



An Approach tovarious Assessment Policy and Scoring Parameters for Language Development Program

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Abstract

In general most, students nowadays are either first-generation learners or second-generation learners with little support from their homes for learning. The teacher is hence the sole guide and mentor for the students. It is therefore important that the teachers are to be empowered to teach well using effective curriculum instruction. As the medium of instruction is English mostly nowadays, it is vital that all teachers meet the required levels of English Language proficiency to provide effective teaching-learning experiences for students. Further, while the teachers are highly enthusiastic, committed, and passionate about teaching, most of them hail from vernacular schooling that lends little scope to English language proficiency. This manuscript gives a detailed prescription on the assessment policy and the scoring parameters for the institutions and the training centers to adept and execute.

Introduction

Evaluation is conducted skill-wise, after completing the modules of a specific skill writing assessment is conducted for the teacher to check their knowledge and understanding. The format of the question paper is mentioned below.

Skills to be assessed

Skill	Assessment	Sub – Skills	Measuring Areas
Listening	<ol style="list-style-type: none"> Listen & Respond Watch & Respond 	<ol style="list-style-type: none"> Being present. Paying attention. Keeping mind open. Grasping calibre. 	Recapitulation and response ability.
Speaking	<ol style="list-style-type: none"> Oratorical Contest Live Chat In-Class Presentation 	<ol style="list-style-type: none"> Correct pronunciation. Intonation. Rate of speech. Flow of connectivity with correct grammar usage. 	Fluency and proficiency in speaking skill by using correct English.
Reading	<ol style="list-style-type: none"> Imitation Read & Respond 	<ol style="list-style-type: none"> Skimming & scanning. Reasoning and background knowledge. Sentence construction & cohesion. 	Comprehending and application capability.
Writing	<ol style="list-style-type: none"> Spot the Errors Descriptive Writing Argumentative Writing 	<ol style="list-style-type: none"> Spelling and punctuation. Correct usage of grammar. Writing tone & formality level. Formality level. Word choice and conciseness (topic relevance). 	Sentence structure, syntax and formation level.

Assessment Method - Listening Skill

Task 01 – Listen & Respond

Expected Abilities

The teacher should be able to pay attention and focus throughout the task and write the answers correctly.

Description

The teacher will listen to an audio note for 5 minutes, and 10 MCQs will be asked to which the answers have to be submitted in 10 minutes.

Duration: 15 Minutes

Modality

The audio note will be shared via WhatsApp or email with the teachers. The teachers will be allowed to listen to the audio for five minutes. Following that, a google form link will be shared with the teacher which will remain open only for 10 minutes after the login. The answers have to be submitted within that.

Task 02 – Watch & Respond

Expected Abilities

The teacher should be able to capture the visual content and respond correctly to the questions.

Description

The teacher will watch a video clipping for 10 minutes, and 10 MCQs will be asked for which the answers have to be submitted in 5 minutes.

Duration: 15 Minutes

Modality

The modality is similar to task 01, whereas instead of an audio note a video clip or video link will be shared with the schools.

Assessment Method - Speaking Skill

Task 01 – Oratorical contest

Expected Abilities

Topic relevance, the flow of connectivity with correct grammar usage.

Description

A list of 25 topics will be shared with the teachers a day before the assessment, the teacher has to pick anyone topic through a lot, followed that the speech has to be delivered by the teacher on the relevant topic.

Duration: Three minutes per teacher

Modality

The assessor will anchor the contest through the mode of a virtual conference or a direct physical contest.

Task 02 – Live Chat

Expected Abilities

Correct pronunciation, rate of speech, stress, and intonation.

Description

Teachers will be divided into pairs and each pair will be given a situation from their teaching domain and characters will be allotted like teacher-student, Teacher-teacher, Teacher-coordinator, Teacher-Principal, Teacher-Correspondent, Teacher-Subject expert, Teacher & a VIP guest who visits our school, etc. Both participants should actively engage in a way to listen and respond crisply. Care should be taken to not monopolize the time.

Duration: Three minutes per teacher

Modality

The assessor will anchor the contest through the mode of a virtual conference or a direct physical contest.

Task 03 – In-Class Presentation

Expected Abilities

The flow of connectivity with correct grammar usage, fluency, and correct use of pauses and pronunciation.

Description

Topics from the respective subject will be given to the teachers and they have to give a presentation in front of either the students or the peer teachers. Which is scheduled to commence after completing the third month of training.

Duration: 20 minutes per teacher

Modality

The assessor will observe the teachers' session through the mode of a virtual conference or direct physical show.

Assessment Method - Reading Skill

Task 01 – Imitation

Expected Abilities

The teacher should be able to capture and comprehend the visual content thoroughly and recite the speech as much as possible matching the speaker.

Description

A video or audio clipping consists of a text recitation that will be played to the teachers. The script of the speech will also be given to the teachers, after listening to the speech the teacher has to recite the text in the same manner as recited in the clipping.

