

Special Scheme: Internal Assessment/ Practical's/ Projects
Classes IX to XII in the Academic Session 2021-22

The pandemic situation across the country has forced schools to remain closed even in the first quarter of the academic session 2021-22. Due to the prevailing uncertainty, there is a possibility that schools may not be able to conduct all internal assessment/practical/ project work associated with various subjects in schools. **Hence, in the continuation to Circular No: Acad-51/2021, the following guidelines to undertake Internal Assessment/ Practical/ Project work are issued to schools for the academic session 2021-22.**

A. Classes IX-X: Internal Assessment will be carried out as per the existing scheme across the year except that their assessment will be done twice and both will contribute equally in overall assessment as given below:

For Classes IX-X			
Category	Term	Details	Total Marks
Subjects with Theory of 80 marks	TERM I and II	<p>For all major subjects, the existing scheme for Internal Assessment, as given in the section 4 of the Secondary School Curriculum available at the link http://cbseacademic.nic.in/web_material/CurriculumMain22/Sec/Curriculum_Sec_2021-22.pdf will continue. Schools are advised to go through the Initial Pages of the Secondary School Curriculum. Term wise weightage of marks is given in bracket against each component.</p> <ul style="list-style-type: none"> • Periodic Tests* (3) • Multiple (Diverse) Assessments embedded in the classroom pedagogy ** (2) • Portfolio (2) • Subject enrichment activities - practical work/ speaking listening activities/ project*** (3) <p>*Periodic Tests would be restricted to 3 in each subject in the year; as per the situation, the school may conduct 1 in Term I and 2 in Term II or vice versa.</p> <p>**Role Play/Quiz/ Group Discussion/ Concept Map / Blog/Recitation/Debate/Skit/Art Integrated Activity / Sport Integrated Activity etc.</p> <p>***Art Integrated project will continue as per the guidelines given in the Circular no. Acad 33/2020 dated 14 May 2020.</p>	<p>10 marks for each term</p> <p>Total – 20 marks</p>
Subjects with Theory of 70 marks	TERM I and II	<ul style="list-style-type: none"> • Home Science (064) • Elements of Business (154) • Elements of Book-keeping and Accountancy (254) <p>(For details, refer to the respective subject curriculum for Term I and II for exams.)</p>	<p>15 marks for each term</p> <p>Total – 30 marks</p>
Subjects with Theory of 50 marks	TERM I and II	<ul style="list-style-type: none"> • Computer Application (165) <p>(For details, refer to the subject curriculum for Term I and II for exams.)</p>	<p>25 marks for each term</p> <p>Total – 50 marks</p>
Subjects with Theory of 30 marks	TERM I and II	<ol style="list-style-type: none"> 1. Hindustani Music (Melodic) (035) 2. Hindustani Music (Vocal) (034) 3. Hindustani Music (Percussion) (036) 4. Carnatic Music (Melodic) (032) 5. Carnatic Music (Vocal) (031) 6. Carnatic Music (Percussion) (033) 	<p>35 marks for each term</p>

	7. Painting (049) (For details, refer to the respective subject curriculum for Term I and II for exams)	Total – 70 marks
Marks would be uploaded by the schools for each subject on CBSE portal for both terms.		

B. Senior Secondary Level: For internal assessment/ practical/project work the following modalities would be adopted.

For Classes XI-XII		
S.No.	Subject Categories	Details - IA/ Practical/ Projects Component
1	Subjects with multiple practical components	<p>1. Subjects with Internal Assessment/ Practical of 20 marks: (Mathematics and Applied Mathematics)</p> <p><u>Mathematics (041)</u></p> <ul style="list-style-type: none"> <u>Term I</u> Periodic Test: 05 Marks Maths Activity: Activity File Record + Term End Assessment of one activity and viva: 05 Marks <u>Term II</u> Periodic Test: 05 Marks Maths Activity: Activity File Record + Term End Assessment of one activity and viva: 05 Marks <p><u>Applied Mathematics (241)</u></p> <ul style="list-style-type: none"> <u>Term I</u> Project Work: 05 Marks Term End Presentation/ viva: 05 Marks <u>Term II</u> Performance of Practical & Record: 05 Marks Term End Test of One Practical + Viva: 05 Marks <p>2. Subjects with Practicum of 30 marks: (Physics, Chemistry, Biology, Biotechnology, Phycology, Geography, Computer Science, Physical Education)</p> <ul style="list-style-type: none"> Practical work would be divided into 02 terms (as detailed in the Term-wise curriculum for the purpose of examination) Students would be undertaking the practical work of Term I and II in the respective terms <p>Term I: A 15-mark Practical (as detailed in the curriculum) would be conducted under the supervision of subject teacher/ internal examiner.</p> <p style="text-align: center;">OR</p> <p>In case the situation of lockdown continues until Nov-Dec 2021, a pen and paper assessment on the basis of <i>syllabus for practical for the first term carrying a weightage of 15 marks</i> would be conducted at the end of Term I at the school level and marks would be submitted by the schools to the Board.</p> <p>Term II: At the end of Term II, a 15-mark Practical would be conducted under the joint supervision of Board appointed external and internal examiners.</p> <p style="text-align: center;">OR</p> <p>In case the situation of lockdown continues beyond December 2021, a pen and paper assessment on the basis of <i>syllabus for practical for the second term carrying a weightage of 10 marks and Viva for 5 marks</i> would be conducted at the end of Term II jointly by the external and internal examiners and marks would be submitted by the schools to the Board.</p>

