



ENGLISH OVERVIEW

GRADES VI to VIII

Delhi Board of School Education (DBSE)

Directorate of Education, Government of National Capital Territory of Delhi

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ABBREVIATIONS AND ACRONYMS

ATL	Approaches To Learning
DBSE	Delhi Board of School Education
TA	Term-end Assessment
IA	Internal Assessment
IB	International Baccalaureate
MYP	Middle Years Programme

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1. Introduction

1.1. English as a foundational subject

English is a global language which, after Mandarin and Spanish, is the ‘third most used language’ (as per the World Population Review-2022) around the world for communication in the fields of medicine, engineering, social sciences, creative expression, politics, and entertainment. To ensure that our students are able to create and contribute to these fields and channelize opportunities in their favour, the English curriculum aims to build both English literacy and literary skills among students and to develop proficiency in English language to help them be effective communicators of the language. Learning English is not merely acquiring skills (Listening, Reading, Speaking and Writing) but learning about the language, its form and structure, skills associated with it, cultures associated and represented through it and how all of these translate to suit various personal and professional requirements of an individual.

1.2. Approach to teaching English in DBSE-affiliated schools

The approach to teaching English follows the IB model of Inquiry method based on the MYP language and literature subject group.

Language is fundamental to learning, thinking and communicating; therefore, it permeates the whole curriculum. Mastery of one or more languages enables each student to achieve their linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. Teaching English through literature provides the learners the opportunities to experience authentic language contexts and elucidates its use in real life situations. It also generates the interest of the learners to learn the language by involving them on a personal and emotional level.

The inquiry approach of learning English language aims to support students’ understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect. MYP language and literature framework provides academic rigour and equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students’ interaction with chosen texts generates insight into moral, social, economic, political, cultural, and environmental factors and so contributes to the development of opinion forming, decision-making, and ethical-reasoning skills, and further helps the all-round development of an IB learner.

Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment.

To assist in achieving these broader goals, this guide provides both teachers and learners with clear aims and objectives for MYP language and literature, as well as details of assessment requirements.

1.3. Aims of teaching language and literature in MYP

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction

- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

1.4. Objectives of MYP English

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The objectives represent some of the essential processes of language: “Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication” (Lanning 2013: 19).

In order to meet these objectives, teachers will need to concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and presenting. These language modes are very much interactive and interrelated, though in some instances teachers may wish to deal with them in discrete learning experiences and separate texts.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

The objectives of the MYP programme are provided in this guide. These objectives relate directly to the assessment criteria found in the “Assessment overview” chapter of this document.

Objective A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning.

Analysing involves demonstrating an understanding of the creator’s choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator’s purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of studying language and literature, students should be able to:

- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator’s choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax, and punctuation
- iv. spell (alphabetic languages), write (character languages), and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

1.5. Requirements

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme but usually more hours are required.

Considering the final objectives and standards expected in MYP language and literature, more hours than the minimum figure per year are recommended, though this may vary depending on school location, student background, and whether the language studied is also the language of instruction of

the school. (If the language studied is not the language of instruction, schools may need to consider allocating more time.) Schools must ensure that students are given sufficient time and continuous instruction to allow them the opportunity to meet the final objectives for language and literature.

Each MYP language and literature course must include the study of a balance of language and literature. Language learning in context, language acquisition, and literature all play a key role in constructing the language and literature curriculum and provide a natural entry point to inquiry-based learning.

Each MYP language and literature course must include the study of a balance of genres. Teachers must ensure that students have the opportunity to study a range of different text types; for example, short fiction and long fiction, extracts and full-length works, poetry, drama, non-fiction, and visual texts.

Each MYP language and literature course must include the study of a range of literature. The definition of literature varies between cultures and languages. In most cultures, literature includes poetry, prose (short stories and novels), mythology and drama, and in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film, and episodic television. Schools need to determine what constitutes literature within the context of their language and literature course(s).

Each year of each MYP language and literature course must include a world literature component. In the MYP, world literature means literature from different parts of the world and works in translation, each of which clearly shows diverse cultures.

Where there are students for whom the school's language of instruction and the language studied in the language and literature course are additional languages, schools should provide an effective strategy to support language acquisition.

2. English as a subject

2.1. Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language, and literature can develop meaningful explorations of

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

2.2. Approaches to learning English

All MYP units of work offer opportunities for students to develop and practise Approaches To Learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

The ATL skills are grouped into five categories that span the IB continuum of international education, and IB programmes identify discrete skills in each category that can be introduced, practiced and consolidated in the classroom and beyond. While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

The language and literature course should:

- engage a student in the study of many aspects of the language and literature of a community and its culture
- develop students' language; specifically their listening, speaking, reading, writing and critical literacy skills
- provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential
- offer a study of a wide range of literary and non-literary text types, writing styles and techniques.

