

One of the major objectives of language teaching is to equip learners with the ability to read and write with understanding, communicate effectively and to make them use language with ease in different situations. In short, mastering a language to a greater extent is acquiring proficiency in four basic skills of English namely Listening, Speaking, Reading and Writing. **‘Words to Deeds’** intend to provide ample opportunities to develop the basic skills in English, especially the speaking skills. Most of the pedagogical tasks expect the learners to exchange their ideas either in pairs or in small groups or to the whole class. The learners should continuously be assessed in order to see whether the intended outcomes are achieved by them . The teachers can think of altering the evaluative tools based on the feedback received from the learners.

Evaluation needs to be integrated with the process of teaching and learning. Better learning happens only if evaluation could reflect the learning experience of the students. Internal Evaluation has been tried as one of the powerful tools to assess the learning outcomes of the students. Students’ ability cannot be fully gauged based on a three hour paper- pen test. It should be assessed throughout the year.

As in the previous year, the internal assessment marks are to be awarded on three areas namely class tests, spoken assignments and attendance. The marks for these areas will be 20 each for both class tests and spoken assignments and 10 marks for attendance. Instead of written assignments, this year we have spoken assignments. Teachers are advised to keep a written record of the marks awarded for at least four speaking activities.

- 1 The template for recording the marks for spoken assignments is attached. You may write down the marks after downloading the assessment sheet or copy the same in your personal log.
- 2 The item for which the student is graded shall clearly be written in the assessment sheet.
- 3 Out of the four speaking activities to be assessed, one should be a viva –voce where in the learner can be asked questions like introducing oneself, describing a person ,place or event, sharing his experiences in the college, etc.
- 4 The questions for the class test shall be set according to the pattern of the final exam
- 5 The grading indicators for a few speaking activities are given below.

Group discussion

1. Courage to put forth views
2. Knowledge of content
3. Readiness to participate
4. Communication skills

Power point presentation

1. Correct expressions used
2. Logical sequencing of ideas
3. Clarity and factual correctness
4. Presentation skills

Telephone conversation

1. Apt expressions for beginning and closing a conversation
2. Clarity and flow of thought
3. Logical presentation of ideas
4. Telephone etiquettes

Self-Introduction

1. Correct expressions used
2. Logical progression of ideas
3. Way of presentation
4. Clarity of thought

Role plays

1. Ability to respond appropriately and effectively
2. Communicate clearly and effectively by assuming roles
3. Ability to work with others
4. Comprehensiveness of ideas

Percentage of Marks	Interaction	vocabulary	Language quality	Fluency	Presentation
More than 90%	Can present a wide range of language functions in discussions. Has no difficulty in understanding English spoken by experts	Has a very good command of vocabulary. Can guess the meaning of difficult words from the context.	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	Can express himself/herself fluently and spontaneously.	Student is thoroughly familiar with the topic and can respond confidently and spontaneously. Presentation is well structured, uses connecting words and maintains good eye contact.
75%-90%	Can successfully present ideas to a greater extent. Turn taking handled appropriately.	Has a good command of vocabulary.	Can maintain a good degree of grammatical accuracy. Occasional errors do not hinder communication.	Fluent and spontaneous, but occasionally needs to search for expressions.	Knows the topic well. Can handle complex questions with relative ease. Presentation is clearly structured. Maintains good eye contact.
60%-75%	Keeps up with discussion and can justify an opinion. Responds and interact adequately with other speakers.	Has an adequate vocabulary to express.	Can communicate with accuracy and can correct mistakes.	Though he/she searches for right expression, can produce stretches of language.	Level is appropriate but finds difficulty to express and presents idea more clearly. Maintains contact with the audience. Doesn't know the topic very well.
40%-60%	Has some difficulty in keeping up with discussion. Limited turn-taking and use of communicative strategies.	Limited vocabulary.	Communication generally successful though limited in terms of accuracy.	Has got only limited fluency. Searches for expression during communication. Some noticeable pauses.	Only limited transaction possible. Only basic level of understanding of the topic.
Below 40%	Severe difficulty in following the discussion and no active involvement.	Very limited vocabulary. Unable to express ideas.	Inaccurate grammar.	Cannot produce complex sentences and there are frequent hesitations.	Lacks the features of an acceptable presentation.

Template for recording marks

Sl. No:	Name of student	Name of activity*	Marks awarded	Total marks	Remarks
1		1.			
		2.			
		3.			
		4.			
2		1.			
		2.			
		3.			
		4.			
3					
4					
5					
6					
7					