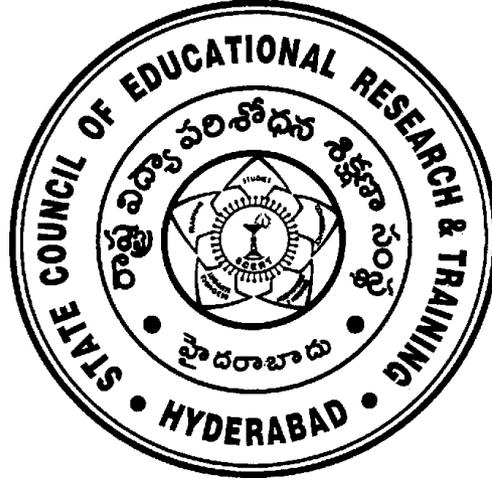


# నమూన ప్రశ్నపత్రాలు

## ఆంగ్లం



రాష్ట్ర విద్య, పరిశోధన, శిక్షణ సంస్థ  
ఆంధ్రప్రదేశ్, హైదరాబాదు.



### SUMMATIVE MODEL TEST PAPER

CLASS : I

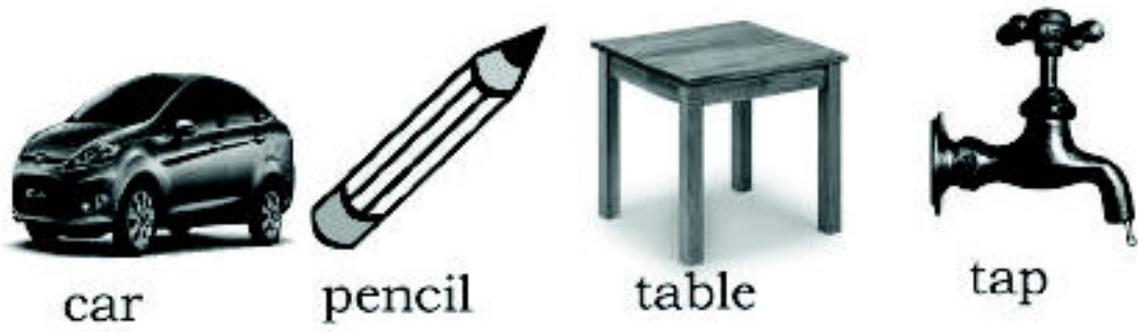
Marks : 20  
Subject: English

**Teacher reads**

Ammu and Bittu were in Ammu's class. Bittu liked Ammu's class. There were many things in the class.

**TASK – 1**

Look at the picture (box) and write the names of things used in a classroom (2½ m).



1 .....  
2 .....  
3 .....  
4 .....  
5 .....

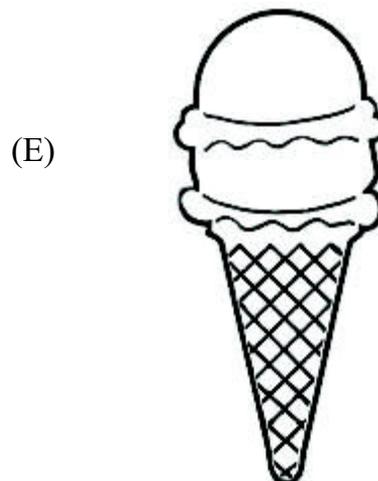
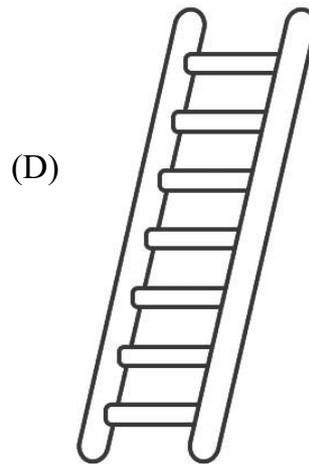
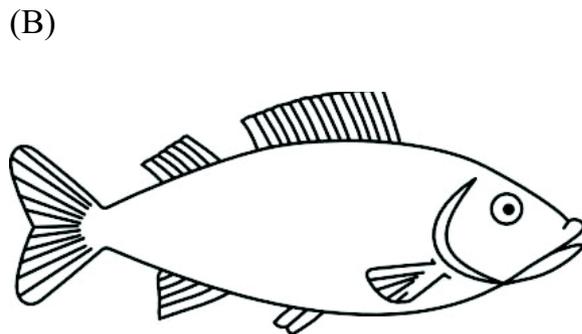
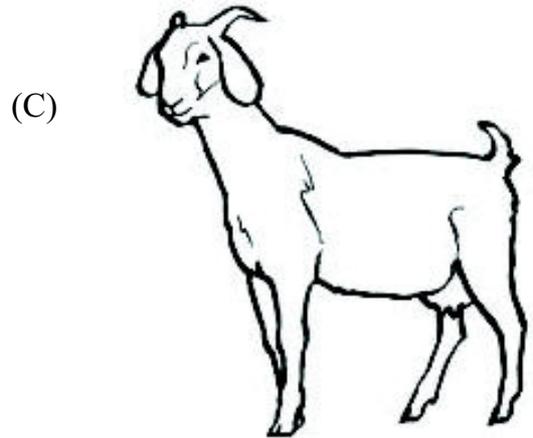
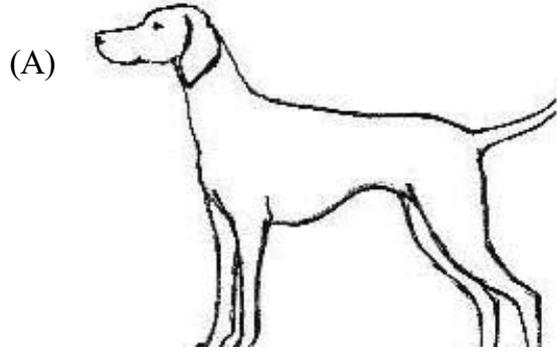
**Continue reading**

Ammu's teacher showed a chart of pictures. She asked the children to name them. Here are some pictures from the chart.

