
UNIT 10: ASSESSMENT



Notes

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10.0 INTRODUCTION

In this unit, we will try to understand how assessment is carried out in a language class. What is assessment and what all does it include? What are the points that should be emphasised in the context of language learning? We will also look at the present process of assessment and examine whether it fulfills the objectives



of assessment. We will consider some alternative ways of assessment that do not induce disinterest in the child towards learning. The process of assessment should encourage development of self-confidence and capabilities in the child. Assessment helps both children and the teacher. We will also look at the kind of activities and questions that have the potential for constructive assessment.

10.1 LEARNING OBJECTIVES

After reading this unit you would be able to:

- understand the outcomes of the present assessment process
- understand why assessment is needed
- analyse different ways of assessing language abilities.

10.2 THE PRESENT PROCESS OF ASSESSMENT

We need to ask whether the present process of assessment fulfills the objectives of assessment. Does it lead to assessment of what actually needs to be assessed? To understand the present process let us analyse a language class.

Example: 1

In class 3 of a primary school the language teacher took a test. The test involved the students telling a story from the book. There were 30 students in the class. Except Mayank everyone could retell the story. Most children got 6 out of 10. Prakrati got the maximum which was 8 but Mayank got only 2. When the teacher told the children Mayank's marks, they started laughing and teasing him. Mayank was not able to understand why he got such a low score. He told the story just like everyone else. He sat down quietly, feeling very unhappy. After a while he asked the teacher why I got less than everyone else. The teacher said, "I had asked you tell a story from the book and not say whatever comes to your mind." After that Mayank did not participate with energy in any activity nor did he want to come to the school the next day. His parents had a great difficulty in getting him come to the school.

Example 2

This is also an example of a language period in class 3. The teacher asked the children to write/copy 5 sentences on a cow in their notebook. The sentences were:

1. Cow is our mother.



2. Cow has four legs.
3. Cow eats green grass.
4. Cow gives milk.
5. Cow dung is used to make 'dung cakes'.

The teacher told the children to memorise the 5 sentences and write them in the test. She said each sentence is worth 1 mark and whoever writes all the 5 sentences correctly will get full marks.

As per the direction of the teacher the whole class started memorising sentences. In the test, most children wrote the sentences given by the teacher as they were. Neelam also wrote 5 sentences but they were different from the sentences dictated by the teacher. The sentences were:

1. Cow is our mother.
2. Cow has four legs.
3. We have many cows in the house.
4. The milk of cow brings us money.
5. Jeetu's cow has a calf.

Most children got 5 out of 5 but Neelam got only two even though she wrote 5 sentences just like everyone else. There were no errors in the sentences that she wrote even then she gets less mark.

These are just two examples but they are really representative of the norm that is generally used for assessment in our country. This kind of assessment leads to tension and insecurity, worry and feeling of being insulted. Memorising the textbook material and verbalising cannot actually assess language ability. Assessment must have space for imagination and creativity of the child.

Whatever is happening in the context of assessment today is woven in a formal web. It happens during a pre-decided period for a specific interval. Oral exams are announced for one day and written examination is scheduled on another day separately. This only leads to fear and anxiety in children. This kind of assessment gives the impression that it is something entirely different from the teaching learning process. The question paper is formulated somewhere else and the person teaching is someone else. The person who makes the paper does not understand children, their background and what they have done and learnt.



Check Your Progress-1

1. *In the present assessment system, which of these states are not possible for the child?*

- (a) *State of tension.*
- (b) *State of insecurity.*
- (c) *State of worry and insult.*
- (d) *State of enjoyment.*

2. *If you were the teacher, how would you have assessed Mayank's answer?*

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3. *What do you think were the reasons for Neelam getting low marks? Are these appropriate? Explain in detail.*

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10.3 WHY ASSESSMENT?

Assessment is a tool that is useful for both teachers and children. On one hand assessment helps us understand what an individual child can do keeping in mind her capability, age, need and speed of learning, her current learning level etc and on the other it helps the teacher to understand what kind of work she needs to do with each child.

Assessment should not be done merely for awarding marks to children. It is not important to decide who has got how many marks. Assessment should never aim to rank and place children in hierarchy of achievement starting with the most capable to the weakest (unfortunately, this is what is normally done). The main objective of assessment is to help teacher find gaps in her teaching and decide on her next steps in the class. Assessment should make a child understand and talk about the change that she sees in herself from where she was and recognise her progress. It should be able to tell the teacher and the parents about the needs of the children and the steps they should take to improve the proficiency levels of children.



