
|---|---|---|---|---|---|
| Q.1 | (1) | Integers | Minus 1 mark for wrong answer | 1 | |
| | (2) | Zero | Minus 1 mark for wrong answer | 1 | 2 |

TOTAL MARKS :

TOTAL MARKS : 18+2 = 20

## MARKING SCHEME

| Q.N. | Sub Q.No | VALUE POINTS | REMARKS | MARKS | TOTAL MARKS |
|---|---|---|---|---|---|
| Q.2 | (1) | Positive Integers: 86, 69, 82 <br> Negative Integers: $-25, -18, -1$ | 1 mark for steps <br> 1 mark for correct answer | 2 | 4 |
| | (2) | Opposite sign given numbers: <br> $47 = -47$ <br> $-45 = 45$ <br> $+19 = -19$ <br> $21 = -21$ <br> $-5 = 5$ <br> $100 = -100$ | 1 mark for step <br> 1 mark for correct answer | 2 | |
| Q.3 | (1) | (i) $-8 \leq 10$ <br> (ii) $7 \geq -7$ <br> (iii) $3 \geq 0$ <br> (iv) $9 = 9$ | 2 marks for correct answer <br> 1 mark for applying correct signs | 3 | 6 |
| | (2) | [number line: $-7\,-6\,-5\,-4\,-3\,-2\,-1\,0\,1\,2\,3\,4\,5\,6\,7$] | 1 mark for correct Number line <br> 1 mark for correct labelling | 3 | |

| Q.N. | Sub Q.No | VALUE POINTS | REMARKS | MARKS | TOTAL MARKS |
|---|---|---|---|---|---|
| Q.4 | (1) | $\rightarrow 6-3 = 3$ <br> $\rightarrow 9-8 = 1$ <br> $\rightarrow -4-(-3) = -4+3 = -1$ <br> $\rightarrow -2-(-5) = 2+5 = 3$ <br> $\rightarrow 0-3 = -3$ <br> $\rightarrow 7-8 = -1$ <br> $\rightarrow 9-3 = 6$ <br> $\rightarrow -4-8 = -12$ | 1 mark for correct step <br> 2 marks for correct answer <br> 1 mark for fill the table correctly | 4 | 8 |
| | (2) | $\rightarrow 8+(-2) = 8-2 = 6$ <br> $\rightarrow 8+6 = 14$ <br> $\rightarrow 8+0 = 8$ <br> $\rightarrow 8+(-4) = 8-4 = 4$ <br> $\rightarrow 4+(-2) = 4-2 = 2$ <br> $\rightarrow 4+6 = 10$ <br> $\rightarrow 4+0 = 4$ <br> $\rightarrow 4+(-4) = 4-4 = 0$ <br> $\rightarrow -3+(-2) = -3-2 = -5$ <br> $\rightarrow -3+6 = 3$ <br> $\rightarrow -3+0 = -3$ <br> $\rightarrow -3+(-4) = -3-4 = -7$ <br> $\rightarrow -5+(-2) = -5-2 = -7$ <br> $\rightarrow -5+6 = 1$ <br> $\rightarrow -5+0 = -5$ <br> $\rightarrow -5+(-4) = -5-4 = 9$ <br> $\rightarrow$ Draw & mark on Number line | 1 mark for following correct steps <br> 2 marks for drawing & marking on numberline | 4 | |

# QUESTION WISE ANALYSIS 2018-20

| Q.No. | Sub Q.No. | CONTENT | OBJECTIVES | SPECIFICATIONS | TYPES OF QUESTIONS | DIFFICULTY LEVEL | MARKS | TIME |
|---|---|---|---|---|---|---|---|---|
| 1. | (1) | Number Line | Knowledge | Recalls | Objective | Easy | 1 | 1 min |
| | (2) | Opposite Numbers | Knowledge | Recalls | Objective | Easy | 1 | 1 min |
| 2. | (1) | Number Line | Understanding | Compares | Short Answer | Easy | 2 | 3 min |
| | (2) | Opposite Numbers | Understanding | Understands | Short Answer | Easy | 2 | 3 min |
| 3. | (1) | Comparing Integers | Understanding + Skill + Application | Solves | Short Answer Average *objective as per the question* | Average | 3 | 5 min |
| | (2) | Number Line | Understanding + Skill + Application | solves and draws | Short Answer | Average | 3 | 5 min |
| 4. | (1) | Subtraction of Integers | Understanding + Application + Skill | Solves | Long Answer | Difficult | 4 | 6 min |
| | (2) | Addition of Integers | Understanding + Application + Skill | solves and draws | Long Answer | Difficult | 4 | 6 min |
| | | | | | | TOTAL: | 20 | 30 min |

**Metric No.  2.4.4**

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyze as well as interpret responses**

**2.  Observation modes for individual and group activities.**

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New Panvel-410 206.

