

# St. Joseph's College of Education for Women

Opp. Sambasivapet 2<sup>nd</sup> Lane, Naaz Center, Guntur, A.P., India.  
(Under the Management of Society of Jesus Mary & Joseph)



2.4.4

**Documents showing the different activities for evolving indicated  
assessment tools**




*T. Svarayalani*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P

## List of activities carried out to train students in creating different assessment tools

The Unit Test Workshop includes creating a year plan, unit plan, lesson plan, and designing unit tests with blueprints. Students formulate questions, edit the question paper, prepare answer keys, conduct question-wise analysis, administer tests in schools, assess, and analyze scores.

The Workshop on Assessment Tools, part of the Course Assessment for Learning, guides students in preparing rubrics, rating scales, checklists, and anecdotal records.



  
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FOR WOMEN  
GUNTUR-522 001., A.P





### Unit Test Workshop 2022-23

#### BLUE PRINT (CLASS XI) - 80 MARKS

No	Title	Knowledge and Understanding			Application			Skills			Creativity			TOTAL MARKS			TOTAL	MARKS WITH OPTIONS
		O	S	L	O	S	L	O	S	L	O	S	L	O	S	L		
1	Prose 34(34)	1(1)	6 (12)	-	5 (11)	2(4)	-	-	-	2(6)	-	-	-	12	16	06	34	34
2	Poetry 14(14)	-	2 (04)	-	1(2)	1(2)	1(4)	-	-	-	-	1(2)	-	02	08	04	14	14
3	WS 14(52)	-	-	-	-	-	-	-	-	8 (32)	-	-	5 (20)	-	-	16	16	52
4	Drama 14(14)	2 (04)	6 (12)	-	-	-	-	-	-	-	-	-	-	04	12	-	16	16
	Q(M)	3(5)	14 (28)	-	6 (13)	3(6)	1(4)	-	-	10 (38)	-	1(2)	5 (20)	18	36	26		
	Total Marks	17(33)			10(23)			10(38)			06(22)			80			80	116
<ul style="list-style-type: none"> <li>Figures in the brackets indicate marks. Figures outside the bracket indicate questions.</li> <li>O - Objective type S - Short Answer type L - Long Answer type (questions)</li> </ul>																		
<ul style="list-style-type: none"> <li>Marks - Objective : 18 Short Answer: 36 Long Answer: 26</li> </ul>																		
Annual Examination Blue Print Planning - Class XI - Marks 80 - Sept 2019																		



*T. Swarnapalani*  
 PRINCIPAL  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
 FOR WOMEN  
 GUNTUR-522 001., A.P

ACTIVITY - 2

- Write about the qualities you think you have.

I have both positive qualities and negative qualities. My strengths are loving everybody, helping nature, understanding the situation from opposite person's point of view, hardworking nature, believing others, taking others happiness as mine, negative quality is short temperness.

- Ask your friend to write the qualities (strengths and weaknesses) about you.
- Match the qualities you and your friend have written about you.
- If any difference is noticed, discuss with your friend and then reach your own conclusions.
- Prepare a list of the qualities which are agreed upon by you and your friend.
- Divide them into the categories of sattva, rajas and tamas in the following list:

Sattva	Rajas	Tamas
humanity	<del>Anger</del> active	Laziness
non violence	day dreaming	day dreaming
hard working	tempting for	anger
meditation	Sweets	desire to get
selflessness	stress	depression & job



T. Swarnabhani  
 PRINCIPAL  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
 FOR WOMEN  
 GUNTUR-522 001., A.P

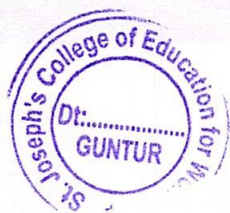
### ACTIVITY - 3

- Some behaviours/activities are given as follows:

Love and compassion for others, Working for inner happiness, Pessimism, Self-depreciation, Inappropriate guilt, Low motivation, Slow thinking, Generosity, Fluctuations in mood, Agitation, Addictions, Perceiving the world as place of opportunities, Inertia, Lethargy, Fatigue, Self-esteem, Honesty, Delusion, Difficulty in thinking, Working for money, Working for pleasure.

- Read the above carefully and put the above in the appropriate category given below:

Sattva	Rajas	Tamas
Love, Compassion	Self esteem	Low motivation
Working for inner happiness, honesty	.....	Fluctuations in mood, Agitation
generosity	.....	Addictions, inertia, Fatigue
perceiving the world as place of opportunity	.....	Delusion, Slowness, Self depreciation, lethargy, inappropriate guilt
		Difficulty in thinking



T. Svarayudhan  
 PRINCIPAL  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
 FOR WOMEN  
 GUNTUR-522 001., A.P

#### ACTIVITY - 4

- During last ten days, which emotions dominated your behavior?