**TASK-2**

**Write the names of the pictures given below**

**(2 ½ m)**



**Continue reading**

Then, the teacher asked the students to talk about themselves (and their likes and dislikes). Ammu spoke about herself.

**TASK - 3**

**Put full-stops and capital letters wherever necessary.**

**(5m)**

My name is ammu

i am six years old

I like my school

Bittu is my pet

We play everyday

**Continue reading**

The teacher was very happy. She gave Ammu the picture of a beautiful doll. It was dressed nicely. What things, do you think, are used in dressing.

**TASK - 4**

Choose the word related to the 'word dressing.' Write them in the balloons

**(2½ m)**

comb

bench

powder

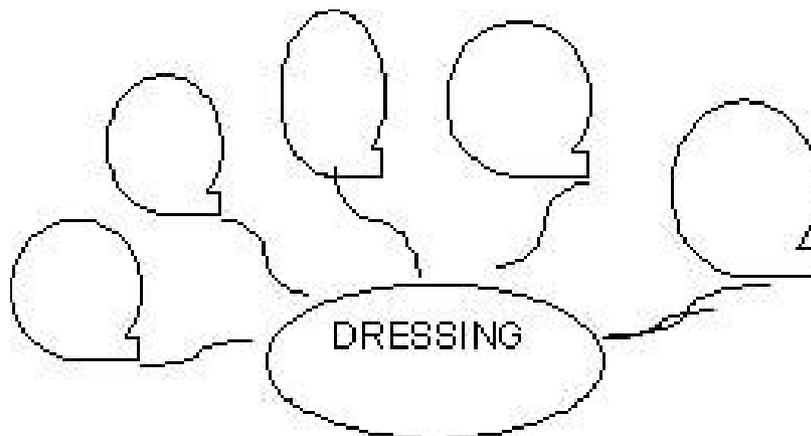
bank

cream

tie

bell

frock



**Continue reading**

Ammu's teacher gave children some letter cards. She asked children to match the capital letter with small letter.

**TASK-5**

**Match the cards.**

**(2½ m)**

<b>A</b>	<b>q</b>
<b>D</b>	<b>n</b>
<b>R</b>	<b>a</b>
<b>N</b>	<b>r</b>
<b>Q</b>	<b>d</b>

**TASK-6**

**Write the following words under the correct heading**

**(2½ m)**

cycle	auto	tomato	potato
jeep	brinjal	car	carrot

<b>Vehicles</b>	<b>Vegetables</b>
1.	1.
2.	2.
3.	3.
4.	4.