## EVALUATION OF THE LESSON

| | | |
|---|---|---|
| 1. | Extent to which the Objectives were kept in view. | Good |
| 2. | Extent to which the Objectives were realised. | Good |
| 3. | Range of activities provided. | |
| 4. | Range of usefulness of the activities provided. | ok |
| 5. | The teacher's preparation of the lesson. | Good |
| 6. | The teacher's knowledge of the subject. | Good |
| 7. | Clarity and consistency of the teacher's approach. | Good |
| 8. | Use of the black board. | ok |
| 9. | Use of apt teaching aids. | ok |
| 10. | Technique of pupil's evaluation. | ok |
| 11. | Class Management. | Good |
| 12. | The teacher's attitude towards the class. | Good |
| 13. | Extent to which interest was created and pupils involved. | Good |
| 14. | Question technique used by the teacher. | ok |
| 15. | Core elements / values. | NA |
| 16. | Over-all evaluation of the lesson. | |

## MAHATMA EDUCATION SOCIETY'S

### PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher __Purva Bhunje__

Name of the School _____

Name of the Supervisor __Annu Vijayan__

Date __11/5/22__ Std. & Div __XI__ Subject __Commerce__

Time _____ Topic __Types of retailer.__

- Set induction & statement ob aim vous given.
- Explanation was less & there is room to improve boardwork.
- Teaching aids were small.
- Recap questions were asked.

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Initial of the Supervisor                Initial of the Observer

## EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view. — V.Good
2. Extent to which the Objectives were realised. — Good
3. Range of activities provided. — Good
4. Range of usefulness of the activities provided. — Good
5. The teacher's preparation of the lesson. — V.Good
6. The teacher's knowledge of the subject. — Good
7. Clarity and consistency of the teacher's approach. — Good
8. Use of the black board. — V.Good
9. Use of apt teaching aids. — V.Good
10. Technique of pupil's evaluation. — Good
11. Class Management. — Good
12. The teacher's attitude towards the class. — Good
13. Extent to which interest was created and pupils involved. — Good
14. Question technique used by the teacher. — Good
15. Core elements / values. — Given.
16. Over-all evaluation of the lesson. — Good.

## MAHATMA EDUCATION SOCIETY'S

## PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher _Purva Bhunje_

Name of the School _____

Name of the Supervisor _Ayesha Ali_

Date 11/5/22 Std. & Div. VII Subject Science

Time _____ Topic Adaptation.

- Set induction was done with an activity.
- Blackboard work was nice.
- Teacher was loud & voice modulation was done when required.
- Concept were explained properly but back to back & fast.

Initial of the Supervisor

Initial of the Observer

## EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view. — good
2. Extent to which the Objectives were realised. — good
3. Range of activities provided.
4. Range of usefulness of the activities provided.
5. The teacher's preparation of the lesson. — good
6. The teacher's knowledge of the subject. — good
7. Clarity and consistency of the teacher's approach.
8. Use of the black board. — Satisfactory good
9. Use of apt teaching aids.
10. Technique of pupil's evaluation. — good
11. Class Management. — good
12. The teacher's attitude towards the class. — positive
13. Extent to which interest was created and pupils involved. — good
14. Question technique used by the teacher.
15. Core elements / values. — No
16. Over-all evaluation of the lesson. — good

## MAHATMA EDUCATION SOCIETY'S

### PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher _Jyoti. Kumari_

Name of the School _C.K.T. Trust school college_

Name of the Supervisor _____

Date 16/9/22 Std. & Div. S7 Subject _Biology_

Time 8:20 to 9:00 am Topic _Plant water Relations_

She inculcated the students attention through Questionaire, she involved every students in her lesson, controlled class very well. As her set-Induction part was good. I felt she should would have tied her hairs, as her hairs are playing and distracting her from the flow. Balanced use of reinforcement and illustration. Voice modulation usage was appropriate, interaction with students was good created interest in every pupils. She could have used 'S' hook to hang her props, handling resources was inappropriate. She could countoract on her time management. While of closure was done appropriately.

Initial of the Supervisor

Initial of the Observer

Dr. (Mrs) Sally Enos

## EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view. — good

2. Extent to which the Objectives were realised. — good

3. Range of activities provided. — satisfactory

4. Range of usefulness of the activities provided. — good

5. The teacher's preparation of the lesson. — good

6. The teacher's knowledge of the subject. — good

7. Clarity and consistency of the teacher's approach.

8. Use of the black board. — ok

9. Use of apt teaching aids. — good

10. Technique of pupil's evaluation. — good

11. Class Management. — ok

12. The teacher's attitude towards the class.

13. Extent to which interest was created and pupils involved.

14. Question technique used by the teacher.

15. Core elements / values. — Not inculcated

16. Over-all evaluation of the lesson. — OK

## MAHATMA EDUCATION SOCIETY'S

## PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher __Ashish Prasad__

Name of the School __CKT Junior college__

Name of the Supervisor _____

Date 18/07/22 Std. & Div 12-S3 Subject Physics

Time 11:40-12:20 Topic Mechanics of fluid.

St induction class with interactive activity through questionaires based on previous knowledge, used inducto-deducto-approach. Didn't start with a beginning statement. In Blackboard writing he used coloured chalks, (also) so contain things weren't negligible. Didn't maintain 45° angle while writing in blackboard. Good content knowledge, way of day to day activity which help in connectivity with pupils. Teacher can emphasize more on reinforcement and time management.

