

**RAJIV VIDYA MISSION (SSA) A.P, HYDERABAD
SUMMATIVE PAPER- 2 (TERMINAL)**

General Instructions to the teachers:

- ❖ Language is being primarily speech, ORAL test is given top priority at Primary Level.
- ❖ Towards going Upper classes more weightage is given to WRITTEN TEST.
- ❖ The question papers are prepared accordingly and questions are framed on the base of Academic Standards / Competencies.
- ❖ As due weightage is given to ORAL test, the written test time is reduced. The following is the time schedule for unit and terminal.

Classes	Unit	Terminal
I – V	40 Mts	1.30 hrs
VI – VIII	45 Mts	2.00 Hrs

- ❖ A model test paper is given for terminal tests.
- ❖ The concerned teachers may prepare their own test paper based on the guidelines / instructions given.
- ❖ Do not conduct the oral test along with the written test.
- ❖ Follow the guidelines given to conduct the Oral Test (Annexed)
- ❖ Cover the syllabus till 15th December, 2012.

Instructions to the teachers to conduct ORAL test

- ❖ Oral test should be conducted before or after written test.
- ❖ Do not combine **ORAL** test with **WRITTEN** test.
- ❖ It is not a time bounded test (FLEXIBLE).
- ❖ It can be conducted individually or in pairs or in groups.
- ❖ It may be conducted in the classroom or outside the classroom, according to the convenience of the teacher as well as the students.
- ❖ The teacher needs preparation and well planning before conducting the test.
- ❖ The teacher should prepare **a pool of questions** for each test item.
- ❖ Administer the questions in a different way, such that all the students do not get the same type. Change the patter, such as.
 - *Thought generating questions*
 - *Inferential questions*
 - *Cause and consequence questions*
 - *Imaginary questions*
 - *Reflective questions etc.,*

The grades, awarded for the performance of the students, should be recorded immediately in the prepared sheets / lists which also helpful for CCE Evaluation.

SCHEME OF EVALUATION

In order to EVALUATE the responses given by the PUPILS / STUDENTS both in ORAL and WRITTEN, the FIVE POINT SCALE is suggested. This is applicable for both UNIT and TERMINAL.

A) The following TABLE shows the way of Grading

S. No	Response	Grade	Score	Frequency Score
1	Out Standing	A ⁺	4	3.6 – 4.5
2	Excellent	A	3	2.6 – 3.5
3	Good	B ⁺	2	1.6 – 2.5
4	Fair	B	1	0.6 – 1.5
5	Needs Help	C	0	0 – 0.5

B) The TABLE Shows Academic Standard-wise Grading computation

Academic Standard Number	Grade Achieved
I	A ⁺
II	A
III	B ⁺
IV	C
V	B
VI	C

Computation of Grading

$$\text{Subject Grade} = \frac{4+3+2+0+1+0}{6} = \frac{10}{6} = 1.6$$

$$1.6 = 2$$

$$\text{Subject Grade} = \text{B}^+$$

C) When sub-questions are given under a main question in any Academic Standard (give only four questions) award grade accordingly: (Primary Level)

If the child writes / reads four words - A⁺

If the child writes / reads three words - A

If the child writes / reads two words - B⁺

If the child writes / reads one words - B

If the child do not writes / reads any word - C

D) WEIGHTAGE TABLE FOR TERMINAL TEST [Summative]

S. No	Classes Competencies	Primary Classes					Upper Classes		
		I	II	III	IV	V	VI	VII	VIII
1	Listening / Speaking (Oral)	5	5	4	4	4	6	6	4
2	Reading / Response (Oral) / written)	6	6	4	4	4	3	3	3
3	Creative Expression / writing (Oral / written)	1	1	1	1	2	2	2	2
4	Convention of writing (written)	1	1	3	3	2	3	3	3
5	Vocabulary (written)	1	1	1	1	2	3	3	4
6	Grammatical Awareness (written)	1	1	2	2	2	3	3	4
	Total Oral questions / (weightage)	12	12	9	9	8	6	6	4
		{80%}	{80%}	{60%}	{60%}	{50%}	{30%}	{30%}	{20%}
	Total written questions / (weightage)	3	3	6	6	8	14	14	16
		{20%}	{20%}	{40%}	{40%}	{50%}	{70%}	{70%}	{80%}
	Total questions / (weightage)	15	15	15	15	16	20	20	20
		{100%}	{100%}	{100%}	{100%}	{100%}	{100%}	{100%}	{100%}

Note: 1) ORAL TEST

2) Figures in each column indicates number of sub questions under each competency.

E) **Specific Instructions for Classes I to V**

Class I

I Listening and Speaking:-

Make Children open page No.60. Ask them to observe the picture and develop some conversation sample questions are given, you may ask different questions to avoid repetition of the answers.

II Creative Expression:-

Ask the students about their pet animals. Make them say a few sentences about their pets.

III Grammar:-

Make the child write at least one 'he' word and 'she' word. Consider both words as one answer for grading.