Assessment presently is normally used for passing and failing children or to emphasise the number of marks obtained. But its scope is not so limited. In the process of assessment more than measuring the level of achievement of the child, the effort is to understand how to make teaching-learning process more effective. For example, when a language teacher does assessment, she wants to see how much can a child read? How well does she read? Can she read fluently or with hesitant breaks? How much does she comprehend what she listens to? How confidently can she express herself? Can she express her thoughts in writing? What is the level of her vocabulary and control on sentence structure? Assessment helps us understand the speed and direction of learning in detail. For example, if a child is not able to read what is the reason for it. Is she weak in recognising some letters or she has not developed capability to read words and sentences as meaningful units? Or is it the case that the habit of reading letter by letter has led to an inability to comprehend meaningfully what (s)he reads. All this is very important information to help us understand children.

We have just talked about the assessment of a child's ability to read and his/her understanding of language. We have to record this data carefully. During assessment we should write a descriptive comment for each child. It is not necessary that these comments be detailed but the basis of each comment must be clear. Each comment should be elaborated by a description of what was seen during the observation.

For example, the following comment about a child newly entering class 1 is extremely limited and incomplete: "Jaya shows interest in books."

The basis of this comment must be presented. It can be written in the following way:

"Jaya shows interest in books. She looked through the books in the reading corner for a long interval. Then she picked up a book and kept looking at each picture turn by turn for long periods. This was a book on animals."

This assessment shows the behavior of the child and describes something that actually happened. It is not a mere opinion. When you have 7-8 comments of this kind about a child over a period of 2 to 4 months, then you can understand the development of her language ability in some detail. Comments should be such that they clarify what the child has learnt in the process of teaching and learning. It will show us the way forward keeping in mind the reality of the situation. For example, we have learnt the difficulties in learning to read and we will have to find solutions for it. To make a child learn to read we will have to prepare activities and exercises or other methods to help her learn. In assessment we must



compare the performance of a child only with her own previous performance. No comparison with the performance or progress of any other child is useful. Each child has a different pace of learning and her time to learn may be different from others. We know, for example, that some children learn to read, understand and speak easily but only learn difficult concepts much later. It is very important that we recognise the need to encourage all children and not only teach those who learn quickly. Assessment is not a one shot job or even something carried out every three months or so; it is a life-long process.

Check Your Progress-2

1. *What must we keep in mind during assessment?*

We must (tick one):

- (a) compare the progress of the child with her previous level of learning.*
- (b) compare the progress of one child with other children.*
- (c) compare the progress of the child with those who learn fast and have learnt more.*
- (d) compare the progress of the child with those who speak quickly.*

2. *Why should the process of assessment be student-centered? What are the advantages of such a process?*

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3. *How is assessment linked to the teaching and learning process? Write your thoughts on this.*

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4. *You read a comment on the ability of a child to read. Now similarly write a comment describing the then writing ability of the observed child and explain the basis of your comment.*

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10.4 ISSUES IN LANGUAGE ASSESSMENT

The use of 'correct' words with 'correct' grammar and 'correct' pronunciation or 'correctness' in writing is termed as 'using pure and accurate language'. On the other hand, the ability that enables the child to speak, read and write with felicity and express herself is called fluency. In this the emphasis is more on meaning and context rather than on grammatical errors.

Assessment at the primary stage needs to focus on fluency. Accuracy and correctness can come later. After the primary stage we may balance correctness and fluency and pay attention to both.

We want to know the language abilities acquired by the child through assessment. Before starting, the assessor has to consider if the learners have been provided a variety of repeated opportunities to acquire these abilities. Unless they have had such opportunities, assessment is pointless. In this section, we will try to explain the abilities by dividing them into points. This is being done to clarify these ideas for you. If we do assessment using activities, it is not necessary to have a separate activity for each and every skill. We can take an activity which assesses three, four or more abilities. The major abilities that we may assess include:

10.4.1 Listening and speaking

Children should be able to describe a picture, they should be able to express themselves freely and give their views on what they have heard. These could be conversations, lectures or discussions. They should be able to use correct words and respond in complete sentences to information seeking questions. They should be able to talk about known things, people and events.

