ENGLISH (CORE)

Code No. 301

(2022-23)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independentreflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguinga case, etc. write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries,reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from referencematerials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be givento the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions onthe basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading toprofessional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wideranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for thepurpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admissioninto colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a varietyof accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individualswith the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners whocan learn, unlearn and relearn. If our children are in the habit of reading, they will learnto reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the worldpresented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use asa part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners.Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively withtexts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

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CLASS – XI (2022-23)

Section A
Reading Skills

Reading Comprehension through Unseen Passage **18 Marks**

I. One unseen passage to assess comprehension, interpretation inference and vocabulary. The passage may be factual, descriptive or literary.

II. One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.

Note: The combined word limit for both the passages will be 600-750.

Multiple Choice Questions / Objective Type Questions will be asked. **(10+8 = 18 Marks)**

III. Note Making and Summarization based on a passage of approximately 200-250 words.

i. Note Making: **5 Marks**
- Title: 1
- Numbering and indenting: 1
- Key/glossary: 1
- Notes: 2

ii. Summary (up to 50 words): **3 Marks**
- Content: 2
- Expression: 1

Section B

IV. Grammar **7 Marks**

i. Questions on Gap filling (Tenses, Clauses)

ii. Questions on re-ordering/transformation of sentences

(Total seven questions to be done out of the eight given).

V. Creative Writing Skills **16 Marks**

i. Short writing task – Classified Advertisements up to 50 words. One out of the two given questions to be answered **(3 Marks**: Format : 1 / Content : 1 / Expression : 1)

ii. Short writing task –**Poster** up to 50 words. One out of the two given questions to be answered.(**3marks:**Format : 1 / Content : 1 / Expression : 1)

iii. Writing a Speech in 120-150 words based on verbal / visual cues related to some contemporary / age-appropriate topic.

iv. Writing a Debate based on visual/verbal inputs in 120-150 words. The theme should be contemporary topical issues. One out of the two given questions to be answered. **(5 Marks**: Format: 1 / Content: 2 / Expression: 2)

Section C

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation and extrapolation beyond the text.

VI. Reference to the Context

i. One Poetry extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**

ii. One Prose extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**

iii. One prose extract out of two from the book **Snapshots** to assess comprehension, interpretation and analysis. **(4x1=4 Marks)**

VII. Two Short answer type question (one from Prose and one from Poetry from the book **Hornbill**), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **(3x2=6 Marks)**

VIII. One Short answer type question, from the book **Snapshots,** to be answered I n 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. **(3x1=3 Marks)**

IX. One Long answer type question, from **Prose/Poetry Hornbill,** to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student. Any 1 out of 2 questions to be done. **(1x6=6 Marks)**

X. One Long answer type question, based on the chapters from the book **Snapshots** to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x6=6 Marks)**

Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research andTraining, New Delhi
   - The Portrait of a Lady (Prose)
   - A Photograph (Poem)
   - "We're Not Afraid to Die… if we can be together
   - Discovering Tut: the Saga Continues
   - The Laburnum Top (Poem)
   - The Voice of the Rain (Poem)
   - Childhood (Poem)
   - The Adventure
   - Silk Road (Prose)
   - Father to Son
2. **Snapshots:** Supplementary Reader published by National Council of EducationResearch and Training, New Delhi
   - The Summer of the Beautiful White Horse (Prose)
   - The Address (Prose)
   - Mother's Day (Play)
   - Birth (Prose)
   - The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.
Assessment of Speaking Skills – 05 Marks
Project Work - 10 Marks

Question Paper Design 2022-23 English

CORE XI (Code No. 301)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding,Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and usingappropriate format/s.	26
Creative Writing Sills	Conceptual Understanding, application ofrules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Books and Supplementary Reading Texts	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	**80**
	Assessment ofListening andSpeaking Skills	**10**
	Internal Assessment • Listening • Speaking • Project Work	 5 5 10
	GRAND TOTAL	**100**

Annexure I

Guidelines for Internal Assessment

Classes XI-XII

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Classes XI-XII Total Marks: 20

Assessment of Listening and Speaking Skills: (5+5=10 Marks)

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

a. Interactive competence (Initiation & turn taking, relevance to the topic)

b. Fluency (cohesion, coherence and speed of delivery)

c. Pronunciation

d. Language (grammar and vocabulary)

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
Interaction	• Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation	• Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and develop • Can take turn but needs little prompting	• Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	• Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse.	• Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors	• Can pronounce correctly & articulate clearly • Is always comprehensible ; uses appropriate intonation