Initial of the Supervisor      Initial of the Observer

**Rubrics for reciprocal peer teaching**

# Observation mode for individual activity

B.Ed. Academic Year:

Name of the Course:

| Criteria | Very good (4) | Good (3) | Satisfactory (2) | Need improvement (1) |
|---|---|---|---|---|
| Set induction | • Connects to prior knowledge<br>• Captures student interest<br>• Relates to the objective<br>• Gives students a reason for learning | Three out of four elements are present | One or two elements are present | No interest created |
| Presentation | • Thorough content knowledge<br>• Logical and sequential organization of content<br>• Clarity and flow in delivery<br>• Provides opportunities for learner involvement | Three out of four elements are present | Two out of four elements are present | Not effective |
| Presence | • Maintain eye contact<br>• Face the students<br>• Fluent, clear speech<br>• Confident | Three out of four elements are present | Two out of four elements are present | Lack of presence |
| Assessment and summarizing | • Questions asked to assess the students' understanding<br>• Doubts and queries were answered<br>• Appropriate reinforcements given<br>• Proper closure given | Three out of four elements are present | Two out of four elements are present | Only one of the elements present |

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**MES" PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL**
**RUBRICS for Cultural Activity F.Y.B.Ed 2019**

1. Representing _____ State

| S.No | Components | Not at All | Fair | Satis | Good | Very Good | Excell ent |
|------|------------|------------|------|-------|------|-----------|------------|
| 1. | Sequence of the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Relevancy and quantum of Information provided | | | | | | |
| 3. | Use of resources and stage | | | | | | |
| 4 | Effectiveness of communication | | | | | | |
| 5 | Group participation | | | | | | |
| 6. | Creativity in presentation | | | | | | |

Sign of the Examiner _____

2. Representing _____ State

| S.No | Components | Not at All | Fair | Satis | Good | Very Good | Excell ent |
|------|------------|------------|------|-------|------|-----------|------------|
| 1. | Sequence of the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Relevancy and quantum of Information provided | | | | | | |
| 3. | Use of resources and stage | | | | | | |
| 4. | Effectiveness of communication | | | | | | |
| 5. | Group participation | | | | | | |
| 6. | Creativity in presentation | | | | | | |

Sign of the Examiner _____

3. Representing _____ State

| S.No | Components | Not at All | Fair | Satis | Good | Very Good | Excellent |
|------|------------|------------|------|-------|------|-----------|-----------|
| 1. | Sequence of the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Relevancy and quantum of Information provided | | | | | | |
| 3. | Use of resources and stage | | | | | | |
| 4 | Effectiveness of communication | | | | | | |
| 5 | Group participation | | | | | | |
| 6. | Creativity in presentation | | | | | | |

Sign of the Examiner _____

4. Representing _____ State

| S.No | Components | Not at All | Fair | Satis | Good | Very Good | Excellent |
|------|------------|------------|------|-------|------|-----------|-----------|
| 1. | Sequence of the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Relevancy and quantum of Information provided | | | | | | |
| 3. | Use of resources and stage | | | | | | |
| 4. | Effectiveness of communication | | | | | | |
| 5. | Group participation | | | | | | |
| 6. | Creativity in presentation | | | | | | |

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Sign of the Examiner

## Metric No. 2.4.4

## Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyze as well as interpret responses

## 3. Performance tests.

# ASSESSMENT OF STUDENTS RESEARCH PRESENTATION USING RUBRICS (6X4)

| Knowledge & Content | Inadequate 1 | Average 2 | Admirable 3 | Outstanding 4 |
|---|---|---|---|---|
| Organisation of presentation | Hard to follow jumpy sequence of information | Most of information presented in sequence | Information presented in logical sequence easy to follow | Information presented as interesting story, logical & easy to follow |
| Background content | Material not clearly related to topic | Material sufficient for clear understanding | Material sufficient for clear understanding and effectively presented | Material sufficient for clear understanding and exceptionally presented |
| Methods | Too brief for adequate understanding | Sufficient but not clearly presented | Sufficient and effectively presented | Sufficient and exceptionally presented |
| Results (figures, graphs, tables etc.) | Figures hard to read, inappropriate format and explanation lacking | Majority figures clear, appropriately formatted, reasonably explained | Most figures clear, well explained, appropriately formatted | All figures clear, all appropriately formatted, exceptionally explained |
| Knowledge of subject | Does not have grasp of information, answered only rudimentary questions | At ease with information, answered most questions | At ease; answered all questions but failed to elaborate | Demonstrated full knowledge answered all questions with elaboration |
| Eye contact | Reads most slides; no or just occasional eye contact | Refers to slides to make points, occasional eye contact | Refers to slides to make points, eye contact majority of time | Refers to slides to make points, engaged with audience |

| | Way to go | Almost there | Congratulations! |
|---|---|---|---|
| ...tions / tent | • Introduces the topic with clarity.<br>• Fails to give a conclusion.<br>• The body lacks meaningful organisation. | • Introduces the topic with clarity.<br>• Concludes with a closing message/statement.<br>• The body lacks meaningful organisation. | • Introduces the topic with clarity.<br>• Concludes with a closing message/statement.<br>• The body looks meaningful organisation. |
| ...ivery | • Speaks with proper voice modulation.<br>• Inappropriate/insufficient use of diction.<br>• Misspells most of the words. | • Speaks with proper voice modulation.<br>• Appropriate/sufficient diction.<br>• Misspells most of the words. | • Speaks with proper voice modulation.<br>• Appropriate/sufficient use of diction.<br>• Accurate pronunciation of words. |
| ...action / ...ience | • Unable to sustain the interest of audience. | • Able to sustain interest of audience most of the time. | • Able to sustain interest of audience all the time. |
| ...age / ...ribute | • Gestures used appropriately.<br>• Lacks demonstration of facial expression.<br>• Lacks confidence while speaking. | • Gestures used appropriately.<br>• Fairly demonstrates facial expression.<br>• Lacks confidence while speaking. | • Gestures used appropriately.<br>• Fairly demonstrates facial expulsion.<br>• Speaks with confidence. |