Analysis of literary and non-literary text includes commenting on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices. Literary texts can be visual, written or spoken, contemporary or traditional that use language in aesthetic, imaginative and engaging ways – to entertain, to evoke empathy, to express cultural identity and to reflect on ideas and issues. Non-literary texts can be visual, written or spoken, contemporary or traditional texts that use language in precise and accurate ways to inform, to transact, to report on ideas, events and issues, to explain, analyse, argue, persuade and express an opinion. A non-literary text can be for example, an advertisement; opinion column; extract from an essay; electronic text (such as social networking sites, blogs); brochure (such as a public information leaflet); extract from a memoir, diary or other autobiographical text.

Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. The MYP structures sustained inquiry in language and literature by developing conceptual understanding in global contexts. Teachers and students develop a statement of inquiry and use inquiry questions to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary approaches to learning skills.

3. Conceptual understanding in English

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter, or a place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local, and global significance, providing the means by which they can explore the essence of language and literature.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations, and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities, and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

3.1. Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among courses within the language and literature subject group (intra-disciplinary learning) and other subject groups (interdisciplinary learning).

Figure 1: Key concepts in IB MYP

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

The key concepts contributed by the study of language and literature are communication, connections, creativity and perspective.

Key concepts promote the development of a broad curriculum. They represent big ideas that both respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

Communication

Communication is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message, and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken, or non-verbal).

Through exploring texts, we exchange, express, analyze and transform information, facts, ideas, meanings, and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

Connections

Connections are links, bonds, and relationships among people, objects, organisms or ideas.

Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections

and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator, and audience.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in the process as well as outcomes, products, or solutions.

In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.

Perspective

Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analyzed, deconstructed, and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

Culture

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing, and patterns of behavior created by human communities. The concept of culture is dynamic and organic.

Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

3.2. Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject – its features and processes.

Figure 2: IB language and literature related concepts

Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

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4. English curriculum overview for grades VI, VII and VIII

An academic year at DBSE consists of two terms. Grade VI to VIII curriculum is clustered into 6 units. These units are delivered in two terms of an academic year. Unit names, content, duration and the learning resources are provided in the subsequent sections.

4.1. Grade VI curriculum overview

Table 1: Unit names, content, duration and the learning resources in grade VI units

Grade VI			
Term 1			
Unit	Content	Duration	Resources
Finding the 'I' in Family	<ul style="list-style-type: none"> Identity formation; self-esteem; status; roles and role models Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	4 weeks	<ul style="list-style-type: none"> Novel- Stuart Little_ Chapter 1 and 2 Extended reading : Stuart Little_ Chapter 3 onwards
Blurring the boundaries	<ul style="list-style-type: none"> Peoples, boundaries, exchange and interaction Natural and human landscapes and resources Evolution, constraints and Adaptation Indigenous understanding 	4 weeks	<ul style="list-style-type: none"> The Arabic Quilt (Story) The Arabic Quilt (video) Illustrations
Colors of Life	<ul style="list-style-type: none"> Artistry, craft, creation, beauty Social constructions of reality; philosophies and ways of life; belief systems; ritual and play Metacognition and abstract thinking 	4 weeks	<ul style="list-style-type: none"> Poetry - Tale of Melon City Story: Taro's Reward

Grade VI - Term 2			
Science of Responsibility	<ul style="list-style-type: none"> Opportunity, risk, consequences and responsibility Modernization, industrialization and engineering Digital life, virtual environments and the Information Age 	5 weeks	<ul style="list-style-type: none"> Selected Articles from science magazines https://www.scienceforstudents.org/article/innovation-2022-disinfectant-sawdust-kill-deadly-microbes-sustainable
Be Natural	<ul style="list-style-type: none"> Human impact on the environment Consumption, conservation, scarcity; natural 	5 weeks	<ul style="list-style-type: none"> Story - Modern Nomads by Pedro

	resources and public goods <ul style="list-style-type: none"> • Urban planning, strategy and infrastructure 		Pablo Sacristan
Let's Stand Together	<ul style="list-style-type: none"> • Inequality, difference and inclusion • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Power and privilege 	5 weeks	<ul style="list-style-type: none"> • Short stories • Birbal ki Khichdi • A different kind of School • Extended Reading: 'The Cop and the Anthem' and similar short readings

4.2. Grade VII curriculum overview

Table 2: Unit names, content, duration and the learning resources in grade VII units