During last ten days I have I semester Examinations. Preparing for exams, managing children with their studies & activities. little bit, high tension compare with daily routine.

- Analyse them whether your emotions were positive or negative.

I used to introspect my self. all are positive emotions only except anger on children some times.

- Make a separate list of positive and negative emotions.

Positive emotions → sharing children activities in the classroom with happy mood, encouraging them for their exams, competitions, loving everyone, conducting myself as a student.  
Negative emotions, anger, feeling sad about Psychology Exam

- Discuss it with your friend and find out the ways by which negative emotions can be channelised into constructive activities.

Reducing stress levels by meditation



T. Sivarupalani  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P

### ACTIVITY - 5

- I) Before going to bed, sit in silence for 10 minutes and do introspection on your today's activities.
- II) Do it for one week. Try to find out a common pattern in your behavior.
- III) Make an action plan to maximize the strengths and minimise your weak areas.
- IV) Analyse your behavior to find out 'what are your strengths or weaknesses'?
- V) Make an action plan to maximize the strengths and minimise your weak areas.
- VI) After three weeks, analyse if there is any positive difference in your behavior.  
(Record all the above in your personal diary reflective journal.)

waking up morning 5:00 AM. meditating for half an hour, brushing, cooking, preparing breakfast & sending children to school, college, prayers readying to college, listening lessons, preparing notes, seminars, project works, household works engaging full time, till four o'clock in the evening to maximize ~~the~~ to improve knowledge physical fitness, engaging mind with some useful work to avoid getting bad thoughts Engaging mind with spiritual thoughts to superimpose Bhagavath Bhava. There is a positive difference in my behaviour that is overcoming from negative thoughts & anger.



*T. Swarnapavani*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522011, A.P.

The **Workshop on Assessment Tools**, as part of the broader **Course on Assessment for Learning**, focuses on equipping students with practical skills in developing various formative and summative evaluation instruments. Participants are introduced to creating **rubrics**, which provide clear, criterion-based evaluations, ensuring transparent and objective grading. The workshop also covers the development of **rating scales** that help in quantifying qualitative observations, **checklists** that streamline the observation and assessment process, and **anecdotal records**, which capture specific, detailed notes about student performance or behavior.

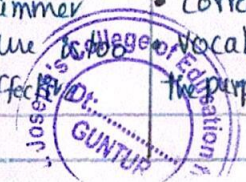
Through hands-on activities and collaborative discussions, the workshop emphasizes the importance of using these tools to enhance student learning and provide meaningful feedback. By the end of the session, students gain the ability to design customized assessment tools tailored to specific learning outcomes, promoting consistency and fairness in the evaluation process. These tools empower educators to provide more nuanced and formative feedback, supporting a student-centered approach to teaching and learning.



*P. Swarnapalani*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P

	0 (unacceptable)	1 (Marginal)	2 (Good)	3 (Excellent)
Body Language	no movement or descriptive gestures	Very little movement or descriptive gesture	Movements or gestures enhance articulation	Movements seemed fluid and helped the audience visualize.
Eye contact	no eye contact with audience	minimal eye contact with audience	consistent use of direct eye contact with some audience	holds attention of entire audience with use of direct eye contact
Speaking skills	<ul style="list-style-type: none"> <li>inaudible or too loud</li> <li>rate too slow/fast</li> <li>Speaker seemed uninterested and used monotone</li> </ul>	<ul style="list-style-type: none"> <li>Some mumbling</li> <li>uneven rate</li> <li>little or no expression</li> </ul>	clear articulation but not as polished	<ul style="list-style-type: none"> <li>Poised, clear articulation</li> <li>proper volume</li> <li>steady rate</li> <li>good posture</li> <li>enthusiasm</li> <li>confidence</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Displays neither clear introductory nor closing remarks</li> <li>does not present the segments of the body of the presentation in a coherent manner</li> <li>irrelevant statements are made</li> <li>leaves the audience wondering where the presentation is headed</li> </ul>	<ul style="list-style-type: none"> <li>displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner</li> <li>introductory and closing remarks are missing</li> </ul>	<ul style="list-style-type: none"> <li>Displays introductory &amp; closing remarks, but segments of the body of the presentation are not presented in a coherent manner.</li> <li>presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing</li> </ul>	<ul style="list-style-type: none"> <li>delivers clear opening and closing remarks that capture the attention of the audience and set the mood</li> <li>provides a "road map" for the audience</li> <li>each segment relates to the others according to a carefully planned framework.</li> </ul>
Voice	consistently uses a monotone voice	displays some level of inflection or throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech	Use of fluid speech and inflection maintains the interest of the audience.
Visuals	Used no visuals	<ul style="list-style-type: none"> <li>ran too quickly through visuals and spoke more to the screen than to the audience</li> </ul>	gave audience almost enough time to absorb material	gave audience ample time to absorb information on visual
Language	Multiple grammar errors and use of inappropriate vocabulary	one or two minor grammar errors. vocabulary use elementary or not effective	Correct grammar. Vocabulary mostly appropriate for the purpose and the audience	<ul style="list-style-type: none"> <li>Correct use of grammar</li> <li>use of some advanced language</li> <li>effective use of appropriate -</li> </ul>