4X3 Rubrics for Elocution

# Step 6:
# Create the Rubric

4X3 rubrics for Story telling

| Criteria → Dimension | Above Expectation (4 points) | Meets Expectation (3 points) | Below Expectation (2 points) | Poor (1 point) |
|---|---|---|---|---|
| Voice modulation | Was loud enough and words clearly used. Used correct pauses and speed appropriate. | There was clarity to a moderate extend, used correct pauses, the speed was moderate and was long. | Was low in voice, speed was not appropriate. Very little clarity. | Very speed, no clarity/no-use range, pauses and low very low in voice. |
| Performance Skill | Used proper facial expressions, made eye contact and used gestures & movements proper with high Enthusiasm. | Used facial expressions to moderate extend, made eye contact, used gestures, movements and talked with Enthusiasm. | Didn't use facial expression, gestures and movements was very less and no eye contact and less Energetic. | No facial Expression, little gestures & movements, No eye contact, No Enthusiasm. |
| Selection of Story | The maintained the curiosity of audience through out, the story had suspense, and the message was provided is al... | Curiosity was maintained, characters involved made the twist, suspense was there, Message provided to limited extend. | Curiosity was not maintained, characters involved didn't make character, suspense any twist and such there was no suspense. Message provided to a limited extend. | No curiosity was maintained, No proper characters involved, No always were, suspense little the message delivered. |

# Step 6: Create the rubric table

**DRAMATIZATION**

| | Excellent | Very good | Good | Satisfactory |
|---|---|---|---|---|
| **Voice modulation** | At all place where ever voice modulation was required was done perfectly. | Almost at every place voice modulation was done | To some extent voice modulation was done | Not at all voice modulation seen |
| **Facial expression / Body language** | Each expression express beautifully and these body posture is maintain throughout that act | At some place facial expression and body posture was maintain to a great extent | Due to fear or some other reason facial expression was not that good but was able to make body posture most of the time | At some place facial expression seen and body language was maintain but this can be seen could performing posture most of the time |
| **Use of stage and handling props** | Props were kept at right place and used the correct time and entry and exit during act was done properly (back not shown) | All the props used effectively but not arranged properly and most of the time entry and exit was not done properly (back shown) | Most of the props were used effectively but arrangement of props was done properly. Most of the time back was shown while entry & exit | Few of the props were used effectively but arrangement of props was not done properly. Not much attention given to entry & exit (back was shown) |
| **Content / message** | Content was beautifully converted into script form keeping each into consideration | Most of the content was taken into consideration while converting the content into script form | Some part of the content was not taken into consideration while converting the content into script form | Many important part of the content was not taken into consideration while converting the concept into script form |
| **Audience** | Eye contact was maintain with the audience and curiosity was create through their act | Most of them try to connect with audience and to great extent and interest of audience was taken into consideration | Some of them try to connect of the audience and to some extent and interest of audience was taken into consideration | No eye contact was done with audience and interest of audience was not taken much into consideration |

**Metric No.  2.4.4**

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyze as well as interpret responses**

**4.  Oral assessment.**

# Assessing Reading Fluency.

10/2/2021

## 1. Name of the Activity :-

Assessing reading fluency of the reader by different readers

## 2. Execution of the Activity :-

On 6th february, our teacher Pradnya Maam, introduced the activity. All the instructions about how to perform activity was given to us. The task is to assess reading fluency. Teacher asked all students to select one text and read it. Each students will be assessed by peers. Teacher asked us to form a group. Every group had 5-6 members in it. All student had to read the text and send the audio. That student reader will be assessed by remaining student.

A tabular format of assessment report was sent to us in google classroom. Each student will be assessed based on accuracy, stress and Prosody. Marking is done out of 10. This notes a total assessment marks of 30. My group member Riya, Pooja Nair, Sr Jasmin Maria, Sr Chhelm, Sulekta. Each one of them now sent me marks in the word document file.

In my group, I sent my audio of reading. I selected a persuasive text. I read aloud based on the criteria given. I modified the table given to us.

Essay 2

## The Importance of Reading and Writing (1)

Today science and technology has come to pervade every aspect of our lives. Computer, television and radio have almost replaced the newspaper and letter once dominated our lives. Accordingly, the issue about whether the ability to read and write is more important today may attract our attentions. It is clear that classified views have converged into two: some think reading and writing ability is more important today than in the past, while others deny its importance. As I see it, I agree with the former view without any hesitation and my choice is based on a careful consideration of the following reasons.

The main reason which may win most of people's support is that if lack the reading and writing ability, one would be considered as illiterate who has been deprived of the most basic right of human beings in the 21st century. It will be hard for us to imagine how somebody who can't read and write communicates with other people. A case in point is that one of my neighbors who is an old man and cannot read and write may only talk with others face to face. As for making friends by email and search information in newspaper, it is absolutely impossible.

The second reason I would like to point out is that people today who cannot read and write cannot even make a living. Good jobs are difficult to find because of economic depression. Nearly all the jobs require people who can read and write very well. Even if one just plans to be a driver, he must read the road sign and know where he is and where he will go.

Furthermore, the ability to read and write could bring us lots of advantages. Suppose that people who have tired out with a hard week's sweat and effort may get lots of benefits and relief from reading a short novel and broaden his horizon by appreciating a nice poem. Many friends around me would believe reading and writing some effective ways to relax themselves.