10.4.2. Reading with comprehension

The basic issue here is reading with understanding, even if it is individual words and sentences. It is always better to embed all reading in a context. We may initially assess the ability to recognise known words and read word with comprehension. Subsequently, a child should be able to read words and sentences written with pictures, stories and be able to tell the main points of the material read. (S)he should also be able to interpret words and read accordingly to context.

10.4.3 Writing

During the assessment of writing, try and see if learners are able to write letters



of the letter and simple words. Later they can be assessed on writing letters or words without seeing. Subsequently, they could be assessed on writing one word or one sentence answer to questions that are spoken out to them or read by them. The next stage would be: they are able to write descriptions in two-three sentences and write spoken unfamiliar words.

10.4.4. Expression

In this the learner should be able to make a picture of things or events according to what (s)he has seen. Subsequently (s)he should be expected to make pictures on his/her own freely and enact a poem, a story or an event. (S)he could be assessed on making things with clay or any other material. We may also like to assess them on creating or extending stories etc.

Check Your Progress-3

1. *What does fluency means?*
 - (a) *Pronouncing the sentences correctly.*
 - (b) *Writing without error.*
 - (c) *Speak, read and write to express herself with felicity.*
 - (d) *Clarifying the rules of grammar.*
2. *What activities can be used to assess whether a child is able to read with understanding?*

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3. *What would you keep in mind while assessing the ability of speaking and listening?*

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10.5 METHODS OF ASSESSMENT IN LANGUAGE LEARNING

Language assessment is mostly based on a written and/or an oral exam. The question paper is generally based on the textbooks and on memory rather than on



capability and understanding of language. In the new methods of assessment, oral expression, imagination, observations etc. have to be included. The National Curriculum Framework 2005 also stresses the need to change the methods of assessment. In the context of language the methods for assessment could be the following:

10.5.1 Oral Test

Oral test can be both formal and informal. Talking to children on different topics, asking questions, organising group discussions, having them act or mime can be a part of the teaching learning process. During these the language abilities can be assessed. Following can be the formal activities that can be organised:

Question answer session

In this children are taken through a question answer session. The initial questions should require only such answers that all children can provide. These questions could be around their daily life, their experience, their interest and needs. In this activity, the teacher, as the assessor, must give children plenty of opportunity to articulate their ideas. Of course, the teacher must have the capability and art of making good questions. This question answer session can assess the vocabulary, pronunciation and sentence formation ability of the children.

Story telling

The child telling a story that (s)he has read or heard in his/her own words can be an important form of assessment. The story could also be something that (s)he has created herself. We should keep in mind this objective in assessing and take into account the expression, the presentation and the remembering of the order of events as indicators in assessment.

Reading aloud

While assessing the ability to read-aloud, the pronunciation and intonation according to the meaning including the emphasis on certain words to clarify the meaning can also be assessed. In this test, texts expressing different kinds of emotions, pieces of big and small conversations, portion of a play or the portion of a textbook can be given as texts to be read loud. If a child is not able to pronounce properly and not able to use appropriate expression to bring out the question mark or exclamation mark, even then (s)he should not be interrupted. This would produce fear and disinterest in the learner. It is up to you to guide students for correct pronunciations and for speaking correctly.

Describing what has been seen, heard or read



In assessing language ability, description is a very important aspect. In the beginning of the primary classes the learner can be shown an object, a picture or some action in familiar context and asked to describe it. In the initial stages the description can start just with one sentence.

Check Your Progress-4

- 1. *If a child is not able to pronounce correctly or not able to bring out the question mark or mark of exclamation, what should the teacher do?*
 - (a) *Interrupt immediately.*
 - (b) *Correct pronunciation.*
 - (c) *Have the same words/sound pronounced many times.*
 - (d) *Not interrupt immediately.*

2. *What should be the nature of questions in a question answer session?*

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3. *Picture given below is of a play ground. Look at this picture and write what class 2 and class 5 children would say about it?*

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10.5.2. Observation

When you are teaching in a class you are observing the responses of learners informally. There should be a record of these observations. This record would help in assessing the felicity in language and ability of free expression. Instead of giving marks or grade in the assessment we can use a 3 or 5 point scale. The table can be of the following form:

Description	1	2	3	4	5
Word knowledge		√			
Fluency				√	
Syntax			√		
Expression					√



In this table 5 is excellent performance and 3 is average. Two and anything below it indicates that there is a need to give the child more opportunities to acquire the ability.

