

Guidelines for Assessment in Listening and Speaking Skills (ALS)

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.

Listening Skills:

The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed for the Internal Assessment component of Listening:

- i. Listening for Specific Information
- ii. Listening for General Understanding
- iii. Predictive Listening
- iv. Inferential Listening
- v. Listening for Pleasure
- vi. Intensive Listening
- vii. Evaluative Listening

Hence, the assessment items being prepared by subject teachers must assess the above.

Speaking Skills:

Assessment of speaking skills must be made an important component of the overall assessment, using this assessment as learning.

I. Guidelines for Assessment in Listening and Speaking Skills:

A. Classes 9-10:

- As part of Subject Enrichment Activities for Internal assessment, the Assessment of Listening and Speaking Skills will be for 03 marks.
- It is recommended that listening and speaking skills should be regularly practiced. Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.

i. Activities:

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.
- Teachers can also use the NCERT book '*Interactions*' available at the link: <https://ncert.nic.in/pdf/publication/otherpublications/Interactions.pdf>

- Subject teachers should also 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:

- Interactive competence (Initiation & turn taking, relevance to the topic).
- Fluency (cohesion, coherence and speed of delivery).
- Pronunciation
- Language (accuracy and vocabulary).

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and develop • Can take turn but needs little prompting 	<ul style="list-style-type: none"> • Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	<ul style="list-style-type: none"> • Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse. 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Can pronounce correctly & articulate clearly • Is always comprehensible; uses appropriate intonation
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of Speech is slow • Frequent repetition and/or self- correction • Links only basic sentences; breakdown of coherence evident 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently

Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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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.

iv. Record Keeping:

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.