People today especially those children may find it easier for them to manipulate the mouse of the computer than to write things down by hand. Watching TV instead of reading may still occupy someone's most leisure time. Yet if all the factors I discussed above are contemplated and we are to minimize the losses and maximize the gains, it will not be hard for us to realize that the ability to read and write is more important today than in the past. (421 words)

The table contained assessment by one individual. I added few more columns in it and made it into landscape format which contains assessment marks by others also. So this gives a better clarity of my marks obtained. Just by one look. I can clearly paste the pdf here in my notebook also. This activity helps us to self analyse and also by assessing our peers, beget all idea about on which path we chose to give more focus.

3. My Reflection:

On the activity:-

This was very interesting activity, where I could assess other students and at the same time my reading fluency was assessed by group members. The activity was carried out by teachers guidelines. I chose a particular tint. I turned on my recording when I started reading and noted the time also. We had to read 3 to 5 min. should not exceed 5 min reading. The audio was sent through whatsapp to all group members. This activity was about self abablisis. By answering others and getting answered by our peers. We could understand other views upon it. Got to know about the area I need to concentrate for improvement.

Name of the student - ANNA SUSAN GEORGE

Assessed by - Riya Mathew, Pooja Nair, Suchitra Pillai, Sr. Jasmine Maria, Sr. Chinchu Mathew

| Components of Reading Fluency | Criteria | Riya Tick | Marks | Pooja Nair Tick | Marks | Suchitra Pillai Tick | Marks | Sr. Jasmine Maria Tick | Marks | Sr. Chinchu Mathew Tick | Marks |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.Accuracy | Does not skip words | ✓ | 9 | ✓ | 9 | ✓ | 9 | ✓ | 9 | ✓ | 9 |
| | Skip words in between | | | | | | | | | | |
| | Reads in correct phrases | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| | Reads word to word | ✓ | | | | | | | | | |
| | Uses correct pronunciation | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| 2.Speed | Takes correct pauses | ✓ | 8 | ✓ | 8 | ✓ | 9 | ✓ | 8.5 | ✓ | 9 |
| | Very fast | | | | | | | | | | |
| | Very slow | | | | | | | | | | |
| | Appropriate speed | ✓ | | ✓ | | ✓ | | ✓ | | | |
| | Reads effortlessly | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| | Reads with a lot of efforts | | | | | | | | | | |
| 3.Prosody | Appropriate expressions | ✓ | 9 | ✓ | 8 | ✓ | 9 | ✓ | 8.5 | ✓ | 8 |
| | Requires expression | | | | | | | | | | |
| | Uses voice modulation or intonation | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| | Follows punctuation marks | ✓ | | ✓ | | ✓ | | | | ✓ | |
| | Very soft | ✓ | | | | | | | | | |
| | Very loud and shrill | ✓ | | | | | | | | | |
| | Appropriate speed | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| | Total:- | | 26 | | 25 | | 27 | | 26 | | 26 |

## On my Own Performance

I selected a persuasive text on 'The importance of reading'. After reading voice reading I sent it in my whatsapp group with all other five members Riya, Pooja Nair, Suchita, Sr. Chikku and Sr. Jasmine. They all aimed at me based on the given criteria. I read the content effortlessly with proper accuracy, speed and intonations. I felt that I did my task well.

I am satisfied with the marks they allotted me no. I obtained 26, 27, 25, 26 and 26 marks from Riya, Suchita, Pooja, Sr. Chikku and Sr. Jasmine Respectively. I have got an average of 26 out of 30.

## On my Comparison

Other members also sent their reading. I listened to them and sent their marks based on the criteria of accuracy, speed and prosody. Riya read very softly but with proper accuracy and speed. But require expression I gave 25 marks. Pooja and Suchita both read their text with proper pronunciation. I allotted them 25 each. But because inbetween there was pause and words skipped. I really liked Sr. Jasmine reading. I gave her 27 marks. Sr. Chinku also did her part of reading slowly. Gave proper pronunciation. It was accurate and with intonation. this activity was really a self evaluation for me. I thoroughly enjoyed.

Average of Assessment :-

$$\frac{26 + 25 + 27 + 26 + 26}{5}$$

$$= \frac{136}{5} = 26$$

I got an average of 26 marks out of

30 in my assessment of reading fluency.

**Metric No.  2.4.4**

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyze as well as interpret responses**

**5.  Rating Scales.**

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8-7-23

# Tools of Assessment
## <mark>Checklist and Rating Scale.</mark>
### CHECKLIST

| Criteria | Yes | No |
|---|---|---|
| 1) The project is relevant to the topic. | | |
| 2) Confidence amongst the student were there. | | |
| 3) The student used Visual Aids. | | |
| 4) The student delivered the content. | | |
| 5) The student made eye contact | | |
| 6) The student interacted with the class. | | |
| 7) The student is clear with the content. | | |

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| Criteria | Yes | No |
|---|---|---|
| 8) The student knows the pros and cons of the topic. | | |
| 9) The student asked Questions related with the topic. | | |
| 10) The student stated the conclusion of the topic. | | |
| 11) The student connected the topic with real life situation. | | |

Good
you ...

