

St. Joseph's College of Education for Women

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



2.4.4

Samples prepared by students for each indicated assessment tool



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1. Teacher made written tests essentially based on subject content

Page No.: 55

Constructing or developing a
Question paper:-

subject: English
class: 10th

Marks: 25 M
Max. Time: 45 min

Instructions:

1. The question paper contains section A, B and C.
2. Answer all the questions.
3. Be quick in answering the questions.
4. Answer section-C in question paper itself.

Section-A

Answer all questions.

I. Read the following lines:

One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen.

Now, answer the following questions: (2x1=2M)

1. who was the Muslim boy mentioned in the above passage?
2. who invited the Muslim boy for a meal?



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II) Read the following lines

Let us unite,
and fight against those who incite.
Let us not be misled,
by those who want to see us dead.
We are a strong united nation,
all we need is a bit of dedication.

Now, Answer the following questions. (2x1=2M)

3. Pick out the rhyming words from the above lines.

4. What is the tone of the poem, you identified?

III) Answer the following: (2M)

5. What are the disadvantages faced by Kalam in his childhood?

Section-B (2x5=10M)

IV) Answer all questions. Each question carries 5 marks.

6. What do you understand by the expression Unity in diversity?

7. Imagine that you were one of the students who witnessed the humiliation done to Kalam in the classroom. Reflect on the incident and write your



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emotions in your diary.

section-c

8. Edit the following paragraph. Detect some errors in the areas of punctuation, spelling, tense, prepositions, articles. (2M)

he told me as if thinking aloud about i know you have to go away to grow did the seagull not fly toward the son alone without a nest he quotes Khalil Gibran to my hesitant mother your children are not your children they are sons and daughters of lifes longing to itself they come to you but not from you you may give them love but not your thoughts for they have there own thoughts.

Answer:



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VI. Fill in the blanks with appropriate choices from brackets. (1M)

9. I don't want to go to a restaurant; _____ (besides/as a result), we can't afford it.
10. Transportation has developed a lot in India; _____ (likewise/whereas), the trade too has improved.

VII. Tick (✓) the appropriate meaning of the underlined word in each sentence below. (1M)

11. Kalam's father possessed great innate wisdom and a true generosity of spirit.

- a) hospitality b) nobility c) simplicity

12. A sudden demand for tamarind seeds erupted in the market.

- a) started b) came up c) appeared suddenly

VIII) Transform one form of speech into other forms. (1M)

13. He told the teacher that he should not spread social inequality in the minds of children.

Ans:



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13) Fill in the blanks with suitable forms of verbs. Page No. : 59 (1M)

14. I used to _____ (wear) a cap which marked me as a muslim.

15. He _____ (look) utterly downcast as I shifted to my seat in the last row.

14) Substitute properly 'a/an/the' in the place of underlined words. Make corrections by placing the correct article. (oral) 3M

16. He had a ideal helpmate in my mother.

17. It was the fairly large pucca house made of limestone and bricks on a mosque street in Rameswaram.

18. A image of him weeping, when I shifted to an last row left the lasting impression on me.




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Question-wise Analysis

S.no	Content	Objectives and specifications	Academic standard	Form of questions	Level of difficulty	Marks	Time (min)
1	Prose	Knowledge (Recall)	Reading and responding	Very short answers	Easy	1M	1
2	Prose	Knowledge (Recall)	Reading and responding	Very short answers	Easy	1M	1
3	Poetry	Knowledge (locates rhyming word) Appreciation (Appreciate message)	Reading and responding	Very short answer	Average	1M	1
4	Poetry	Appreciation (Recall)	Reading and responding	Very short answers	difficult	1M	1
5	Prose	Knowledge (Recall)	creative Expression (Written)	short answers type	Average	2M	4
6	Prose	Comprehension (Organise ideas)	creative Expression (Written)	Essay type	difficult	5M	10
7	Elements of language	Expression (Correct errors)	creative Expression (Written)	Essay type	Average	5M	10
8	Elements of language	Comprehension (Recognize)	conventions of writing	short answer type	Average	2M	4
9	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	Easy	1/2M	1
10	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	Easy	1/2M	1
11	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	difficult	1/2M	1
12	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	average	1M	2
13	Elements of language	Comprehension (Locate significant ideas)	Grammar	objective type	Average	1/2M	1
14	Elements of language	Comprehension (Locate significant ideas)	Grammar	objective type	Average	1/2M	1
15	Elements of language	Comprehension (Substitution)	Grammar	objective type	Average	1/2M	1
16	Elements of language	Comprehension (Substitution)	Listening and speaking	objective type	easy	1/2M	1
17	Elements of language	Comprehension (Substitution)	Listening and speaking	objective type	Average	1/2+1/2	2
18	Elements of language	Comprehension	Listening and speaking	objective type	Average	1/2+1/2	2