	1.	2.	3.	4.	5.
Fluency & Coherence	• Noticeably/ long pauses; rate of Speech is slow • Frequent repetition and/or self- correction • Links only basic sentences; breakdown of coherence evident	• Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	• Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics mainly developed, but usually not logically concluded	• Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit	• Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points.	• Communicates with limited flexibility and appropriacy on some of the topics • Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas	• Communicates with limited flexibility and appropriacy on most of the topics • Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points	• Can express with some flexibility and appropriacy on most of the topics • Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary	• Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events • Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Project Work + Viva: 10 Marks

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

I. Schedule:

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:

a. Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : " Evolving food tastes in my neighbourhood" or "Corona pandemic and the fallout on families." Read the available literature.
- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
- The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

b. Listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.

c. Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:

- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
- What are the elements that need to be part of the script?
- Will the video/audio have an interview with one or more guests?
- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?

d. Write, direct and present a theatrical production, /One act play

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

III. <u>Instructions for the Teachers:-</u>

1. **Properly orient students about the Project work, as per the present Guidelines.**
2. **Facilitate the students in the selection of theme and topic.**
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:
    - Teachers need to familiarize themselves with the method of assessing students with the <u>rubric</u>-- a table with different criteria and a grading scale.
    - Choose the criteria on which you will grade students and list them along the left side of the page.
    - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
    - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting**.**

{Sample Rubric is attached at the end for reference}

IV. Parameters for Overall Assessment:-

1. Pronunciation:

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary:

- After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

- Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication:

- Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation*?
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally,** teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL** project. Teachers must take note of a student's progress throughout the academic year.

V. Project-Portfolio/ Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

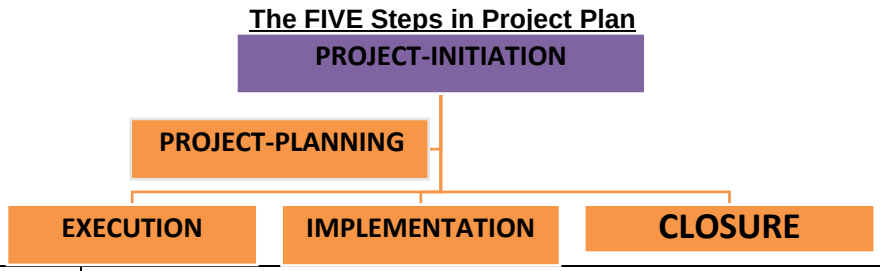
The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

VI. Suggestive Timeline:



Month	Objectives
Planning and Research for the Project Work **Preferably till November-December**	● Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. ● Students choose a project, select team members and develop project- plan. ● Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. ● Team leader apprises teacher-mentor. ● Students working individually or in pairs also update the teachers. ● A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. ● Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. ● Detailed project schedules are shared with the teacher.
December-January	● Suggestions and improvements are shared by the teacher, wherever necessary. ● Group members coordinate and keep communication channels open for interaction**.** ● Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student.
	● The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	● Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	● Marks are uploaded on the CBSE website.

SAMPLE RUBRIC FOR ALS Project Work
(For Theatre/Role Play/Oral presentation/Interview/Podcast)

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 minutes	Student/ group adhered to the given time limit
CONTENT/SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/ content shows little understanding of parts of topic	Well written script/ content shows good understanding of parts of topic	Well written script/ content shows a good understanding of subject topic	Well written script/ content shows full understanding of subject topic
CREATIVITY	No props/costumes/ stage presentation lack-lustre	Some work done, average stage set- up and costumes	Well organized presentation, could have improved	Logical use of props ,reasonable work done, creative	Suitable props / honest effort seen/ considerable work done/ creative and relevant costumes
PREPAREDNESS	Student /group seems to be unprepared	Some preparedness visible, but rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness ,but need better rehearsal	Complete preparedness/ rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mispronounced	Speaks clearly, some words are mispronounced	Speaks clearly 90% of the time/ a few mispronounced words	Speaks clearly and distinctly 95% of time/ few mispronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used	1 to 2 relevant props used	2 to 3 relevant props used	3 to 4 relevant props used	4 to 5 relevant props used
EXPRESSION/ BODY LANGUAGE	Very little use of facial expressions/ body language, does not generate much interest	Little Use of facial expressions and body language	Facial expressions and body language are used to try to generate some enthusiasm	Facial expression and body language sometimes generate strong enthusiasm with the topic	Facial expression and body language generate strong enthusiasm with the topic
PORTFOLIO-PRESENTATION	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting, enjoyable & relevant	Brilliant, creative & exceptional