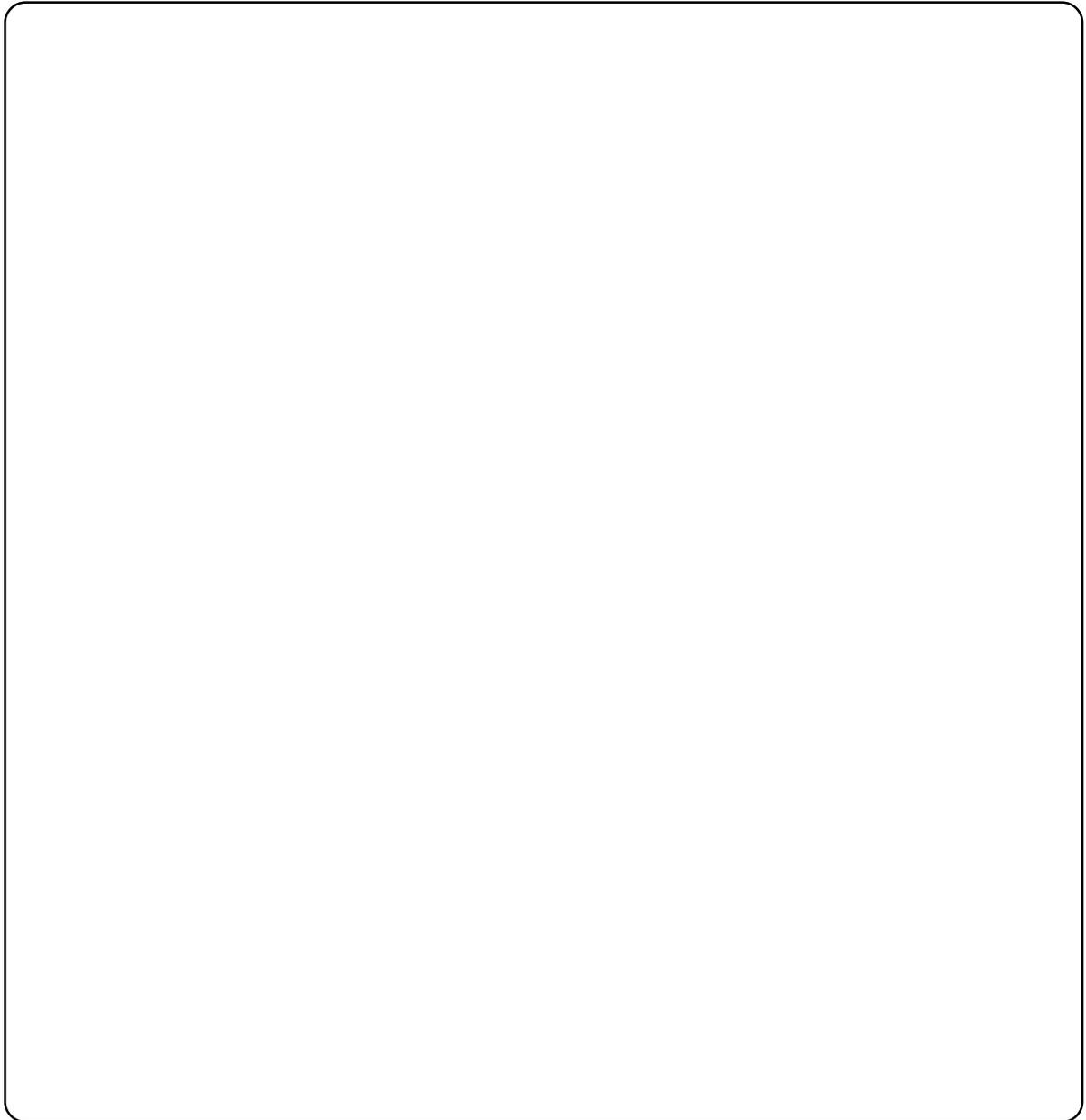
**Continue reading**

Ammu's teacher gave each student a sheet of paper. She asked them to draw the picture of a fruit they like. Will you draw too?

**TASK – 7**

**Draw the picture of a fruit you like, colour it and name it.**

**(2½ m)**



## Class I Summative Test Model Paper

### Guidelines for the preparation of the question paper

Class I children should be assessed in the following areas as per the mode and weightage of marks mentioned against them. (Summative paper should be of 50 marks).

Sl. No.	Areas to be assessed	Mode	Weightage	Marks
1	Listening and Speaking	Oral	20%	10
2	Reading Comprehension	Written	20%	10
3	Conventions of writing	Written	10%	05
4	Vocabulary	Written	30%	15
5	Creative expression	(i) Oral	10%	05
		(ii) Written	10%	05
			<b>100%</b>	<b>50 M</b>

Summative Question paper do not have the items that are to be assessed orally (Listening and speaking and oral part of creative expression). Teacher should assess the child in the above areas, as per the convenience and accordingly grades should be awarded.

As far as the written part is considered, for each area of assessment, some test items/ tasks are suggested. Each task shall be of 5 marks. One task might fall into more than one area of assessment. Teachers can use them under the heading convenient to them. Teachers are also at liberty to modify and to add any task to the existing list. Teachers should see that each task should contain 5 questions of 1 mark each or 1 question of 5 marks or 2 questions of 2 ½ marks. Each task and the areas related to them should be followed as given below:

Task	Area of assessment
1, 2	Reading Comprehension
3	Conventions of writing
4,5,6	Vocabulary
7	Creative expression

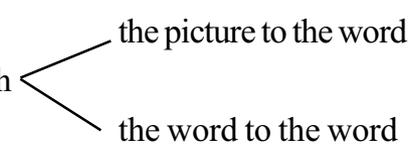
A question paper should be prepared basing on the model paper and the instructions given above.

## Guidelines for assessment and valuation

**Note:** The teacher should read the narrative / instructions to the whole class. This reading does not come under the help by the teacher. The Teacher should read out each task and ensure all children complete the task.

If the child completes the task correctly (writes correctly) without any specific help from the teacher the child must be given full marks, Otherwise the number of marks may be reduced.

### Test Items for Class I & II

1. Listening and Speaking (Oral) - Classroom interactions on
  - (i) The face sheet
  - (ii) Responding to the class room instructions.
  - (iii) Narratives / Stories
  - (iv) Any picture reading in the transaction
  
2. Creative Expression (Oral) - The discourses like
  - (i) Add lines to the song
  - (ii) Self introduction
  - (iii) Introducing others
  - (iv) Likes and dislikes (about oneself or others)
  - (v) Conversation (with one or two exchanges)
  
3. Reading Comprehension (written)
  - 3-4 sentences - narrative
  - Picture reading
  - (i) Naming the given pictures
  - (ii) Identification/Grouping/  
Classification of words  
from the given group of words
  - (iii) Fill in the blanks with correct  
letters of the word/ words.
  - (iv) Odd man out.
  - (v) Match 
  - (vi) Choose the correct one.

4. Conventions of Writing (written)

-

- (i) Order of the alphabet
- (ii) Jumbled letters in a word (for the given picture)
- (iii) Missing letters (for the given picture)/words
- (iv) Spelling error in the given words (for the given picture)
- (v) Capitalisation
- (vi) Full stop (punctuation)

5. Vocabulary (written)

-

- (i) Concept map
  - (a) Vehicles
  - (b) (auto; jeep; car; bus).  
Vehicles

(without the helping words) (without the helping picture)

- (ii) Fill in the blanks
- (iii) Word building with the help of the pictures

6. Creative Expression (written discourse)

- (i) Simple descriptions in one or two sentences
- (ii) Simple conversations with one or two exchanges

The question paper should be made as per the above instructions.

**SUMMATIVE MODEL TEST PAPER**

**CLASS : II**

**SUBJECT : ENGLISH**

**MARKS : 20**

**Read the following**

The fly went to the fisherman.

The fisherman was selling fish.

The fly asked him, "What's my name?"

"I am busy. Go ad ask the goldsmith," said the fisherman.

The fly was very sad.

**TASK-1**

**Answer the following.**

**2 ½ m**

1. Why did the fly go to the fisherman?

2. What did the fisherman say to the fly?

**Continue reading.**

The fly went to the goldsmith.