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Report

The question paper is prepared for 25 marks. The time allotted to answer the questions is 45 minutes. The question paper is prepared based on objectives and Academic standards. More number of objective questions are given, which take less time for the pupils to answer. 18 questions are given under section-A, section-B, section-C. 1 to 4 Questions are very short answer type; 5th, 8th questions are short answer type; 6th, 7th questions are Essay type; 9th to 18th questions are objective type. More number of questions are related to elements of language. Question paper is prepared such that even an average person (Pupil) can answer it easily.

Reference:

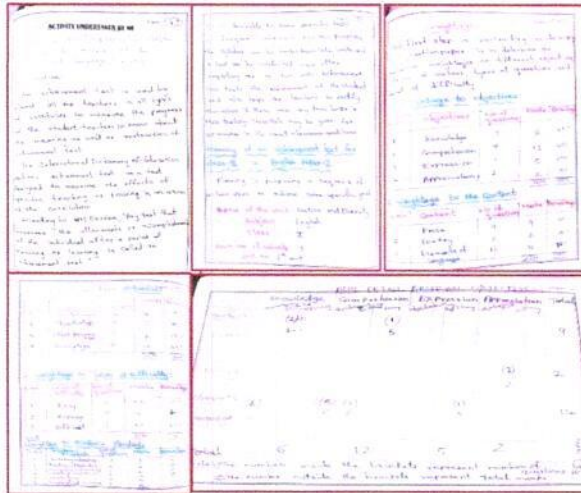
1. Pedagogy of English - by Dr. C. Grace Indira
Prof. Digumarti Bhaskara Rao.
2. X class English Text book - APSCERT.
3. Pedagogy of English - B.Y. Sarat chandra
C.H.S. Sailaja



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Each year students prepare year plans, unit plans, design of test and blueprint for test. They design a unit test and formulate the marking scheme, scoring key and question wise analysis. The test is administered to school students and results are duly interpreted.



Blue Print of the Unit Test

objective	Remembering				Understanding				Applying				Total	
	E	S	O	Total	E	S	O	Total	E	S	O	Total		
Type of qs														
content														
1 Jainism			2(1)	2	1(2)			2	1(4)				4	8
2 Buddhism			2(1)	2	2(2)			4						6
3 Other religions in India			2(1)	2	2(2)			4						6
Total				6				10					4	20

History Class VI
Time 1 hour
Total Marks 20

Q1 A. Fill in the blanks (3 mks)

- Assembly held by Tirthankar to preach to people was known as ____.
- Judaism prayer house is known as ____.
- Gautama Buddha was born at __ in Nepal.

B. True or False(3 mks)

- Gautama Buddha travelled on foot for nearly forty-four years to preach dhamma: __
- Christianity is a religion founded by Jesus Christ- __
- Jainism has 11 tirthankars: __

Q2 A Write short notes (4 mks)

- Note on The Pancha Mahavratas.
- Write a note on Bauddha Sangha.

B. Answer in 2 to 3 lines each (6 mks)

- What is the important element in the Parsee religion and what is its significance?
- Name any two rules given by Gautama Buddha-
- What are the teachings of Islam religion?

Q3 Answer in 4 to 5 lines (4 mks)

- Describe the teachings of Jainism and compare the teachings with your own religion?



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Design of the Unit test

Weightage to content

No	Sub unit / content area	Marks	%
1	Classification of matter on basis of the physical state of matter.	2	10
2	Classification of matter on the basis of chemical composition of matter.	6	30
3	Types of elements compounds and Mixtures.	8	40
4	Molecular formula and valency.	4	20
	Total	20	100

Weightage to objectives

No	Objective	Marks	%
1	Remembering	8	40
2	Understanding	8	40
3	Applying	4	20
	Total	20	100

Subject: Science
Standard: VIII

UNIT TEST

Page no: 1

Time: 1 hour
Marks: 20 marks

Instructions: All questions are compulsory

Q1. A Choose the appropriate option and rewrite the following statements.

