

# General Education Department, Govt. of Kerala

## Baseline Study in English - 2007

### No. 3 : Tool for Assessing Products of learners

Valued answer scripts, CE products, test-answer scripts or any other products of the learners are to be collected (Std IV, VII, IX and XI). These products have to be analysed using specific indicators with the help of the teacher.

#### Preliminary details

1. Name of District :
2. Name of Education District :
3. Name of Panchayath :
4. Name of School :
5. Location : Urban / Rural / Coastal / Plantation
6. Name of learner :
  - a) Type of School : Govt. / Aided / Unaided / MGLC / Special / Technical
7. Level of achievement (based on the product) in each discourse :

7.1 Letter	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L	<i>H=High</i>	<i>A=Average</i>	<i>L=Low</i>
7.2 Diary	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.3 Notice	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.4 Description	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.5 Dialogue	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.6 Poster	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.7 Script	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.8 Slogans	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.9 Stories	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.10 Poems	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.11 Reports	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.12 Screenplay	<input type="checkbox"/> H	<input type="checkbox"/> A	<input type="checkbox"/> L			
7.13						
7.14						

8. General achievement level of the product

8.1 Language proficiency	:	High	Average	Low
8.1.1 Correctness of spelling	:	H	A	L
8.1.2 Appropriateness of word order	:	H	A	L
8.1.3 Tense / aspect	:	H	A	L
8.1.4 Affixation	:	H	A	L
8.1.5 Concord	:	H	A	L
8.2 Conceptual level	:	H	A	L
8.2.1 Formation of ideas	:	H	A	L
8.2.2 Organization of ideas	:	H	A	L
8.2.3 Discourse cohesion	:	H	A	L
8.2.4 Stylistic devices	:	H	A	L
8.2.5 Creativity	:	H	A	L
8.3 Analytical skills	:	H	A	L

*H=3 scores*  
*A= 2 scores*  
*L=1 score*

**General Achievement-aggregate grade**    A     B     C

*A = 25-36*  
*B = 13-24*  
*C = Up to 12*

9. Effectiveness of discourses/products as tools for social interaction	}	H	A	L
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10. Nature of product	own writing	lifted from other sources	a mixture of both
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11. Nature of errors : Syntactical / Morphological / Spelling

wrong word order	missing words	excess words	wrong selection of words
H   A   L	H   A   L	H   A   L	H   A   L

tense /aspectual errors	wrong affixes	concord	spelling errors
H   A   L	H   A   L	H   A   L	H   A   L

Stylistic errors

organization	discourse cohesion	creativity	use of figurative / stylistic devices
H   A   L	H   A   L	H   A   L	H   A   L

12. General trends shown by High achievers / Average / Low achievers

Language Proficiency  H  A  L

Conceptual level  H  A  L

Analytical skill  H  A  L

Creativity  H  A  L

13. Accuracy in the evaluation of scripts  H  A  L

(Evaluation tool)

14. Is the question paper in tune with the curriculum?

Yes

No

To some extent

15. Strength and weakness of the curriculum :

15.1 Scope for construction of discourses  H  A  L

15.2 Scope for relating social issues  H  A  L

15.3 Scope for producing learner responses  Fixed  
 Free

15.4 Scope for divergent thinking/ creativity  H  A  L

15.5 Scope for learner autonomy  H  A  L

15.6 Scope for developing emotional insight  H  A  L

15.7 Scope for incorporating local resources  H  A  L

# General Education Department, Govt. of Kerala

## Baseline Study in English - 2007

### No . 2 : Tool for Evaluating English Classroom Process

This tool is for evaluating English classroom process in connection with the curriculum revision initiated by Govt. of Kerala in the light of NCF 2005. Tick the relevant boxes given below.

Name of School:

District:

Class & Division observed:

Date:

#### I. Planning

1. Unit Plan - done  not done
2. Preparation of the TM - apt  not apt  not done
3. Whether the teacher has made use of the handbook Yes  No

#### II. Inputs

1. Presentation of the teacher
- a) Language - apt  comprehensible
- b) Introducing vocabulary - directly  through situations
- c) Introducing structures - Yes  No
- d) Drilling / Repetition - Yes  No
- e) Reading the passage - Teacher reading
- Silent reading by pupils
- Reading in groups
- Individual oral reading
- Teacher monitored group reading
- f) Asking comprehension questions - Yes  No
- g) Repeating the answers - Yes  No
- h) Explanation - in Mothertongue  in English
- i) Conversation with students for channelising thoughts Yes  No
- j) Presenting narrative - Yes  No
- k) Audio / Video - Multimedia input - Yes  No
- l) Interacting with audio/Video/  
Print/Multimedia materials Yes  No

- m) Learners repeating the content of the materials      Yes            No
- n) Asking questions - eliciting free responses      Yes            No
- o) Providing slot for sharing ideas      Yes            No
- p) Providing slot for prediction      Yes            No
- q) Supplying material for checking prediction      Yes            No
- r) Provision for MI components      Yes            No

### III. Treatment of Error

- Individual correction      Yes            No
- Peer correction
- Sensitising errors through editing      Yes            No

### IV. Features of Teacher Talk

- Comprehensibility      -      High            Average            Low
- Wellformedness      -      High            Average            Low
- Speed of utterance      -      High            Average            Low
- Pitch variation      -      appropriate            not appropriate
- Tone variation      -      Appropriate            Not appropriate
- Facial expression      -      Appropriate            not appropriate
- Body language      -      Appropriate            not appropriate
- Emotional appeal      -      High            Average            Low

### V Features of Interaction

- Friendly and affectionate      Yes       No
- Accepting learner autonomy      Yes       No
- Accepting errors as signs of learning      Yes       No
- Encouraging all      Yes       No
- Making the learners feel secure      Yes       No
- Biased- genderwise      Yes       No
- Biased religion / communitywise      Yes       No
- Biased financial Statuswise      Yes       No

### VI. Profile of the Class :

- Collaborative      Yes            No
- Informal      Yes            No
- Democratic      Yes            No

**VII. Output**

- Answering comprehension questions    Yes     No
- Providing free responses    Yes     No
- Using language creatively    Yes     No

**VIII. Scope for Interaction**

- With peers    -    High     Average     Low
- With material    High     Average     Low
- Interaction outside the class    High     Average     Low

**IX Role taken by learners in groups**

- Dominance of some students    Yes     No
- Equal roles    Yes     No