The fly asked him, "What's my name?"

"I am busy. Go away," said the goldsmith.

The fly was very sad.

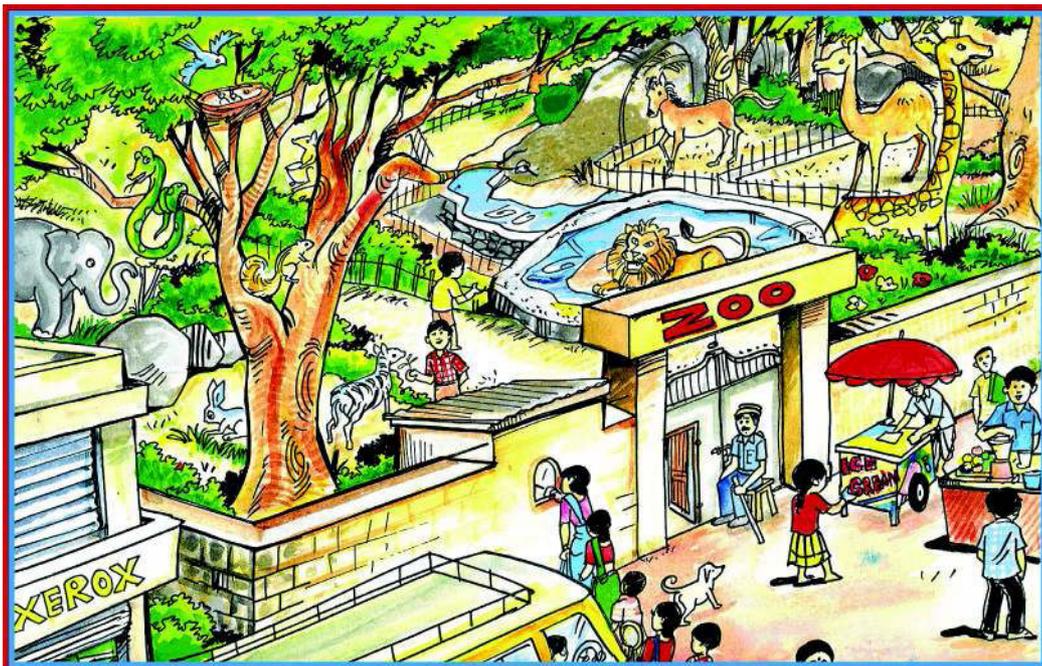
It went to the park.

The fly saw many things there.

**TASK-2**

**5 m**

**Look at the following picture of the park. Write at least '10' names of the things you see.**




**Continue reading**

The fly saw Snoopy playing in the park.

The fly asked what its name was.

**TASK – 3**

**1½ m**

Write the conversation between the fly and Snoopy.

The fly : \_\_\_\_\_

Snoopy: \_\_\_\_\_

**Continue reading**

Meena, Sweety, Snoopy and the fly are very happy. They are singing and dancing.

Meena : Little fly! Little fly !

Can you fly in the sky ?

The fly : Yes Meena! Yes Meena!

I can fly in the sky.

**TASK – 4**

**2m**

**Add more lines to the song.**

The fly: \_\_\_\_\_ ! \_\_\_\_\_ !  
\_\_\_\_\_ ?

Sweety: \_\_\_\_\_ ! \_\_\_\_\_ !  
\_\_\_\_\_ ?

Meena: \_\_\_\_\_ ! \_\_\_\_\_ !  
\_\_\_\_\_ ?

Snoopy: \_\_\_\_\_ ! \_\_\_\_\_ !  
\_\_\_\_\_ ?

**Continue reading**

The fly was very sad.

Meena was playing in the park.

The fly went to her.

They asked, “Hello Meena, how are you?”

Meena said, “fine, thank you, fly.”

The fly jumped in joy.

“Fly! Oh my God! It’s my! Thank you, Meena.”

**TASK-5**

1. Some words are misspelt in the story. Find them. (½ m)

\_\_\_\_\_

2. Some words need capitals. Write them. (½ m)

\_\_\_\_\_

3. Some words are missing in the 4<sup>th</sup> and 7<sup>th</sup> sentences in the story. Find them (½ m)

\_\_\_\_\_

4. Rewrite the story (1m)

**Continue reading**

The fly was coming back.

The fly saw the market on the way.

The fly went there

There are many flowers, fruits and vegetables in the market

**TASK-6** (7½ m)

Write at least 5 names of flowers, fruits and vegetables.

Animals	Fruits	Vegetables

**Class – II**

**Process of awarding marks**

**Task-1** (Reading Comprehension – 2 ½ marks)

Each question carries equal marks. If child writes 1 & 2 sentences correctly using paper word without mistakes and with less help from the teacher, award the marks.

**Task-2** (Reading Comprehension – 5 marks)

Each name with correct spelling carries ½ mark.

**Task-3** (Creative .Expression. – ½ mark)

Each exchange carries ½ mark. If child writes the relevant dialogue with correct word award ½ mark.

**Task-4** (Creative .Expression - Written. – 2 marks)

Each added line to the song carries ½ mark. If the child writes the line with correct word without mistakes award ½ mark.

**Task-5** (Conventions of Writing)

- Each word carries ¼ mark. If child writes the word with correct spelling award the mark.
- Each word carries ¼ mark. If child writes the word with capitalisation award the mark.
- Each missing word carries ¼ mark. If child writes the word correctly award the mark.
- If the child re-writes the story properly after correctly the misspelt words, capitalisation and missing words award 1 mark.

**Task-6** (Vocabulary)

Each name carries 1 mark. If child writes the name without any mistake and without help from the teacher award ½ mark.