Grade VII			
Term 1			
Unit	Content	Duration	Resources
Stories that Connect	<ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Metacognition and abstract thinking 	4 weeks	Stories from around the world Folk and mythological stories Goddesses Ka Gnot and Ka lam The legend of Isis and OSiris The Groom and other tales
It's Better Together	<ul style="list-style-type: none"> • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life 	4 weeks	<ul style="list-style-type: none"> • The Blue Umbrella by Ruskin Bond (Comic by Amar Chitra Katha) • The Blue Umbrella by Ruskin Bond (the chapter book)
Live and Let Live	<ul style="list-style-type: none"> • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, scarcity; natural resources and public goods 	4 weeks	<ul style="list-style-type: none"> • Blogs: <ul style="list-style-type: none"> How I Built a Plastic & Preservative-Free 'Farm to Fork' Cafe that Helps 250 Artisans Earn More https://www.thebetterindia.com/287032/lucknow-brio-art-house-artisans-farm-to-form-cafe-products/ Save the Soil campaign, https://www.consciousplanet.org/

Term 2			
Creativity finds a way	<ul style="list-style-type: none"> • Opportunity, risk, consequences and responsibility • Digital life, virtual environments and the Information Age 	5 weeks	<ul style="list-style-type: none"> • When I heard the learned Astronomer by Walt Whitman (poetry) • The Book that Saved the World (story)
Sailing through Space and Time	<ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Peoples, boundaries, exchange and interaction 	5 weeks	Short Plays 1. Worrying about the Future (a comedy) by D. M. Larson 2. Rock! Sword! Firecracker!
Making the world a better place	Inequality, difference and inclusion <ul style="list-style-type: none"> • Rights, law, civic responsibility • Ecology and disparate impact • Imagining a hopeful future 	5 weeks	https://www.boredpanda.com/powerful-animal-ads/?utm_source=google&utm_medium=organic&utm_campaign=organic (Print Ads on animal equality and developing sensitivity) Poetry: Garden Snake Posters: On Ecology

4.3. Grade VIII curriculum overview

Table 3: Unit names, content, duration and the learning resources in grade VIII units

Grade VIII			
Term 1			
Unit	Content	Duration	Resources
Finding strength in relationships!	<ul style="list-style-type: none"> • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	4 weeks	<ul style="list-style-type: none"> • Diary Entry Extracts from Anne Frank - Diary of a young girl • Extended reading: Diary of a Young Girl
The beauty of Expressions	<ul style="list-style-type: none"> • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of 	4 weeks	Great Stone Face Part-1 Great Stone Face Part-2

	<p>ideas, fields and disciplines; analysis and argument</p> <ul style="list-style-type: none"> • Metacognition and abstract thinking 		
My Interactions with the World	<ul style="list-style-type: none"> • Human impact on the environment • Consumption, conservation, scarcity; natural resources and public goods • Urban planning, strategy and infrastructure 	4 weeks	<p>NCERT chapter: The Tsunami</p> <p>Social and Environmental awareness projects, Awareness campaigns, Posters On</p> <ul style="list-style-type: none"> • Van Mahotsav • Organic Produce • Water Conservation

Term 2			
Venturing into time and space	<ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Peoples, boundaries, exchange and interaction • Evolution, constraints and • Adaptation 	5 weeks	<p>The Best Christmas Present in the World</p> <p>Informal letters: Letter to friends and family</p>
Looking Beyond	<ul style="list-style-type: none"> • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age 	5 weeks	<ul style="list-style-type: none"> • The Fun They Had (Story) • Geography Lesson (Poetry)
Building a strong community	<ul style="list-style-type: none"> • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Power and privilege • Imagining a hopeful future 	5 weeks	<ul style="list-style-type: none"> • Bholi (Story) • Sarojini Naidu https://youtu.be/BlsZvuNhp4U • Kamala Harris https://www.youtube.com/watch?v=DgTReERU7Bw (After 5.00 min Till 8 min)

5. Assessment Overview

DBSE approach to assessment and reporting is based on the IB specified assessment criteria and grades. Criterion based assessments enable students to self-monitor and build self-belief as they can see the evidence of the progress they are making over time. Students can track their progress using level descriptors, they can clearly understand how their work can be improved over time.

The four core criteria assessed in English are:

- Criterion A – Analyzing
- Criterion B – Organizing
- Criterion C – Producing text
- Criterion D – Using language

DBSE promotes multiple ways of assessing students. There are three types of assessments conducted at DBSE schools throughout a learning period.

Assessment for learning: It is the process of gathering and interpreting evidence for use by students and teachers to know where the students are on their learning pathway, decide where they need to go and how best to get there. The teacher plays a supportive role wherein the student responses in the assessment tasks are analysed to help students progress on their learning pathway. Consequently, it is important that these assessments must always be accompanied by feedback and feed-forward mechanisms to enable deep learning and help improve teaching. Example tasks include homework, classwork, class tests, assignments, projects, etc. The assessments should provide the right amount of challenge to students based on learning levels so that appropriate feedback can be provided.

Assessment of learning: It takes place at key points in the learning cycle, such as at the end of a learning period, e.g. a term, to measure if students have achieved the learning objectives. Example tasks include exams, final projects, essays, etc. The primary purpose is to assess what students can do at a point in time to understand their readiness to move to the next stage of education.