S. Suresh  
 PRINCIPAL  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
 GUNTUR

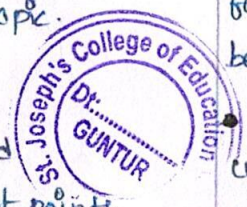




ORAL PRESENTATION RUBRIC

	4 - Excellent	3 - Good	2 - fair	1 - Needs im
Delivery	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still return to notes.</li> <li>Speaks with satisfactory variation of volume and inflection.</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while reading mostly from the notes.</li> <li>Speaks in uneven volume with little or no inflection.</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, and support is read from notes.</li> <li>Speaks in low volume and/or monotone which causes audience to disengage.</li> </ul>
Content / organization	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration.</li> <li>Provides clear purpose and subject: pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration.</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject.</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics which do not adequately support the subject; includes very thin data or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is answer only reading questions.</li> <li>Does not clearly define purpose and subject; provides little or no support or gives insufficient support for ideas or conclusions.</li> </ul>
Enthusiasm / Audience Awareness	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation.</li> <li>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic.</li> <li>Raises audience understanding and awareness of most points.</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented.</li> <li>Raises audience understanding and knowledge of some points.</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest presented.</li> <li>Fails to increase understanding of topic.</li> </ul>

Principal  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
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 Comments.



① Responses to all three questions are on topic & show the following features:-  
1. Control of simple grammatical structures. Errors occur when attempting complex structures.  
2. Sufficient range & control of vocabulary for the task. Errors occur when expressing complex thoughts.  
③ Some pausing, false starts & reformulations

② Responses to two questions are on topic & show the following features:  
① Control of simple grammatical structures. Errors occur when attempting complex structures.  
② Sufficient range & control of vocabulary for the task. Errors occur when expressing complex thoughts.  
③ Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener  
④ Some pausing, false starts & reformulations.

③ Responses to at least two questions are on topic & show the following features.  
① Uses some simple grammatical structures correctly but systematically makes basic mistakes.  
② Vocabulary will be limited to concrete topics & descriptions. Inappropriate lexical choices for the task are noticeable.  
③ Cohesion between ideas is limited. Responses tend to be a list of points.

④ Response to one question is on topic & shows the following features:  
① Uses some simple grammatical structures correctly but systematically makes basic mistakes.  
② Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.



*P. Swarnika*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001 A.P.

# Oral Presentation Rubric.

Student / Group:

K. Sahithi Roll No: 42aed2030.

Topic:

	Points	Self - Assessment	Instructor Assessment
Provided depth in Coverage of topic.	10		
Presentation was well planned and coherent.	10		
Presenters were models of thoughtfulness Personal experience integrated where relevant and appropriate. Explanations and reasons given for conclusions.	10		
Explanations and reasons given for conclusions			
Communication aids were clear and useful.	10		
Bibliographic information for other was complete.	10		
<b>Total Points</b>	<b>50</b>		

Rating Scale.

9-10 Excellent.

7-8 Very Good.

5-6 Good.


3-4 Satisfactory

1-2 Poor

0. Unacceptable

Two more rubrics can be added



  
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 JOSEPH'S COLLEGE OF EDUCATION  
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 GUNTUR-522 001., A.P

Name: M. soni

English oral test

Class - VII

Reg NO: 422Ed 2065

Marks:- 10

I Say synonyms for the following :- 2x1 = 2M

① Delightful :

② organize :

II ~~Write~~ Active / Passive voice for the following :-  
2x1 = 2M

① Ravi ate an apple

② Sita is cooking Biryani

III ~~Write~~ Antonyms for the following :-  
2x1 = 2M

① honour

② Beautiful

IV Say the Tenses for the following :-  
Hx1 = 4M

① ~~Say~~ in future tense

(A) We met yesterday

(B) He bought a new book

② Say in present tense



lived in Spain

*S. Srinivasulu*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
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GUNTUR-522 001., A.P.

Add two questions  
on verb forms.