Duration: Five minutes for listening and five minutes for reading for each teacher.

Modality

The assessor will observe the teachers' session through the mode of virtual conference or direct physical show.

Task 02 – Read & Respond

Expected Abilities

The teacher should be able to skim and scan the content thoroughly and respond correctly to the given questions.

Description

Reading Comprehension – An article will be given to the teachers to read and 10 MCQs will be asked from the given content.

Duration: 15 minutes for reading and 10 minutes for writing answers – total = 25 minutes

Modality

The assessor will anchor the contest through the mode of a virtual conference. Google form link will be shared with the teacher which will remain open only for 10 minutes after the login. The answers have to be submitted by the teacher within the time limit.

Assessment Method - Writing Skill

Task 01 – Spot the errors and rewrite

Expected Abilities

The teacher is expected to identify grammatical & punctuation errors and misspelled words.

Description

A passage will be given to the teachers, which carries grammatically incorrect sentences, misspelled words, and errors in punctuation marks. The teacher has to eliminate the errors and rewrite the passage correctly.

Duration: Fifteen minutes

Modality

The assessment will be conducted as a pen-and-paper written test which has to be manually examined by the assessor after the assessment.

Task 02 – Descriptive writing

Expected Abilities

The teacher is able to describe the mapping points and give a clear and concise description of the mind map.

Description

Mind maps will be given to the teachers and they have to write a description in their own words.

Duration: Fifteen minutes

Modality

The assessment will be conducted as a pen-and-paper written test which has to be manually examined by the assessor after the assessment.

Task 03 – Argumentative writing

Expected Abilities

The teacher is able to write supportive content and explain their point with reliable and credible facts.

Description

The topic will be given to the teachers and they can choose on their own to write either for or against 200 words.

Duration: Fifteen minutes

Modality

The assessment will be conducted as a pen-and-paper written test which has to be manually examined by the assessor after the assessment.

Rating rubrics & parameters

Listening Skill

Scale	Criteria
5	Able to answer all the 10 questions correctly in all the tasks – 100 %
4	Able to answer 08 questions correctly in all the tasks – 80 %
3	Able to answer 06 questions correctly in all the tasks – 60 %
2	Answered 05 questions correctly in all the tasks – 50 %
1	Answered less than 04 questions correctly in all the tasks – 40 %

Speaking Skill

Scale	Criteria
5	<ol style="list-style-type: none">Utilized completely the allotted time.Proficient in language grammar, vocabulary, voice, pronunciation, and syntax structure.
4	Using a variety of grammar structures but committing some errors.
3	Correlation in syntax structure with occasional grammatical errors.

2	Using basic sentences with frequent errors, and missing correlation in syntax structure.
1	Using basic sentences with frequent grammatical errors, improper pronunciation, and missing correlation in syntax structure.

Reading Skill

Scale	Criteria
5	<ol style="list-style-type: none">1. Able to read with correct pronunciation, pauses, intonation, and appropriate rate of speech.2. Able to answer all the comprehension questions correctly.
4	Managed to score 80% in comprehension assessment and was able to read the content aloud with correct pronunciation, pauses, and intonation.
3	Secured 60% of the score in comprehension assessment and was able to read with the correct pronunciation.
2	Secured 50% of the score in comprehension assessment but made little incorrect pronunciation.
1	Scored less than 40% in comprehension assessment and made mispronunciations while reading.

Writing Skill

Scale	Criteria
5	<ol style="list-style-type: none">1. Applied a wide range of vocabulary.2. No grammatical errors have occurred.3. Able to use a variety of simple & complex structures in sentences.4. Applied the punctuation marks correctly.
4	<ol style="list-style-type: none">1. Applied an adequate range of vocabulary.2. No grammatical errors have occurred.3. Able to use adequate simple & complex sentences.4. Applied the punctuation marks correctly
3	<ol style="list-style-type: none">1. Applied a limited range of vocabulary.2. Minimal grammatical errors have occurred.3. Managed to use simple & compound sentences to form the structure.

	4. Made little mistakes in punctuation marks.
2	1. Applied basic vocabulary to form structures. 2. Committed grammatical errors but minimal in numbers. 3. Syntax appropriate is minimal and correlation between sentences didn't occur.
1	1. Applied basic vocabulary to form the structures. 2. Committed grammar and punctuation errors. 3. Inappropriate syntax and structure sentences.

Scoring legends & parameters

Skill / Task	Task 1					Task 2					Task 3				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Listening	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <	-	-	-	-	-
Speaking	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <
Reading	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <	-	-	-	-	-
Writing	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <	10 / 10	8 / 10	7 / 10	5 / 10	5 <
Cumulative	40	32	28	20	20 <	40	32	28	20	20 <	20	16	14	10	10 <

Conclusion

This evaluation is designed to assess the self-reported knowledge of the teacher in combination with the constructed response of each targeted word in the following sequence.

References

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