10.5.3 Written test

In this kind of text, it is very important to concentrate on the question paper. The question paper should be such that it is able to assess reading–comprehension, imagination and creativity, free expression, ability to argue and to write precisely, ability to compare, ability to understand differences etc. The question paper must test abilities rather than memory. It should be able to add to the critical reflective ability of the learner. Questions must give the learner opportunity to express her experiences. There must be questions that help her develop ability to analyse. The emphasis should be on the learners using their own words and not be expected to reproduce exactly the language in the textbook.

Dictation

Dictation can also be used as a tool for assessing language competence. It is an important method of assessing the ability to speak and listen. For dictation to do this, however, it should be different from conventional dictation. Currently dictation is not seen as a test for children’s ability but as a tool for language learning. Dictation helps in assessing listening comprehension and writing ability and can help to draw up a plan for capacity building according to the level of the learners.

Dictation can be used as a practice device from class 3 onwards. There must be a lot of care taken to choose paragraphs for it. We must choose a paragraph that is complete in itself and has meaning for children. The paragraph must be one level above the child and related to a meaningful context. By this, we will be able to assess what the child has learnt subsequent to the classroom on their own.

The whole process of giving dictation should be properly organised and done in a defined time interval. The process can be divided into following steps:

Step 1: The teacher must read the selected text in even flow, with proper intonations and expressions at normal speed. During this period, learners must only listen to the text being read out rather than write it. This will help them understand the content of the paragraph and they would be mentally prepared for it.

Step 2: After reading in this manner, the teacher must read the paragraph a bit slower than before so that the learner can write it easily.



Step 3: The teacher should read aloud the paragraph slowly again. This would help children who have made mistakes or have left gaps to correct their mistakes or fill gaps on their own.

Each reading should be after a gap of 6-8 minutes.

Dictation of this kind helps the learner identify and correct her own mistakes. This helps her learn from her own decision making ability and from her errors. The learner correcting mistakes in his/her own notebook helps the teacher get a sense of his/her level and in that manner of all children. The teacher should, while correcting the dictation identify the major mistakes children are making and use them for future work plan. Therefore, if we conduct a dictation properly, it would then not only help children learn but would also help teachers assess the level of the child and develop the future plan in that context.

Check Your Progress-5

1. *The important way to assess listening-speaking is:*

(a) *Speaking*

(b) *Listening*

(c) *Speaking and Listening both*

(d) *Dictation*

2. *What abilities can be assessed during an oral test?*

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3. *A teacher educator conversing with her friend says “what the child has written is absolutely correct but not in the proper words that I gave, what do I do, should I deduct marks? What will you tell this teacher?*

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4. *Have you learnt something new about using ‘dictation’? Discuss.*

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10.6 ACTIVITIES TO ASSESS PROSE, POEMS AND DRAMA

We have spoken about ways to assess abilities till now. We will now consider examples of prose, poem and drama to find out what kind of oral and written questions can be formulated and what kind of activities can be done with them. Some examples are given below:

10.6.1 Paragraph

Cloze test

Cloze test is a good way to assess proficiency in language. It can be used to measure the levels of proficiency in all kinds of language abilities. In this, children are given a text with words at repeated quick intervals deleted and blanks inserted in that place.

Making of a cloze test

The paragraph chosen for the cloze test should have a clear context and be complete in itself. The text chosen must be interesting and challenging. The first line of the text must be retained as it is and from the second line every 5th/ 6th/9th word should be removed. The last sentence of the material is kept intact. Each test should have at least 20 blanks. Another way of choosing words to delete is deleting words of a particular category. For example, only some verbs, nouns, prepositions or adjectives etc. could be deleted in a modified cloze procedure. This will help us deduce the ability of the child about that particular component and help us form our teaching strategy.

Children must be clearly advised to first read the paragraph carefully two-three times and only then start filling in the blanks.

They should also be instructed to fill only one word in each blank. This test can be begun from class – 3. The teacher can get the children to practice this many times and then gradually make it more difficult.