(1) Say the synonyms for the following.

(i) Happy :

(ii) Praise :

(2) Say the antonyms for the following.

(i) TOP x

(ii) Tall x.

(3) Say the suitable prepositions.

(i) A book is \_\_\_\_\_ the table.

(ii) Coffee shop is \_\_\_\_\_ of my house.

(4) Say the type of sentence forms.

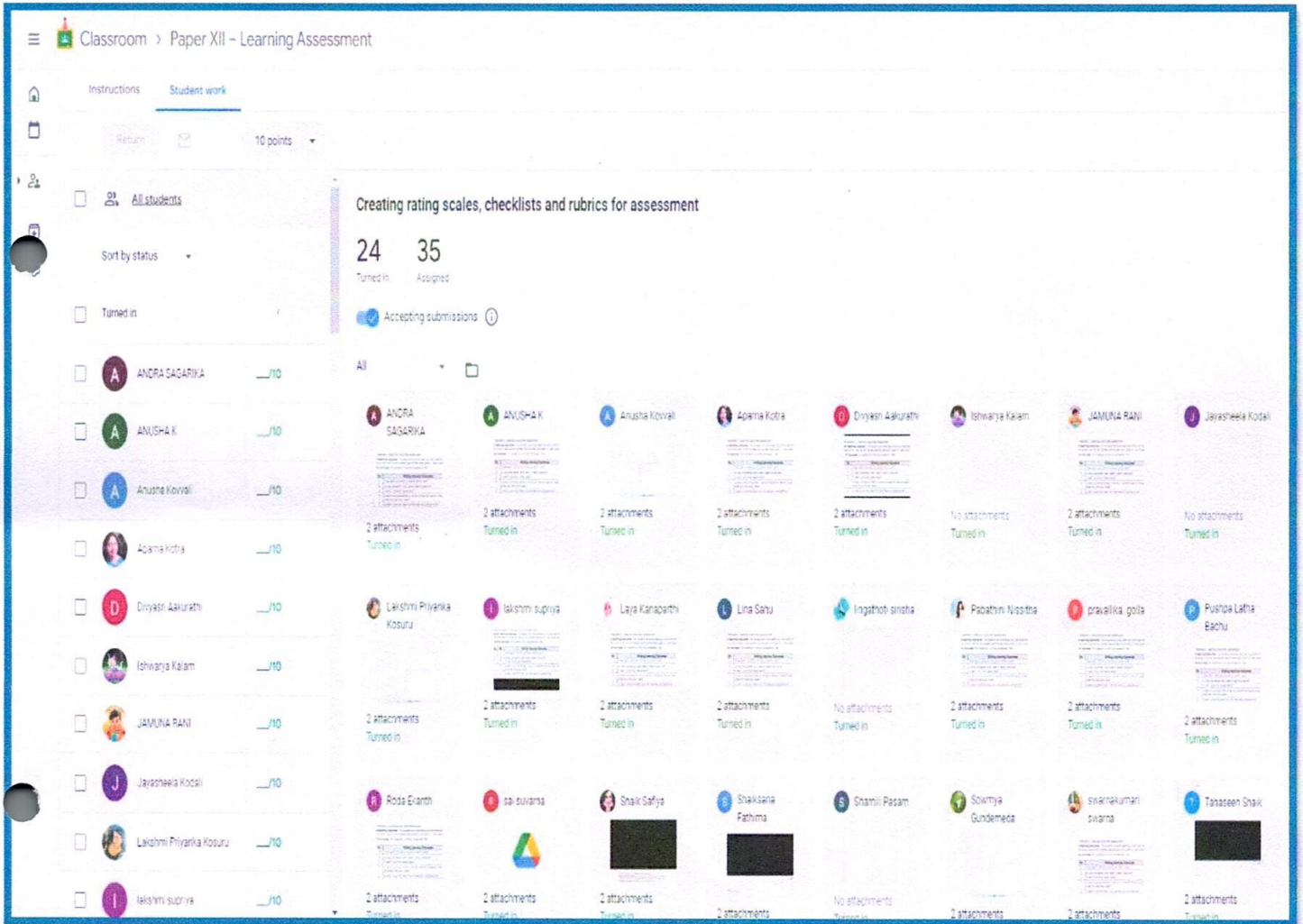
(i) Oh! Is it new dress?

(ii) What is your name?



*S. Swarna*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
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The Workshop on Assessment Tools, part of the Course Assessment for Learning, trains students to create rubrics, rating scales, and checklists using Google Classroom. It focuses on developing digital assessment tools for effective student evaluation.



*S. Swarnapada*  
 PRINCIPAL  
 ST. JOSEPH'S COLLEGE OF EDUCATION  
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