Class II

I Listening and Speaking:-

Read the narrative of page no. 126. Make the children listen carefully and ask the questions. Sample questions are given in the paper you may ask different questions. You may also take different narratives and ask different questions.

Class III

I Listening and Speaking:-

Read the narrative of page no. 140. Make the children listen carefully and ask the questions. Sample questions are given in the paper you may ask different questions. You may also take different narratives and ask different questions.

II Conventions of writing:-

Consider four corrections as one answer for grading.

III Vocabulary:-

Consider four corrections as four answers for grading.

Class IV

I Vocabulary:-

Consider four words as one answer for grading.

Class V

I Vocabulary:-

Consider two words as one answer for each question for grading.

F) Specific Instructions for Classes VI to VIII

Instructions to be followed by Teachers

- More weightage should be given to written test towards going UP classes.
- When the due weightage is given to oral test the written test time is reduced. Hence for summative assignments a flexible time of 2 to 2^{1/2} hours maybe allotted.
- For formative assignments 45minutes to 1 hour may be allocated according to the convenience of the teacher and the tested.
- The question papers should always be prepared on the basis of academic standards.
- Oral test can be conducted before or after written test. It can be conducted individually or in groups.
- An oral test may be conducted in or outside the class room in accordance to the convenience of the teachers and the pupils.
- Administer the questions in a different way that imaginary, reflective, cause and consequence, thought generating and inferential questions may be covered.
- The teacher needs preparation and planning before administering the test.
- Questions based on syllabus or activity maybe covered for listening and speaking.
- Conventions of writing should be maintained.
- The formative or summative tests are not time-bounded tests. Hence flexible passage of time needs to be observed.

**How to award Grade
(Award the given grades, if the learners perform in the following way)**

AS / Grade	Listening /Speaking	Reading and Responding	Conventions of Writing	Creative Expression	Vocabulary	Grammatical awareness
A ⁺ - Out Standing	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer all the questions. ❖ In Complete sentences with correct pronunciation. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Comprehend well ❖ Answer all the questions confidently. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Attempt all the questions correctly. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Express effectively. ❖ Theme and questions are aptly answered (One or Two errors maybe omitted) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer all the correct spellings. ❖ Use right forms of words. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer all the grammar exercises without any errors. ❖ Differentiates the grammatical sense in the formation of a sentence
A – Excellence	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any Five questions ❖ In Complete sentences (1 or 2 errors may be found) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Comprehend the passage (1 or 2 errors maybe found is answering) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Attempts all the three questions with errors. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Express independently (Theme is addressed) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer all the questions (1 or 2 spelling errors may be found). 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer most of the tasks with 1 or 2 errors may be found.
B ⁺ - Good	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any four questions (in Phrases, in short words) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any two questions (Need some support to read and comprehend) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Attempt any two questions with partial errors. 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Attempt the questions with incomplete answers 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any two questions (1 or 2 errors maybe found) 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Error in given tasks (Formation of sentences need refinement)
B - Fair	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any Three / Two in words or 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer any One question (Need 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Attempt any one question with 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Find difficulty to answer 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer only one question (1 or 2 	<p>If the pupils</p> <ul style="list-style-type: none"> ❖ Answer minimum

AS / Grade	Listening /Speaking	Reading and Responding	Conventions of Writing	Creative Expression	Vocabulary	Grammatical awareness
	phrases.	some support to read and comprehend)	partial errors.	❖ Make an attempt to comprehend the questions and answer with errors	errors may/be found)	number of tasks. ❖ Many errors are found.
C – Needs support	If the pupils ❖ Find difficult to answer at all.	If the pupils ❖ Cannot read on their own.	If the pupils ❖ Make no attempt to answer	If the pupils ❖ Make no attempt to answer	If the pupils ❖ Feel difficult to answer even one task.	If the pupils ❖ Neither answer nor comprehend the grammatical exercises at the minimum level

Note: Teacher is flexible to award points at his / her discretion beyond the above information

How to award (Final) grade.

Step - I : Teacher should award grades to the responses as per the suggestive table.

[Teacher is flexible in giving grades if anything lies beyond the information in the table].

Step – II:

- Allocation of points to the grades.

A ⁺	-	4
A	-	3
B ⁺	-	2
B	-	1
C	-	0

Step- III: Take an average of the sum of the points against the grade and the numbers of questions under a particular given Academic standard.

Ex. Academic standard ---- Listening/ Speaking.

No. of question -----6

For Example: Achieved grades of a student in Six Academic Standards of English are given below:

Academic Standards No	Achieved Grade	Score
I	B+	2
II	B	1
III	A+	4
IV	C	0
V	A	3
VI	B	1
Overall Grade	B+	11

$$\text{Computation of Subject Grade} = \frac{\text{Total Score}}{\text{No. of Academic Standards}}$$

$$= \frac{11}{6} = 1.8 \text{ (Round it to the nearest decimal) we get 2 points}$$

- ❖ The final grade obtained is B⁺
- ❖ The same may be followed to all the questions / Answers and final grade can be given.