1. The intermolecular force is _____ in the particles of solid.
A. minimum B. moderate C. maximum D. indefinite
2. Matter that contains two or more constituent substances in different proportion is called _____.
A. Mixture B. Compound C. Element D. Metalloid
3. Milk is an example of type of matter called _____.
A. Solution B. Homogenous mixture C. Heterogenous mixture D. Suspension
4. Brass is an example of type of mixture _____.
A. Liquid in. Liquid B. Gas in gas C. Solid in solid D. Gas in Liquid


Q1. B Identify the odd term out and explain.

1. Hydrogen, water, oxygen, carbon dioxide.
2. Hydrogen, Hydrogen peroxide, carbon dioxide, water vapour.

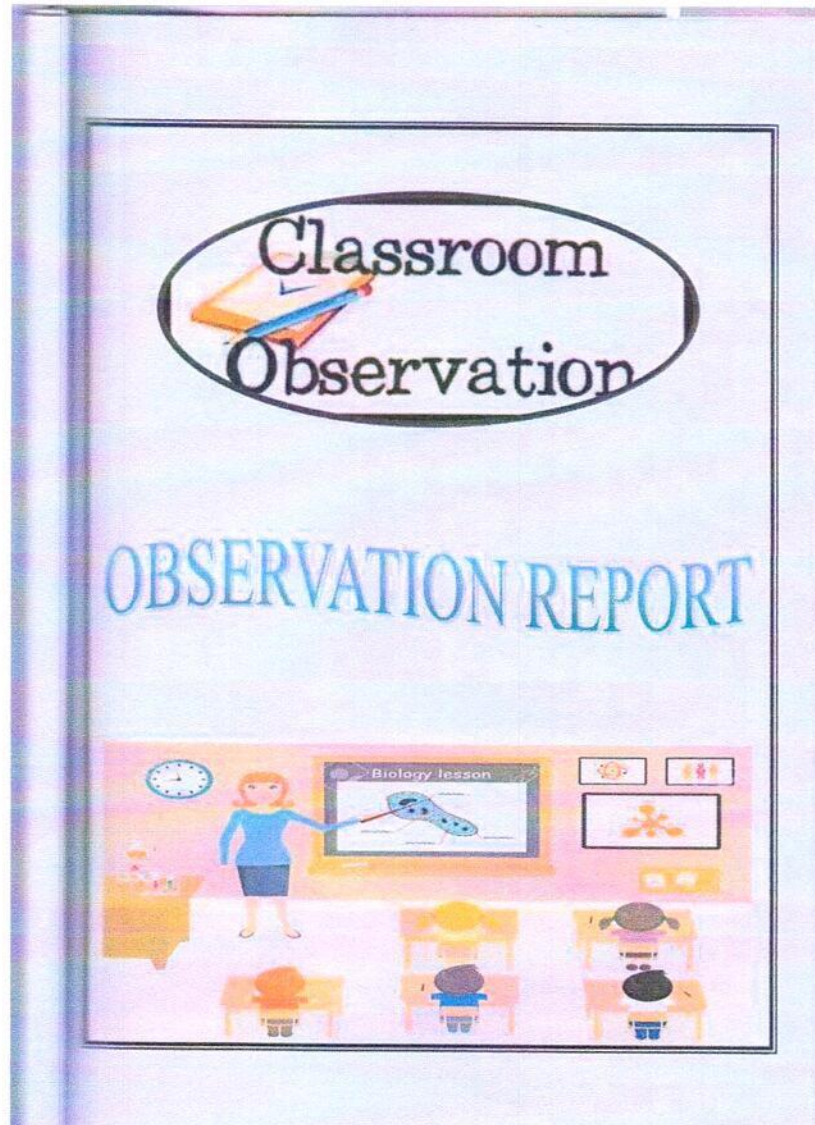
Q1. C Give one example of the following.