**General guidelines for preparation Summative Test items for Classes 3 to 5**

**A) Oral**

**a) Listening & Speaking :**

- Pupils' responses to the questions during the TLP. These may be in words / phrases / sentences
- Pupils' ability to question during TLP
- Pupils' ability to use formulaic expressions during the interactions with teachers and peer group.
- Pupils' responses during picture interactions, presentation of narratives, storytelling, reading process, interaction.

**b) Oral discourses (6a)**

- Pupils responses to the discourses targeted specific to that particular class.
- Conversations with minimum of 3-4 exchanges
- Describing a picture or a situation/incident in about 3-5 sentences
- Adding lines to the given poem / rhyme.
- Sequencing of events of a story / narrative
- Predictions

**B) Written Test**

**I. Reading Comprehension:**

- Pupils responses to the different kinds of questions based on the reading passage, conversation, poems, paragraph, story, narrative or descriptions, posters, messages, notices, advertisements, letters.
- By using the above tests the teacher may plan for the different test times as given below:
- Different kinds of questions (inferential, analytical, global, personal, local, etc.)
- Sequencing
- Classify
- Prediction
- Fill in a table based on the reading text
- Objective type questions. (true/false, fill in the blanks, choose the correct answer, matching, completion of the sentences, one word substitution, etc.)

**II. Conventions of writing.**

- a) Under this ..... any reading text may be given as per their level. This reading text has some underlined parts where certain punctuation marks, capitalization, spelling, have been omitted.
- b) Children have to make necessary corrections and rewrite the reading text.

**III. Vocabulary.**

- (i) Grouping words, concept maps, word classification, odd man out, word games, puzzles.
- (ii) Prefixes, Suffixes.
- (iii) Words related to different areas.

- (iv) Forming new words by deleting or adding letters.
- (v) Synonyms & Antonyms.
- (vi) Singulars – Plurals ; he words – she words
- (vii) Identifying nouns, adjectives, verbs, etc.

**Note :** All the above activities should be based on a narrative / story / conversation, etc.

#### **IV. Grammar :**

- (1) Editing
  - (a) A meaningful paragraph / passage of about 5 sentences with some grammar mistakes in it.
  - (b) Children have to make necessary corrections in the underlined parts (mistakes) for the given paragraph / passage.
- (2) Framing questions based on a paragraph / passage / conversation, etc., (wh' questions & Yes / No questions).

#### **V. Creative Expressions : (Written discourses)**

- i) Reading text to be given in the form of a narrative / story / description / dialogues / poem / passage, etc.  

The text can be an extension of a story in the text book or a new one with a related theme.
- ii) The gaps in the reading text shall give scope for writing a discourse targeted in that particular class (description, conversation, letter, diary, notice, etc.).

**SUMMATIVE MODEL TEST PAPER**

**Class: III**

**Marks – 40**

**Subject - English**

Name of the student:

Roll No:

**Read the following conversation:**

- Mr. Bat : The tea is good
- Mr. Book : Yes it is
- Mr. Bat : You know children like me very much
- Mr. Book : They like me even more
- Mr. Bat : I think children like playing
- Mr. Book : But children enjoy reading too
- Mr. Bat : Playing gives them joy and health too.
- Mr. Book : Reading also is joyful and helps to learn.

**Task-I**

**(5 Marks)**

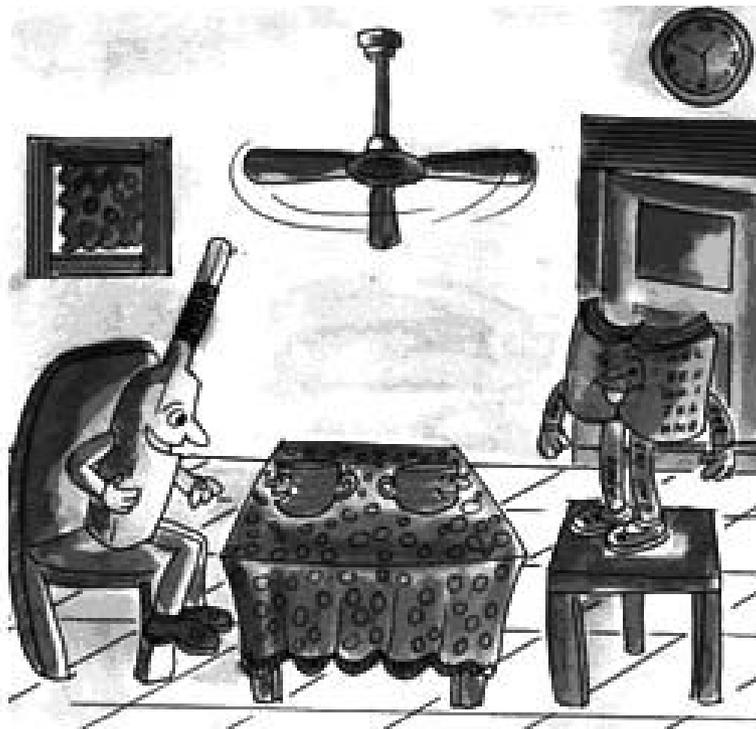
**I. Answer the following questions:**

- 1) Who are talking in the above conversation?  
A. \_\_\_\_\_
- 2) What are they talking about ?  
A. \_\_\_\_\_
- 3) Which character do you like? Why?  
A. \_\_\_\_\_

**4. Read the following sentences. Arrange them in correct order.**

- a) Children like both the bat and the book
- b) The bat and the book were having tea
- c) The book said that children liked it more
- d) The bat thought that children liked it.