2.	Subjects with Project Work, Assessment of Listening and Speaking Skills	<p>1. Subjects with Project Work of 20 marks:</p> <p>(Economics, Business Studies, Accountancy, History, Political Science, Sociology, Legal Studies)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e. Term I (10 marks) and Term II (10 marks) for the purpose of assessment.</p> <p><i>(Detailed guidelines for project work are given at Annexure I of this circular)</i></p> <p>2. Subject with Project Work of 30 marks:</p> <p>(Entrepreneurship)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e., Term I (15 marks) and Term II (15 marks) for the purpose of assessment. Detailed guidelines would be given in the term-wise curriculum.</p> <p>3. Subjects with Assessments of Listening and Speaking Skills (All Languages)</p> <p><u>Term-I</u></p> <p>Scenario I: if it is possible to conduct in-person assessment</p> <ul style="list-style-type: none"> Assessment of Listening and Speaking Skills (10 marks) will be done in person by internal examiner. <p>Scenario-II If schools remain closed</p> <ul style="list-style-type: none"> Assessment of Listening and Speaking Skills (10 marks) will be done online by internal examiner. <p><u>Term-II</u></p> <ul style="list-style-type: none"> Assessment of Project and Viva based on the project work will be jointly done by external examiner and Internal Examiner. (10 marks) Project can be in the form of a neighbourhood survey/Role play performance (individual/group) etc. (Online or in-person as situation allows). Students shall submit a project report (5 marks) and Viva voce (5 marks) shall be conducted by external examiner. <p>Assessment of Listening Speaking guidelines are given at Annexure II and also provided along with respective language curriculum.</p>
3	Other Subjects	<p>In both the terms, practical will be conducted either online or in-person, (if situation allows), jointly by external and internal examiners.</p> <p>(Kathak Dance, Bharatnatyam Dance, Kuchipudi Dance, Odissi Dance, Manipuri Dance, Kathakali Dance, Hindustani Music (Melodic), Hindustani Music (Vocal), Hindustani Music (Percussion), Painting, Graphics, Sculpture, Applied Art-Commercial Art, Carnatic Music (Melodic), Carnatic Music (Vocal), Carnatic Music (Percussion)</p> <p>Term I and II: Internal cum Practical work of 35 marks in each Term (For details, refer to the respective subject curriculum)</p>

The schools should ensure that internal assessment is reliable, fair, and transparent for all students. The evaluation done by teachers for internal assessment/practical/project work needs to be based on evidence of the students' performance throughout the academic session. The evidence of internal assessment/practical/project work needs to be presented/ uploaded by schools as per directions of Examination Unit/ Regional Office of CBSE for verification.

Guidelines for Subjects having Project Work: 20 Marks

(Sociology, History, Legal Studies, Political Science, Economics, Business Studies, Accountancy)

One Project to be done throughout the session, as per the existing scheme.

1. The objectives of the project work are to enable learners to:

- probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII .
- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop communication skills to argue logically

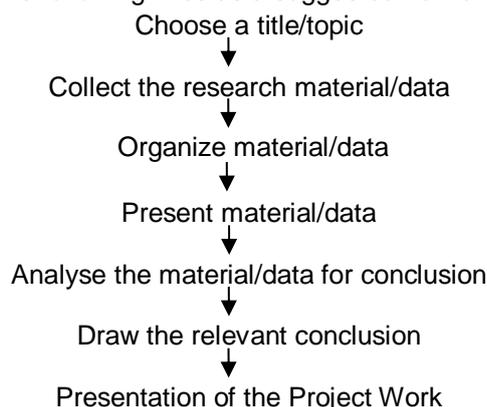
2. Role of the teacher:

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- map learning outcomes to be achieved through the project and share the same with learners; (http://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf)
- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content, cite the limitations faced during the research and give appropriate references used in doing the research work;
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work;
- prepare the learner for the presentation of the project work; and
- arrange a presentation of the project file.

3. Steps involved in the conduct of the project:

Students may work upon the following lines as a suggested flow chart:



- The project work can be presented in the form of Power Point Presentation/Exhibition/Skit /albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable can be performed as per the choice of the student. Visually impaired/differently-abled candidates can also take up any of these activities suitably.

4. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified

- Short-term and long-term implications of strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

5. **Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

TERM-I PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term I in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
1-3 July- September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection.	5
4-5 October- November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
October- November	Mid-term Assessment by internal examiner	Project Presentation & Viva Voce	10

TERM- II - PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term II in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
6-7 December- January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
8 January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	5
		Total	10

6. **Viva-Voce**

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- Questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.
- In case of any doubt, authenticity should be checked and verified.

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:.

- 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:

- 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	<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

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.

No recording of Speaking Skills is to be sent to the Board.

Classes XI-XII Total Marks: 20

Term I: 10 Marks

Assessment of Listening and Speaking Skills

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:

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

	1.	2.	3.	4.	5.
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"> Communicate s' 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

iii. Schedule:

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

Term II: 10 Marks

Project Work + Viva

Out of ten marks allotted for the term, 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. Instructions for the Teachers:-

- 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 rubric- 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:

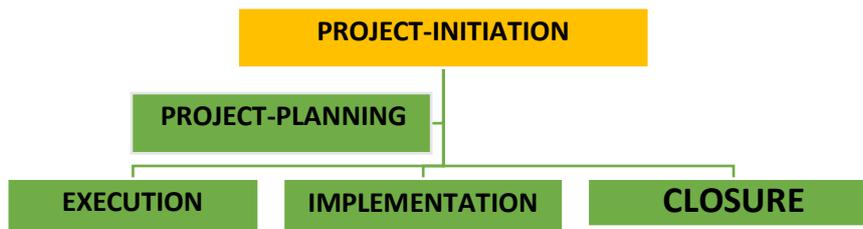
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for 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:

The FIVE Steps in Project Plan



Month	Objectives
Planning and Research for the Project Work Preferably till November-December	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
January-February	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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