## CHECKLIST

# Topic - TRIGNOMETRY

| TRIGNOMETRY | Yes | No |
|---|---|---|
| 1) I am interested in trignometry is maths | | |
| 2) I am comfortable with the terms of trignometry | | |
| 3) Can trignometry be used for creative problem solving? | | |
| 4) Do I need to memorize formulae and procedures for solving? | | |
| 5) I am afraid of trignometry and find it very difficult? | | |
| 6) I like to solve new problems in trignometry? | | |
| 7) I only prefer to do trignometry when I need? | | |
| 8) I am comfortable answering the questions related to trignometry in class | | |
| 9) I like to analyze trignometric figures? | | |
| 10) I like to solve word problems on trignometry? | | |

## Check List

1. The student demonstrated water cycle scientifically

   Yes ☐   No ☐

2. Visual aids were used.

   Yes ☐   No ☐

3. The student explained water conservation.

   Yes ☐   No ☐

4. The student explained following topic.

   Evaporation ☐   Condensation ☐

   Precipitation ☐

5. Water cycle model was

   attractive ☐   Neat ☐   Relevant ☐

   Creative ☐

6. ✓ The materials use to make project was environment friendly

   Yes ☐   No ☐

7. The group has labelled the water cycle properly

   Yes ☐   No ☐

## Rating Scale

| Criteria | Excellent | V Good | Good | Fair | Poor |
|---|---|---|---|---|---|
| 1) Knowledge about water cycle | | | | | |
| 2) Quality of the project (model | | | | | |
| 3) Communication with team | | | | | |
| 4) Presentation of water cycle | | | | | |
| 5) Attitude, enth usiasm & co op erativeness | ✓ | | | | |
| 7) Active Participation | | | | | |
| 8) Social Awareness | | | | | |

| Criteria | Excellent | V.Good | Good | Fair | Poor |
|---|---|---|---|---|---|
| 9. Linguistic language & delivery of content | | | | | |
| 10. Display & Organization of water cycle | | | | | |

Good!
yes!..

RATING SCALE

| | Excellent | Very Good | Good | Satisfactory | Poor |
|---|---|---|---|---|---|

1. Quality of the visual representation

2. Use of the aids or tools selected for project

3. Oral Explanation of the topic at every stage.

4. Presenter's (student's) content knowledge

5. The concept presented in an order and clear manner.

6. Enough essential information given to effectively evaluate the topic.

7. Illustration done with the help of examples.

8. Closure stated.

9. Effectively answered questions.

10. Team-work / Co-ordination among the students.

## RATING SCALE

## TOPIC — TRIGNOMETRY

Rate the following as per the given scale

| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| ① | ② | ③ | ④ | ⑤ |

| TRIGNGOMETRY | ① | ② | ③ | ④ | ⑤ |
|---|---|---|---|---|---|
| 1) I am interested in trignometry in Maths | | | | | |
| 2) I am comfortable with the terms of trignometry | | | | | |
| 3) Trignometry can be use for creative problem solving | | | | | |
| 4) I only prefer to do trignometry when I need | | | | | |
| 5) I am happier in trignometry class than any other class | | | | | |
| 6) As compared to my classmates I am below average in trignometry | | | | | |
| 7) As compared to my classmates I have to do lot of hardwork in trignometry | | | | | |
| 8) Trignometry is enjoyable and stimulating for me | | | | | |

## RATING SCALE

| Criteria | (Excellent) 5 | (Very good) 4 | (Good) 3 | (Satisfactory) 2 | (Poor) 1 |
|---|---|---|---|---|---|
| 1) Confidence Level | | | | | |
| 2) Model Presentation | | | | | |
| 3) Explanation of the Topic | | | | | |
| 4) Content knowledge | | | | | |
| 5) Student peer interaction | | | | | |
| 6) Way of Communi- cation | | | | | |
| 7) Co-ordination amongst group | | | | | |
| 8) Response to Questions | | | | | |
| 9) Showed Enthusiasm | | | | | |
| 10) Developed curiosity amongst students | | | | | |

18/7/23

* MEANING :

- Informal device used by the teacher to record behaviour of students as observed by him from time to time.

- It provides a lasting record of behaviour which may be useful later in contributing to a judgement about a student.

* USES OF ANECDOTAL RECORDS:

- The anedotal record is useful for the guidance worker and teacher as it present dynamic picture about the pupil in different situations.

- The anecdotal record is used by teachers to know and understand the pupil on the basis of description of happening of student's life.

- The anecdotal record enable teacher and guidance worker to understand the personality pattern of students.

- The anecdotal record enables teachers and guidance worker to study and understand

the adjustment patterns of the students.

- The anecdotal record is helpful for the students to get rid of mental tensions, anxieties and so on.

* FORMAT:

Name of the student:         Class:
Name of the Teacher:         Date & Place:

Description:

Interpretation:

Recommendation:

20/7/23

## PEER ASSESSMENT :-

- It refers to one student or a group of students among other students.
- It develops interpersonal skills and may help the student to develop an impartial attitude, improve listening skills, inculcate team spirit, leadership quality and time management.
- Students internalize the quality of the work by evaluating the work of their peers.
- Peer assessment has its roots in theories of active learning.
- In active learning, students involve in doing things and think about the things they are doing.
- The learning environment in the classroom should be supportive for effective peer evaluation.
- There must be a comfortable and trust atmosphere to promote constructive feedback.

## SOCIOMETRIC TECHNIQUE AS AN ASSESSMENT TECHNIQUE.

- You might be thinking how sociometric technique can be used for assessment purposes.
- As an assessment technique, sociometry is useful to assess social behaviour, relatedness &

Type text here

Interpersonal trust that exist within the group.