Now look at the Picture of the bat and the book



**Task – 2 :**

**( 5 Marks)**

Describe the above picture in about 5 sentences, in a paragraph.

-----  
-----..

**Read the following narrative:**

While the bat and the book were talking they heard a cry . “Help , help “

They saw a rat running away and a pencil laughing at the rat . The book walked towards the pencil and asked why it was laughing. The pencil told how it frightened the rat.

**Task-3:**

**( 10 Marks)**

**What could be the possible conversation between the book and the pencil write it below.**

The book : -----

The pencil : -----

The book : -----

The pencil : -----

The book : Why did you draw a cat ?

The pencil : -----

**Continue reading the narrative :**

Meanwhile the bat joined the book and the pencil . They started talking and laughing. Suddenly they became quiet . They saw Chintu coming into the room. He walked straight to them.

Chintu put the pencil in the box . And then he put away the book in his school bag.

**Task-4:**

**(5 marks)**

I have a book

To read and write

I have a pencil

write and draw

What other things would Chintu's bag have? Write them below.

1. -----

6 -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

**Continue the narrative:**

Chintu took out his homework book. He read the poem given in his notebook.

I have a book

To read and write

I have a pencil

To write and draw

**Task – 5 :**

**(5 marks)**

**Add a few more lines to the above poem**

.....  
.....  
.....  
.....  
.....

**Task – 6:**

**( 2 x 5 = 10 marks)**

- a) Read the following passage. Observe the underlined parts . Make necessary corrections and rewrite the passage.

One day the little (1) red hen found a grain of wheat . Who will plant this grain of wheat (2)

“ Not I , “ quacked the duck ? (3)

“ Not I, (4) grunted the pig .

“ Not I , Purred the cat (5)

- b) Read the following passage . Complete the paragraph with the help of the words given below.

(under, on, over, through, along)

The train goes ..... forests. It also goes ..... rivers and passes .....bridges. It also goes ..... mountains. It cannot run ..... roads.

**Class : 3 - Process of awarding marks**

**Task – 1 ( Reading Comprehension – 5 marks)**

First three questions carry 1 mark each, If the child writes 1 of 2 sentences correctly using proper word order, given 1 mark each. 4<sup>th</sup> question carries 2 marks . If the child was able to arrange them in correct orders give 2 marks.

**Task- 2 ( Description – 5 marks)** If the child describes the picture with relevant to the context, proper word order, without missing important words and correct word forms, give 5 marks.

**Task- 3 ( Conversation – 10 marks)**

If the child writes all dialogues with relevance to the context, proper word order without missing important words and correct forms, (give 2 marks for each in initiation) give 10 marks.

**Task- 4 : (Vocabulary - 5 marks)**

Each word with correct spelling carries ½ mark

**Task – 5 : ( Adding lines – 5 marks )**

If the child adds lines with relevant to the context of the rhyme / poem given, give 5 marks (give 1 mark for each line)

**Task – 6 : (Conventions of writing & grammar - 10 marks)**

- a) Each correction carries 1 mark  
b) Each correct answer in the blank carries 1 mark

Note: marks for tasks 2,3,5 together carry 20 marks these marks are to be awarded under creative expression.

SUMMATIVE MODEL TEST PAPER

Class : IV

Marks:40

Subject: English

Name of the student:

Roll No:

**Read the following narrative:**

A cart stopped in the middle of the main street . A man got out of the cart and made an announcement.

“Brothers and Sisters! Good news! Great offer! Buy any two things and get one free. Don’t miss this Sunday’s market. You can not only buy things but also sell.

That Sunday, a miller and his son went to the market along with their donkey.

**Task – 1**

**( 5 M)**

**Answer the following :**

1. What was the announcement about ?

A. ....  
.....

2. Why do you think the miller and his son took their donkey to the market?

A. ....  
.....

**Continue reading the narrative**

The miller’s son looked around. He saw many shops selling different kinds of items.

**Task – 2 :**

**( 5 M)**

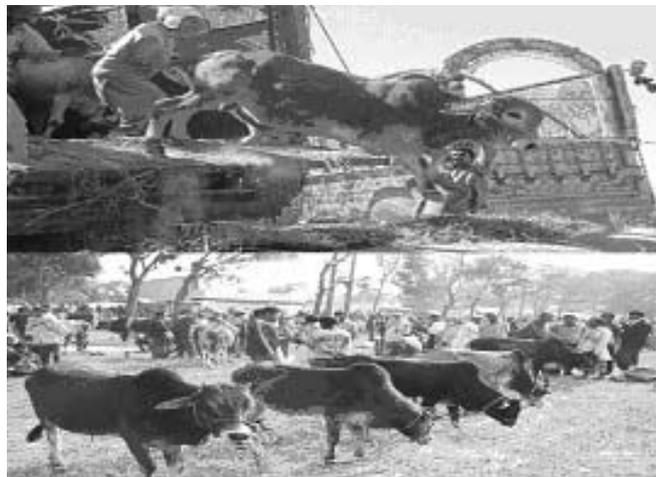
What could be the items/things the miller’s son had seen in the market?

List them below

Sl. No	Items
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**Continue reading the narrative:**

The miller and his son took their donkey to the place where animals are sold and bought. There were many animals and people selling them. The place was full of noise.



**Task – 3 :**

**(10 M)**

Look at the picture given above. Describe the animals in the market given in the picture.

**Continue reading the narrative:-**

After selling their donkey, they went to a cloth shop. The miller wanted to buy some towels . While the miller went inside the shop, his son read the sign board saying ‘ Buy One and Get One Free ‘

**Task – 4 :**

**( 5 M)**

Write the possible conversation between the miller and the shopkeeper.