1. Colloid 2. Homogenous mixture




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2. Observation modes for individual and group activities



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RECORD OF OBSERVATION

Name of the Teacher Trainee : SURYA JEEVAN

Class : X

Roll No : —

Date : 10/10/2023

Subject : BIOLOGY

Time : 45 min

Topic : CIRCULATORY SYSTEM [INTRODUCTION]

THE TEACHER :

- i. Mannerisms of the teacher : The teacher is very friendly.
- ii. Dress and Cleanliness : The teacher is simple and neat.
- iii. Voice : The teacher voice is audible & clear.
- iv. Pronunciation : The teacher Pronunciation is well and correct.
- v. Class room Management : The teacher managed the class perfectly & communicated very well.
- vi. Language : The teacher language is so easy.

THE PUPILS :

Participation of the pupils in the teaching-learning Process:

1. The Pupils are well attentive in the class.
2. The Pupils Participated so good in the teaching learning process.
3. The Pupils shown their interest in the class.
4. The interaction b/w Pupils and teacher is very good.

THE LESSONS:

PREPARATION OF THE LESSON:

- i. The Objectives Planned and achieved:
(Please List out Objective Carefully)

The teacher has planned the objectives, listening, speaking, Reading, writing and achieved successfully.

- ii. Motivational Techniques employed : The teacher has tested the knowledge of the Pupils and motivated as follows.
(Please record the technique employed)

- ① what do you think about ~~person~~ sitting on the the function of circulatory system.
- ② what is the main organ in circulatory system

Contd.2



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(2)
③ why blood is red in colour


EXPOSITION OF THE LESSON:

- ii. Language Skills attempted :
- iii. Logical presentation of concepts/teaching items : The teacher has used easy language and her communication is very nice.
- iv. Questioning Techniques : The teacher asked through providing questions.
- v. Teaching-learning materials used : The teacher has used text books & other teaching aids.
- vi. Chalk-Board work : The Black board work is neat
- vii. Response and effectiveness : The Pupils responded well and the teaching is effective, the Pupils were satisfied with the lesson.

EVALUATION OF THE LESSON:


- i. Evaluation procedures followed : The teacher asked the pupil to write assignment.
 - ① Draw the diagram of circulatory system.
 - ② Briefly Explain double circulation.
 - ③ What happen if heart is not supplied with oxygenated blood.

Remarks


Signature of the Supervisor

Date: 10/10/23




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3. Performance tests

	Excellent	Good	Fair
Explanation	Audience was attentive and understood the concept.	Student explanation was upto the point.	Student doesn't display clear explanation skill.
Introduction and closure	Opening and closing statement captured the attention.	Student displayed clear introduction remark.	Student doesn't display clear introduction and closing remark.
Poise	Students displayed relaxed nature	Displayed mild tension.	Nervousness was obvious

Rubric to assess performance in public speaking

Std: VIII		Science Project Rubric			Date: 08-01-22
Range	Excellent	Good	Satisfactory	Unsatisfactory	
Criteria	(4)	(3)	(2)	(1)	
Content & Required Elements	All required elements are clearly visible, organized & well placed. Content is excellent.	Most of the required elements are visible, & well placed. Content is good.	Few of the required elements are visible, but there are few missing elements. Content is a little satisfactory.	Most of the required elements are missing. Content is incomplete.	
Pictures / Graphics	Pictures & graphics are clear and relevant.	Most pictures and graphics are clear & relevant.	Few of the pictures & graphics are clear & relevant.	Pictures & graphics are not clear & relevant.	
Spelling & Punctuation	The project has excellent spelling, grammar & punctuation overall.	The project has 1-3 spelling, grammar & punctuation errors.	The project has 3-5 spelling, grammar & punctuation errors.	The project has multiple spelling, grammar or punctuation errors.	



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Economics Rubrics:

	Exceeds	Meets	Approaching	Developing
Connection	Student demonstrates a deep understanding of the economic flow and gives more than one example of the process.	Student demonstrates understanding of the economic flow and gives one example of how it works.	Student demonstrates understanding economic flow and defines the meaning of the words.	Student is beginning to develop an understanding of the economic flow.
Vocabulary	Student uses over six of the word bank vocabulary in their paragraph.	Student uses 6 of the vocabulary words in their paragraph.	Student uses between 3-5 of the required vocabulary words from the word bank.	Student shows limited understanding and uses less than three of the required vocabulary words.
Conventions	Student has NO major errors in capitalization, punctuation.	Student has 3 or less errors in Capitalization, and punctuation.	Student has 4 or less errors in capitalization and punctuation.	Student has many errors or the paper is sloppy and unreadable.
Conventions	Student included an original topic sentence.	Student included a topic sentence.	Student did not include a topic sentence or it did not match the assignment.	Student has many errors OR the paper is sloppy and unreadable.