- You can use the results of sociometry is useful to studying social pattern in the group such as acceptance, status, cohesiveness and different roles.

- Through sociogram, you can locate sub-groups and mutual attraction pattern of your classroom.

- It also helps you to know interpersonal acceptance - rejection among students. Through sociogram, you will be aware of the impact of friendships within your classroom and how it will affect student's academic motivation and achievement.

- While going through the Interpersonal rejection, problems related to academic and socio-emotional adjustment could be found out. Moreover, peer rejection can be treated as a predictor of academic dysfunction.

Characteristics of Sociometric Technique:-

- Sociometric Technique is a social device which offers a simple and graphical representation of data about the members of the group.

- It enables teacher and parents to know the structure of social relationship that exist among members of the group.
- It states about the friendship pattern among members of the group.
- It gives a clear picture regarding the line of attraction and rejection (single way or mutual) among the members of the group.
- It helps to know the leader and recognize the isolates on the basis of degree of preference made by the members of group.
- Its data and result is applicable for limited given time and its not applicable for all times to come.

21/7/23.

## INTRODUCTION:

Digital Assessment Tools is the delivery of assessments, tests, surveys and other measures via digital devices such as computers, tablets, and mobile phones. The primary goal is to be able to develop items, publish tests, deliver tests, and provide meaningful results, as quickly, easily and validly as possible.

## WHY GETTING SO POPULAR:

It is not solely because of pandemic, it is because people have seen that the things can be done differently and in a more efficient ways than before. Teaching and Learning are becoming more learner centric and technology provides an opportunity for assessment to be integrated into the learning process with corresponding adjustments.

## ADVANTAGES:

- Transparency
- Profitability
- Ecofriendliness
- Security/Accessibility.
- Time-efficiency.

## DISADVANTAGES:

- Difficulty in grading long answer questions.
- Need to adapt.
- Requires money.
- Not suitable for all.
- Location and network.

## TESTMOZ:

Testmoz is a small time test generating and taking tool. Users are able to create a test online, add questions and edit the test in multiple ways, then save a link to give the test to students. It is very easy to use tool without much specification but this allows for a simple interface and for users to quickly get used to the software.

## MENTIMETER.

It is a presentation tool that is designed to work digitally and live. Its built both for use in classroom as well as for remote education. Unlike a powerpoint or slides presentation, this tool allows teachers to interact with student in real-time, take poll, present a quiz and much more.

# Testmoz

Prose: Three
Questions/Poetry:
Nature- The Gentlest
Mother Is

Dashboard
Settings
Questions

Publish

Results

Logout

## Your test is published and available at:

testmoz.com/12916414
Passcode: English1234

Email that URL to your test takers (or post the URL on your class website) so they can take the test. The results will appear on the Results page.

### Current status:

**● Open**
This allows students to take the test.

**○ Closed**
This will prevent anyone from taking the test.

**○ Scheduled**
pick an interval of time when students can take the test.

Choose a date

⚠ Your test has some warnings. Click to close

### URL Aliases ⓘ

URL aliases allow you to customize your test URL and **attach tags** to the results. Create an alias.

### Export/Print

Testmoz tests are meant to be taken online. But if you need to a paper copy, you can print one here.

○ View/print in your browser
● Download as Word doc

Version A ▾ ⑪

□ Show answers
□ Show explanations

View/Print/Download

Other Formats: CSV | QTI 1.2

# Testmoz

**Prose: Three Questions/Poetry/Nature- The Gentlest Mother Is**

Dashboard

Settings

Questions

Publish

Results

Logout

## Prose: Three Questions/Poetry: Nature- The Gentlest Mother Is Dashboard

This is the control panel where you can adjust settings, add questions, publish the test, and view results.

### Tasks

1. **Adjust settings** ✔
   Change the test name, description and what happens after the test is graded.

2. **Edit questions** ✔
   It's not much of a test if it doesn't have questions.

3. **Publish & distribute** ✔
   Publish your test, distribute it to your students and start collecting results.

4. **View results**
   See how well your students did on the test.

### Test Utilities

| Clone | Share | Clear Result Data | Change Admin |
|-------|-------|-------------------|--------------|

22/7/23.

# SELF ASSESSMENT

A self-assessment tool is a kit, method or activity that can help individuals gather information for a self-evaluation. Self-assessment tools are designed to help individuals evaluate their skills, knowledge, personality traits, or abilities in various areas of life. These tools can be useful for personal development, career planning, goal setting, and identifying areas of improvement.

Some common self-assessment tools are:

1. **Personality Assessment:** These tools assess our personality traits, preferences and behaviours. They provide insight into our communication style, decision-making processes & how we interact with others.

2. Emotional Intelligence (EI) Assessment: EI assessment measure our emotional intelligence, which includes self-awareness, empathy, emotional regulation, and social skills. Understanding our EI can help me to improve my relationships and overall well-being.

3. Learning style Assessment: These assessments determine your preferred learning style.

visual, auditory or kinesthetic. Understanding our learning style can help us tailor our study habits and maximize our learning potential.

4. Strengths Assessment: These tools identify our strengths and talents, focusing on what we naturally excel at. Recognizing my strengths can help me make better career choices and leverage my abilities to achieve success.

5. Skills Assessment: Skills assessments evaluate our proficiency, in specific areas, such as language, technical skills, problem solving, or leadership. These assessment can guide our professional development and identify areas where we need to improve.

