

Appendix - II

About the Textbook

The textbook for class II has been developed expecting the following learning outcomes by the end of the academic year.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should ensure the achievement of the academic standards among the children. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Vocabulary
4. Conventions of Writing
5. Creative Expression (Oral and Written Discourses)

We expect the learners in class II to listen to narratives, descriptions, rhymes / songs and dialogues / roleplay, read them and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing)

1. Descriptions (objects, person and places).
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story / Narrative containing events and dialogues.
4. Rhymes / songs by substituting words or phrases.

This textbook contains eight units. Each unit deals with a specific theme and has the same characters throughout. Each unit begins with a face sheet followed by another picture connected to the listening passage. The reading text is followed by language activities such as vocabulary, writing, sing/dance add lines etc.

Assessment

Language learning is a continuous process and its assessment is not a distinct activity from learning. Since learning is facilitated through group discussions, peer discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and

make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

There are two types of assessment. One is formative and the other is summative.

Guidelines for Formative Assessment

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

1. Observation
2. Notebooks
3. Slip test
4. Project work

Formative assessment is conducted for 50 marks out of which slip test, notebooks and project work are allotted 10 marks each and 20 marks for observation.

Children's performance is assessed during each term. This is not a single day activity; it is a cumulative account of what has happened in a day-to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension and their indicators should be considered while awarding marks.

Notebooks: The written performance of children related to conventions of writing, vocabulary and their indicators should be considered while awarding marks.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted academic standards and should be based on day to day classroom transaction.

The following are the evidences for awarding marks:

- Teacher's unit cum period plan that reflect children's performance.
- Big books or other products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a two Summative Assessments in an academic year. The test is for 50 marks. Out of these, 30 marks are allotted for oral test and 20 marks are allotted for written test.