There are two ways of marking a cloze test. The first is only those are marked as correct where the entry filled matches the words in the original text. The second way is to expect words that are equivalent to the words in the original text. An example of cloze test is given below:

A tortoise in a pond and a fox in a nearby den were good friends. Once when they were chatting about this and that by the pond, a leopard arrived on the scene. The fox fled in panic. The tortoise, poor thing, couldn't move fast enough to hide or



escape. With one leap, the leopard grabbed him with his mouth and settled down under a tree to make a meal of him. But neither his teeth nor his claws could make a dent in the hard shell of the tortoise. The fox was watching the leopard's struggle from his den and thought of a way to save the tortoise. So he came out, approached the leopard, all courtesy and innocence, and said, 'I know an easy way to crack the shell of that tortoise. Just throw him into the water. He will soak in it and the water will soften the shell in a few minutes. Try it.

The foolish leopard said, 'Never thought of it. What a good idea' and threw the tortoise into the pond. What more could the tortoise have wished for?

Close Test

A tortoise in a pond and a fox in a nearby den were good friends. Once when they were chatting of (1) and that by the pond, a (2) arrived on the scene. The fox (3) in panic. The tortoise, poor thing, (4) move fast enough to hide or (5) With one leap, the leopard grabbed (6) with his mouth and settled down (7) a tree to make a meal (8) him. But neither his teeth nor (9) claws could make a dent in (10) hard shell of the tortoise. The (11) was watching the leopard's struggle from (12) den and thought of a way (13) save the tortoise. So he came (14), approached the leopard, all courtesy and (15), and said, 'I know an easy (16) to crack the shell of that (17) Just throw him into the water. (18) will soak in it and the (19) will soften the shell in a (20) minutes. Try it.

The foolish leopard (21), 'Never thought of it. What a (22) idea' and threw the tortoise into (23) pond. What more could the tortoise have wished for?

Activities to assess the paragraph:

- Write the story in your own language (mother tongue/home language).
- Suggest a title for the story.

During this activity the teacher must talk to the learners and ask them why they chose a particular title and which title is more appropriate.

- Forming questions:

This can be done in groups or individual. If the task is done in groups then one group can form questions and the other should answer them. The following are



examples of questions that can be made on the test:

1. Why did the fox flee in panic?
2. Why did the fox suggest that the tortoise should be thrown in water?
3. Why did the leopard grab the tortoise?
4. Why is the leopard in the text called foolish?
5. Write the full conversation between leopard and the fox in your own words.
6. Identify proverbs and idioms in the story and use them in new sentence.
7. Change the story into a conversation.

Children could also be asked to write about different scenes in the story. This could be done in groups.

10.6.2 Poem

Special Friend

Up and down and all around,
 There's my shadow on the ground.
 Doing everything I do,
 Instead of one, he makes me two.
 When I run along the **beach**,
 There he is **within** my **reach**.
 When I build **sand castles** fine,
 There are his, right next to mine.
 When I climb high in a tree,
 Still he tries to follow me.
 But I lose him in the **shade**,
 Can it be that he's **afraid**?

—May Pynchon

1. **Assessment of this poem can be done with the help of the following questions:**
 1. Who is Rajesh's special friend?
 2. Where is Rajesh's friend during the night?
 3. Do you have such a friend?



4. Does your shadow do what you do?

Tick (✓) the correct answer:

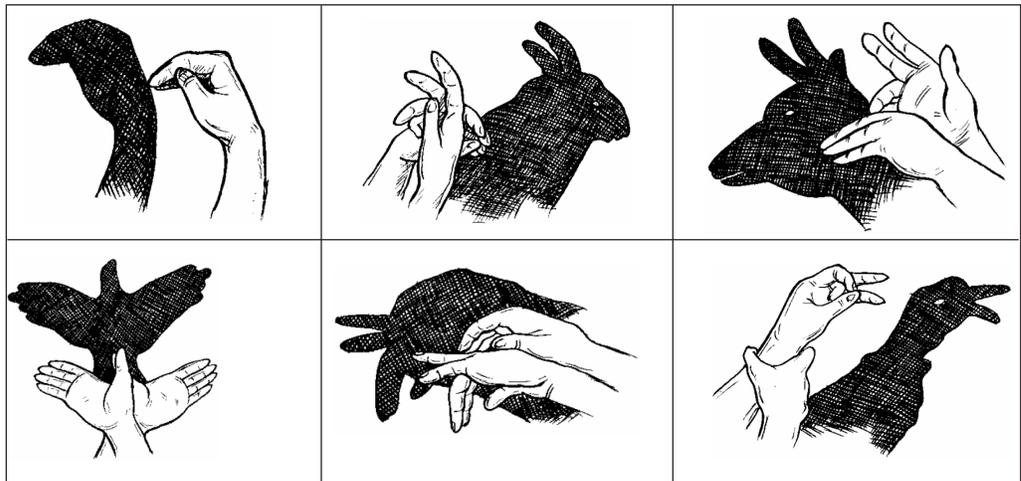
1. Rajesh's shadow forms when.....
 - a) rain falls on him
 - b) light falls on him
 - c) it is dark
 - d) none of the above.
2. He loses his shadow when he is....
 - a) on the beach
 - b) in the field
 - c) in the garden
 - d) in the shade
4. Enact in the class:
 - (a) To climb is to try to go up or ascend. How would you enact climbing?
 - (b) Enact how a shadow would behave when there is a moving light.
5. What are the words used in the poem to describe what the shadow does?

6. Shadow Activities

Do you know how shadows are formed?

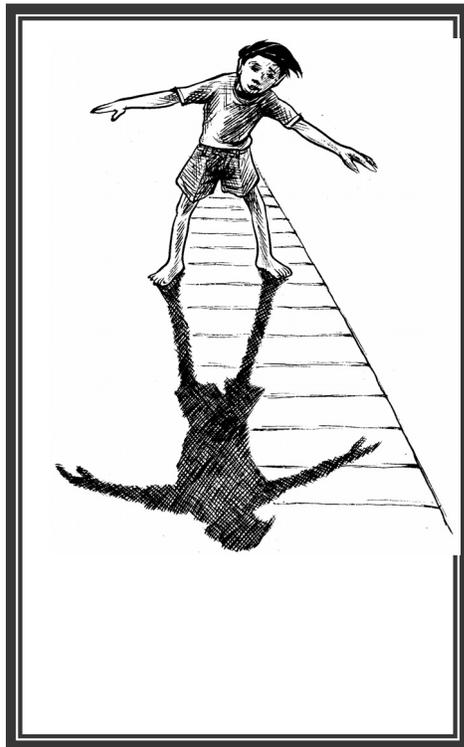
Shadow is formed when the light is blocked by an object. You can try it out.

1. Stand in front of a wall in a dark room.
2. Ask someone to shine a torch on you.
3. Your shadow will form on the wall.
4. Now use your hands to make some interesting shadow puppets





- b. Do you want to know what your shadow looks like? Well, you can draw your own shadow.
1. Take a blank sheet of paper and stick it on a wall.
 2. Stand in front of the wall.
 3. Ask someone to shine a torch on you.
 4. Ask another person to draw the outline of your shadow on the blank paper.



10.6.3 Drama

We can enact or write the script for any play or drama. What grade would each learner get on the script written by her depends upon whether what has to be expressed is emerging in the dialogues written by him/her. We need to check if learner is able to explain his/her ideas? Is (s)he able to use words other than the words already used in the original text of drama. Are the dialogues simple, crisp and interesting? These can be the main points for assessment for drama.

RAMA, THE SINGER

CHARACTERS: a) Rama, the singer



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b) Madhu, Rama's wife

c) Neighbourbours.

- Rama: (sits with his harmonium and practices singing).
Do, Re, Me, Fa, So, La, Te, Do
- 1st Neighbour : (to Rama's wife) Madhu, ask your husband to stop singing. It gives me a headache.
- 2nd Neighbour : He thinks himself to be a good singer but he's awful.
- 3rd Neighbour : He hardly sings. He croaks like a frog.
- 4th Neighbour : He's indeed disgusting.
(Neighbours go out)
- Rama: (Continues singing) Doe, a deer, A female deer
Ray - A Drop of golden sun
Me - A Name I call myself....
- 1st Neighbour : All our requests have fallen on deaf ears.
- 2nd Neighbour : We'll have to teach him a lesson.
- 3rd Neighbour : He's as stubborn as a mule.
- 4th Neighbour : (Throws a shoe at him)
- Rama : No one in this village admires my talent.
- Madhu : (Comes from the kitchen) Don't worry. You keep on singing. That person will throw the second shoe also and we will have a pair of shoes.