Shopkeeper : .....

Miller : .....

Shopkeeper : .....

Miller : .....

Shop Keeper : We have an offer . Buy one and get one free

Miller : .....

Shopkeeper : Thank you , sir

The miller bought some towels from the shop. They also bought things they needed and went back home.

**Read the following narrative:**

After school, Raju and his friends started to the play ground. On the way when they were passing along a garden, something hit Raju's foot. He fell down head over heels. His friends pulled up. They wondered what it was that hit Raju. It was a signboard which lay on the ground.

**Task 5 :**

**(5M)**

**Prepare a notice related to Do's and Don'ts in the park.**

Raju and his friends picked up the board and fixed it . It read:

Do not pluck flowers : Enjoy their beauty

**Task – 6 :**

**(10 M)**

**Read the following passage. Observe the underlined parts. Make corrections and rewrite the passage.**

The pancake rolled along the pig for a while ?

But when they had went little further, they came to a brook. The pig jump right into the water and began to swim across.

“What about me ? what about me” cried the pancake.

Oh,

Just sit my snout , “ said the pig . So the pancake sit on the pig's snout.

the pig tossed the pancake into up the air and - ouf , ouf , ouf - the pig swallowed the pancake.

## Class - 4 : Process of awarding marks

### Task : 1\_ ( Reading comprehension – 5 marks)

Each question carries 2 ½ marks . If the child writes 2 or 3 sentences correctly using proper word order without missing important words, give 2 ½ marks.

### Task – 2 (Vocabulary - 5 marks)

Each word with correct spelling carries ½ mark

### Task – 3 ( Description - 10 marks)

If the child writes the description with relevance to the context, proper word order without missing important words and correct word forms, give 10 marks (not less than 5 sentences)

### Task – 4 ( Conversation - 5 marks)

If the child writes all dialogues with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks (each initiation carries 1 mark)

### Task – 5 ( Notice - 5 marks)

V. The child has to prepare two notices . Each notice carries 2 ½ marks. If the child writes a notice with relevance to the context, give 2 ½ marks for each notice.

### Task – 6 ( Conventions of writing and grammar. 5 marks each (10 marks)

VI. Each correction carries 1 mark

Note:- Marks for tasks 3,4 and 5 are to be awarded under creative expression.

**SUMMATIVE MODEL TEST PAPER**

**Class: V**

**Marks – 40**

**Subject: English**

**Name of the Student:**

**Roll Number:**

**Read the following narrative**

It's 6 O' clock in the evening. It was getting dark, slowly. Rangayya hasn't turned up. Usually he comes home by 5 O' clock. But today he has not come yet. Kamala, his wife, was waiting for him. "Today is my birthday. I told him to come home early. It's 6.30 now. He has not come. What happened to him?" said Kamala to herself.

**TASK-1**

**Answer the following**

**( 5 Marks)**

1. What made Kamala worry?

**(2 ½ marks)**

2. What would be the reason for Rangayya's late coming?

**(2 ½ marks)**

**Continue reading the narrative**

It's 7 O' clock in the night. Till now Rangayya hasn't turned up. The moon was shining in the sky. Kamala was waiting for him under the neem tree. It is a big tree. It is in the courtyard.

At last, Rangayya came home by 8 O' clock.

**TASK-2**

**Complete the following conversation between Rangayya and Kamala (5 Marks)**

Kamala : .....

Rangayya : I went to buy a gift for you.

Kamala : .....

Rangayya : .....

Kamala : .....

Rangayya : .....

**TASK-3**

**(5 Marks)**

**What would be the gift? Guess and write at least 10 related words**

**Continue reading the Narrative**

Kamala opened the box. She found a beautiful gold ring. She felt very happy. She took the ring out. It slipped from her hands.

‘Oh, dear! I dropped it,’ she cried.

‘Don’t cry. Let’s look for it,’ said Rangayya. Both started looking for it, but it was dark under the tree.

‘Kamala, let’s go away from the shade of tree. Outside there is moonlight. We’ll look for our ring there,’ said Rangayya.

Both went into moonlight and began looking for the ring. Just then Rangayya's friend Gopal came along.

'What's the matter?' he asked.

We've lost our gold ring.

Where did you lose it?

'There under the tree,' said Kamala sadly.

'You've lost your ring there but you are looking for it here! How foolish you are'

'Ah, I know,' said Rangayya, 'but it is dark under the tree. We shall never find it there. Here is more light and we see more clearly.'

'You fool, go and get a torch light and look for the ring there where you dropped it,' said Gopal laughingly.

**TASK-4**

**(5 Marks)**

**Continue the story. Decide the events and dialogues. The first event and dialogue is given for you.**

Rangayya brought a torchlight.

'Kamala, come we will look for the ring,' said Rangayya.

.....

.....

.....

.....

.....

.....

.....

They were very happy.

**Task 5**

**(10 Marks)**

**Think about a gift that you would like to give to your friend on his / her birthday. Draw its picture and describe it.**

**Task 6**

**(10 Marks)**

**Read the following passage. Look at the underlined parts. Some words are missing and the word forms used are not correct. There are also errors in some word order and punctuation. Rewrite the passage making necessary corrections.**

One daya Raju looked into a well. The water the bottom was like Mirror. He saw moon in the water. He think that the moon fell into the well. He ran home and braughta hook and a rope.

'Where are you going,' his wife asked.

He didnt say anything. He reached the well.

He tied the hook at the end of the rope. He wanted the hook to hold the moon and pull it up. He dropped slowly the hook into the well. But it was caught underneath a stone. Raju pulled and pulled. At last the rope was cut. Raju fell on his back. he saw the moon the sky.