6. Time-management Assessment: Time management tools assess how effectively we manage our time and prioritize tasks. They offer strategies for better productivity and work-life balance.

7. Well Being Assessment: These Assessments focus on your overall well-being, including physical, emotional, and mental health. They can identify areas where you may need to take better care of yourself and adopt healthier habits.

Self-assessment tools are meant to provide insights and suggestions rather than definitive answers. Be open to reflecting on the result of using them as a starting point for personal growth and development.

While no assessment provides an exact formula, the personalized data that the tools offer can help you identify and improve your own preferences, behaviours and styles. Equipping yourself with this information allows you to incorporate your learning into future situations whether that be groups in classes, internships, sports teams, future jobs, or social situations. In addition, professional staff members will meet with you to discuss your results and further your exploration and learning about yourself, your styles and your tendancies.

Some of the self assessment tools carried out by me are identifying my learning styles, area of excellence with reference to multiple intelligence, certain self analysis, personality enhancement tools like Johari window, self concept, self esteem, Motivation, positive attitude, identifying the stress level, etc.

The interpretation to these self-administered test help me recognize my strengths and weaknesses in ways that I never imagined. These task made me realise what is my potential & where do I really stand on the growth scale. I got so much experience on to using such tools in classroom for developing interest and fostering curiosity in minds of the students.

## CONCLUSION:

The overall course of designing assessment tools taught me to design, create and apply in varied situations. It also helped me to know about so many execution techniques. It made me realise the importance of systematic planning of everything though! it was just a question paper in this course. It technically showed me a pathway through which I would be able to justify my content and the tasks I worked on as 'done correctly'. I feel that this course would play a very important role in my career by the way it has influenced me how to do certain things and has a huge impact over me. It makes me think that each and everything needs planning in order to do it properly. I am forever grateful to be a part of it.

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24/7/23.

## INTERPRETATION OF RESULT.

The checklist can be interpreted by the following steps:
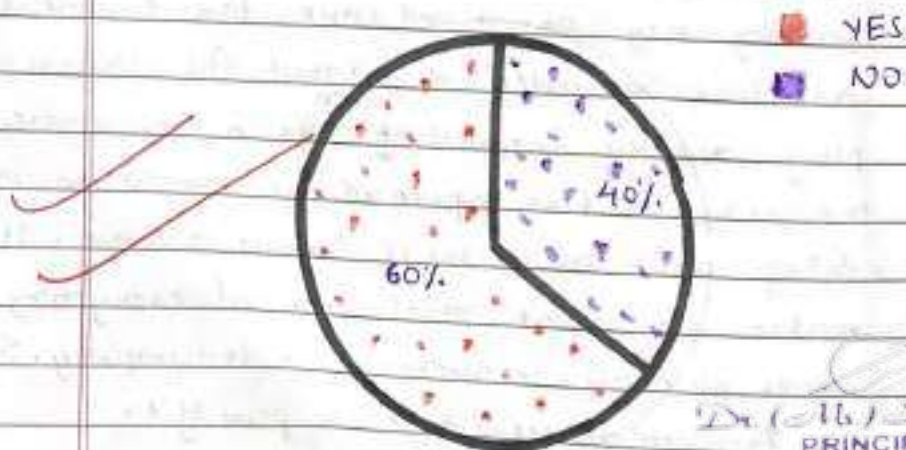
Step 1 : Compliance Summary.
Summarise the overall compliance percentage indicating how many checklist items were checked and unchecked.

Step 2 : Summarise with a graph/chart:
Pie chart or graph provides gives a better understanding of the data gathered and analysed.

Step 3 : Areas for improvement:
Pinpoint specific areas that provide/require attention or improvement based on the checklist results, offering actionable recommendations.

■ YES

■ NO

40%

60%

## INTERPRETATION OF RESULT OP RATING SCALE:

The rating scale can be interpreted by following the below steps:

### Step 1: Introduction:
Provide context for the rating scale and its purpose, explaining what the scale aimed to assess or measure.

### Step 2: Summary of scores:
Summarise the scores obtained from the rating scale such as average score or percentage to give an overall indication of the participants' responses. It can be shown on a chart graph.

### Step 3: Key findings and insights:
Present the key findings and insights derived from the rating scale data, highlighting the main themes or attitudes expressed by the participants.

## INTERPRETATION OF RESULT OF RUBRICS:

The rubrics can be interpreted by following the below steps:

### Step 1: Introduction:
Interpreting the result of rubrics involved a thorough analysis or performance based on predetermined criteria.

### Step 2: Summary of scores:
By analysing individual performance against each rubric, we gain insights into strengths and areas needing improvement.

### Step 3: Analysis of responses:
High scores in specific criteria signify mastery, while lower scores highlight learning opportunities.

## INTERPRETATION OF RESULT OF ACHIEVEMENT TEST:

The Achievement test can be interpreted by following the below steps:

**Step 1: INTRODUCTION:**
Interpreting the results of an achievement test involves analyzing individual and group performance to understand the level of knowledge or skills demonstrated.

**Step 2: ANALYSIS of Responses:**
The average score provides an overall indicator of achievement. By examining performance in different test sections on topics, strength and weakness can be identified.

**Step 3: REPRESENTATION on GRAPH/CHART:**
Pie chart or graph provided gives a better understanding of the data gathered and analysed.

**Step 4: KEY FINDINGS AND INSIGHTS:**
Interpretation of achievement test result aids in informed decision-making and effective educational intervention.