Rubric	Excellent 5	Very good 4	Good 3	Satisfactory 2	Need Improvement 1
Presentation	<ul style="list-style-type: none"> overall presentation content is presented in an easy follow step-by-step model 	<ul style="list-style-type: none"> content is presented in a logical manner 	<ul style="list-style-type: none"> presentation is good content delivery is good 	<ul style="list-style-type: none"> solution is difficult to follow at times 	<ul style="list-style-type: none"> unable to follow the steps taken in the solution demonstration need improvements
Math content	<ul style="list-style-type: none"> content is related to topic application of math skills 	<ul style="list-style-type: none"> Demonstrate a general knowledge application of math skills 	<ul style="list-style-type: none"> Demonstrate a limited knowledge content knowledge is good 	<ul style="list-style-type: none"> Demonstrate no knowledge math skills are not applicable 	<ul style="list-style-type: none"> Need improvement over math skills and content
Math communication	<ul style="list-style-type: none"> Accurately communicated with students good communication of concepts 	<ul style="list-style-type: none"> well organized Good and effective communication 	<ul style="list-style-type: none"> limited communication is used 	<ul style="list-style-type: none"> satisfactory communication limited math terminology used 	<ul style="list-style-type: none"> mathematical terminology need improvements
Problem solving	<ul style="list-style-type: none"> No errors when solving problems 	<ul style="list-style-type: none"> Few errors when solving problems 	<ul style="list-style-type: none"> co-operation while solving problems Good interaction 	<ul style="list-style-type: none"> Numerous errors when solving problem No step-by- 	<ul style="list-style-type: none"> Need improvements little understanding of problems




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4. Oral assessment

Rating scale - (Speech) Competition

Date - 10/11/2022
Topic (Area)

5 - Excellent
4 - Very Good
3 - Good
2 - Fair
1 - Poor

		1	2	3	4	5
A) Introduction	Evaluation Criteria	Poor	Fair	Good	V Good	Excellent
B) Organization	Was the theme clear throughout the presentation?					
C) Content and delivery	Was there enough information concerning the subject?					
D) Stage Presence	<ul style="list-style-type: none"> Was speaker neat and appropriately dressed for the subject? Did speaker look and speak directly to audience? 					
E) Delivery	<ul style="list-style-type: none"> Did speaker have good voice control? Was the speaker too fast or too slow? 					
F) Effect on Audience	Did the audience show interest?					
G) Summary						
H) Purpose / Time						

Checklist

Date - 10/11/2022 Topic -> Oral Presentation

S. NO	Criteria	Yes	No	N/A
1	Introduction -> Topic selection (Delivery of matter)			
2	Quality of Information Presented			
3	Level of clarity			
4	Vocabulary used			
5	Organization of matter - (Informal/ formal)			
6	Time Management			




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5. Rating Scales

Debate rating scale (1 = poor and 5 = excellent)

1) Organisation and clarity.	(1)	(2)	(3)	(4)	(5)
2) Use or argument.	(1)	(2)	(3)	(4)	(5)
3) Use of facts and examples.	(1)	(2)	(3)	(4)	(5)
4) Presentation style.	(1)	(2)	(3)	(4)	(5)
5) Use of Rebuttal.	(1)	(2)	(3)	(4)	(5)

Rating scale to evaluate a debate

STATEMENTS USED IN THE TOOL:

Sr No.	Statements	Always	Often	Rarely	Never
1	During this academic year, how many times have you been bullied?				
2	I have been kept names				
3	I have been physically assaulted in school				
4	Other children snatch my lunch and other belongings				
5	I feel left out and everybody ignores me				
6	Bullying takes place in school bus				
7	I've missed school because I feel unsafe to show up to school				
8	I've reported bullying to school authorities				
9	I share with my parents about the mental harassment or about the disturbing events happening at school				
10	My school punishes the bullies harshly				

Rating Scale to ascertain extent of bullying in school



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