'Good,' he said, 'I have pulled the moon out of the well. It's now in the sky again'

## Process of awarding marks – Class V

### Task-1 (Reading Comprehension – 5 Marks)

Each question carries 2½ marks. If child writes 2 or 3 sentences correctly using proper word order without missing important words, give 2 ½ marks

### Task-2 (Conversation – 5 Marks)

If child writes all dialogues with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks. (Each initiation and exchange carries 1 mark)

### Task-3 (Vocabulary – 5 Marks)

Each word with correct spelling carries ½ mark.

### Task-4 (Description– 5 Marks)

If child writes the story with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks. (Not less than 5 sentences)

### Task-5 (Picture description– 10 Marks)

If child draw the picture of a gift and describes it with relevance to the context, proper word order without missing important words and correct word forms, give 10 marks. (Drawing 2 marks description 8 marks (Not less than 4 sentences))

### Task-6 (Conventions of writing and grammar–5 Marks each)

Each correction carries 1 mark.

**Note:** 1.task 2; task4; and task 5 together carry 20 marks. These marks are to be awarded for written discourses under Creative expression.

2. While awarding the grades for **oral part**, the classroom performance of the children may be considered, accordingly marks and grades to be allotted (5 marks for Listening and speaking and 5 marks for Oral discourses).

**REPORT CARD**

Listening & Speaking	Reading Comprehension	Conventions of Writing	Vocabulary	Grammar	Creative Expression		Total Grade
					Oral	Written	
Percentage							
Marks							

**CLASSES - 1 & 2**

**Weightage Table (Academic Standard Wise) -Formative and Summative Tests**

Academic Standards		FORMATIVE ASSESSMENT					SUMMATIVE ASSESSMENT				
		Weightage	Observation	Notebooks	Projects	Slip Tests	Total	Weightage	Oral	Written	Total
Listening & Speaking		30%	15	-	-	-	15	10%	5	-	5
Reading Comprehension		20%	10	-	-	-	10	30%	10	5	15
Conventions of Writing		-	-	-	-	-	-	10%	-	5	5
Vocabulary		20%	-	5	-	5	10	30%	10	5	15
Grammar											
Creative Expression	a) Oral	10%	5	-	-	-	5	10%	5	-	5
	b) Written	20%	-	5	-	5	10	10%	-	5	5
Total		100%	30	10		10	-	100%	30	20	50

**CLASSES - 3,4 & 5**

**Weightage Table (Academic Standard Wise) -Formative and Summative Tests**

Academic Standards	FORMATIVE ASSESSMENT					SUMMATIVE ASSESSMENT				
	Weightage	Observation	Notebooks	Projects	Slip Tests	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	5		5
Reading Comprehension	10%	5				5	10%		5	5
Conventions of Writing	10 %		5			5	10%		5	5
Vocabulary	10%				5	5	10%		5	5
Grammar	10%				5	5	10%		5	5
Creative Expression	a) Oral						10%	5		5
	b) Written	30%		5		10	40%		20	20
Projects	20%			10		10				
<b>Total</b>	<b>100%</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>100%</b>	<b>10</b>	<b>40</b>	<b>50</b>

**General Guidelines for Summative Assessment**

Areas of Assessment for English have been categorized under 6 domains: These are;

1. Listening and Speaking.
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expressions (Discourses): (a) Oral (b) Written

1. In summative assessment 20% of marks are allotted for oral text and 80% of marks are allotted for written test. The summative Primary question paper should be prepared for 40 marks. Accordingly question paper for the written test is to be prepared and conducted.
2. Under Oral test 10% of marks are allotted for listening and speaking and remaining 10% of marks are allotted for oral discourses that are targeted in each class.

3. The weightage of marks for each domain is different in summative assessment. Accordingly the question paper should be prepared and grades are to be awarded.
4. The test items should not be in discrete components should be in a holistic way. Hence narrative is the best tool to assess the children performance in different domains of language. The narrative gap should be provided where children can think and write a discourse under each task.
5. Narrative should be continued and another task has to be given based on the narrative.
6. The narrative gap provides a chance for children to think differently on the basis of their experiences and present them in their own language. Hence each child presents their views differently.
7. While preparing the question paper the teacher should have a clear idea about the discourses targeted in each class. Refer the Teacher's handbook for class wise targeted discourses.
8. Conventions of writing and Grammar should be placed under the task of editing. 5 errors in each item should be given and accordingly marks should be awarded. Grades should be awarded in their respective headings or columns of conventions of writing and grammar.
9. The narratives should be taken either from the textbook with extending the events or from outside the textbook on the basis of the themes of the textbook.
10. Each task should carry 5 marks. If you want it in two parts, then it will be 2½ marks each, but you should award a single grade for each task. Under each competence one or more tasks may be given, but the marks should be only in 5 multiples (i.e. either 5 or 10 marks).
11. The weightage given under the written discourses is 40%, which means 20 marks in classes 3 to 5 for primary classes. After valuation of the answer scripts all the marks under these written discourses should be added and a single grade is to be awarded.
12. While valuating the answer scripts the indicators for each discourse under each class should be kept in mind and accordingly marks are to be awarded.

### **Guidelines for Formative Assessment**

Formative assessment is to be done basing on the four tools that cover all the language competencies (academic standards). These are:

(1) Observation (2) Notebooks, (3) Project work and (4) Slip tests.

Weightage for each tool is given in the table. Accordingly the teacher has to assess the performance of the learners during the term. This is not a single day activity; it is a cumulative account of what has happened on a day-wise manner.

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