1. What other title would you like to give to this play?
2. Which character do you admire most in this play? Why?
3. (a) What is the name of Rama's wife?
(b) Does Madhu enjoy Rama's singing?
4. The 4th Neighbour throws a shoe at Rama. Suppose it falls on his face. What would happen next? Complete the play in the same form (dialogue form) as given above.
5. Write a conversation between you and your friend about playing some game together.



6. Write a paragraph on something or someone that disturbs you in your day to day life. Describe how you would tackle the problem peacefully.
7. Enact the play in groups.

CLEVER BHOLA

- Characters : Bhola, the villager
 Bhola's wife - Diya
 Bhola's child
 Dabbu, the robber
- Narrator : One day, Bhola was going to a nearby village. He had to cross a dense jungle. Suddenly a voice stopped him.
- Dabbu : Stop. Stop I said. If you move I'll shoot you.
- Divya : We are poor people. We have nothing with us.
- Dabbu : Nonsense! Everyone says so. Give me whatever you have or I will kill you all.
- Bhola : No. No. Leave us all. I'll give you my wallet.
- Dabbu : Ha!Ha!Ha! See how I befooled you. There are no bullets in this gun.... ha ha ha ha!
- Bhola : Ha! Ha! Ha.ha ha!
- Dabbu : Why the hell are you laughing?
- Bhola : I also befooled you. There is no money in that wallet.
- Dabbu : What!
- Bhola : You thought yourself to be very smart. Ha! Ha! Ha!

1. What other title would you like to give to this play?
2. If you were Bhola what would you have done in the same situation?
3. (a) What was Dabbu carrying with him? Why?
 (b) Why did Divya say that they are poor people?
4. Suppose Dabbu takes out some bullets after Bhola befools him. Complete the play in the same form (dialogue form) as given above.
5. Write the play in story form.
6. Enact the play in groups.



Check Your Progress-6

1. *What is the way to measure all language proficiencies of a learner?*

- (a) *Essay writing* (b) *Story writing*
- (c) *Cloze test* (d) *Dictation*

2. *Write what you understand of a cloze test.*

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3. *What should be kept in mind while making a cloze test?*

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4. *Choose a passage or a text for class-5, make a cloze test and use it in a classroom to find out gaps in language ability.*

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5. *Ask children in groups to present some scene of a play and use a rating scale to assess self-confidence, expression and categorise them accordingly.*

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10.7 LET UP SUM UP

In this unit we have learnt that there is a need to change the present process and ways of assessment. Assessment does not mean assessing only the content of the text but requires the understanding of other areas. It requires appreciation and assessment of changes in understanding and development in capabilities. The process of assessment must be continued throughout the session and can have many different stages. The assessment process should be recorded appropriately



and learners given opportunities to learn according to the diversity in learning and backgrounds and their special requirements. This unit has only a few suggestions that are given below. You can add many more based on your experience.

1. Assessment should be done keeping in mind abilities rather than the content.
2. At the primary level fluency takes precedence over accuracy.
3. To assess different abilities you do not need as many different activities. One activity can be utilised to assess many abilities.
4. Assessment helps provide the children with an opportunity to learn according to their needs and the diversity in them.
5. Assessment goes on throughout the session and covers all aspects of a child's performance. That's what we mean by continuous and comprehensive assessment.

10.8 SUGESSTED READINGS AND REFERENCES:

1. NCERT. 2009. *Manual for Assessment*. NCERT, New Delhi.
2. NCERT. 2008. *Understanding of Reading*. NCERT, New Delhi.
3. Vidya Bhawan Society. 2009. *Kites Series: Books for Classes 1 to 8*. New Delhi: Macmillan.

10.9 UNIT-END EXERCISES

1. Write the difficulties learners, parents and teachers face due to the present method of assessment.
2. How does assessment help the teacher formulate her teaching plan? Clarify.
3. Why should the progress of a child not be compared with that of other children?
4. At primary level what would you emphasise more, fluency or accuracy? Why?
5. What are the major points of assessment in language learning? Describe the process for any one point in detail.

Assignment:

Use one passage, one poem and one play from class – 3 book and form questions appropriate for assessment.