Assessment as learning: Students are provided with opportunities to monitor their own progress, self-assess and reflect on their learning. Example tasks include self-assessment, peer assessment, student portfolio, etc.

The assessment tasks and methods used in internal assessment are criterion related, student-centric and provide feedback for further enhancement of learning. There are two types of assessments used for reporting student performance.

- Internal assessments (IA) (20%)
- Term-end assessments (TA) (80%)

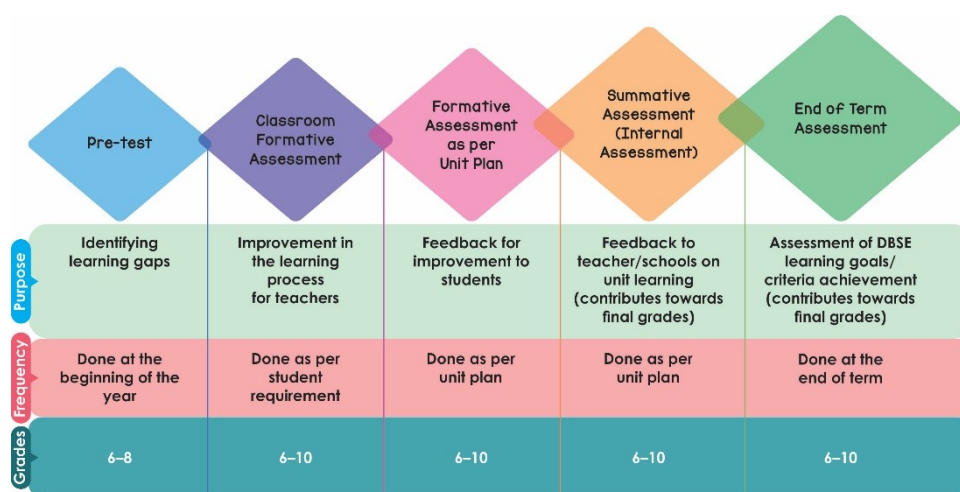
The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. External assessment tasks are based on curriculum objectives defined for English.

DBSE assessments used for reporting for grades VI to VIII will be school-led. School-led assessments will developed by teachers and moderated by DBSE.

5.1. Assessment structure

Global best practices suggest a multifaceted assessment structure. That is, students should be assessed in multiple ways and at multiple times without increasing the workload of teachers or students, to the extent possible. A schematic representation of the DBSE assessment structure is presented below:

Figure 3: Assessments in DBSE



5.2. Assessment calendar

The assessment calendar for internal and external assessments for academic year 2022-23 for grades VI-VIII assessments is given below.

Table 4: Grade VI assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	04-Jul	30-Jul	IA - Unit 1 Summative	Analysing; Using Language	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
2	01-Aug	27-Aug	IA - Unit 2 Summative	Analysing; Producing Text	
3	29-Aug	23-Sep	IA - Unit 3 Summative	Analysing; Organizing; Using Language	
			Term-end 1	All 4 Criteria	Competency based assessment
4	01-Nov	05-Dec	IA - Unit 4 Summative	Producing Text; Using Language	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
5	06-Dec	23-Jan	IA - Unit 5 Summative	Organizing; Producing Text	
6	24-Jan	20-Feb	IA - Unit 6 Summative	Analysing; Using Language	
			Term-end 2	All 4 Criteria	Competency based assessment

Table 5: Grade VII assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	04-Jul	30-Jul	IA - Unit 1 Summative	Analysing; Organizing	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
2	01-Aug	27-Aug	IA - Unit 2 Summative	Organizing; Producing Text	
3	29-Aug	23-Sep	IA - Unit 3 Summative	Analysing; Using language	
			Term-end 1	All 4 Criteria	Competency based assessment
4	01-Nov	05-Dec	IA - Unit 4 Summative	Organizing; Using language	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
5	06-Dec	23-Jan	IA - Unit 5 Summative	Analysing; Producing text	
6	24-Jan	20-Feb	IA - Unit 6 Summative	Analysing; Using language	
			Term-end 2	All 4 Criteria	Competency based assessment

Table 6: Grade VIII assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	04-Jul	30-Jul	IA - Unit 1 Summative	Producing text; Using Language	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
2	01-Aug	27-Aug	IA - Unit 2 Summative	Analysing; Organizing	
3	29-Aug	23-Sep	IA - Unit 3 Summative	Analysing; Producing text; Using Language	
			Term-end 1	All 4 Criteria	Competency based assessment
4	01-Nov	05-Dec	IA - Unit 4 Summative	Organizing; Producing text; Using Language	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
5	06-Dec	23-Jan	IA - Unit 5 Summative	Analysing; Organizing; Using Language	
6	24-Jan	20-Feb	IA - Unit 6 Summative	Analysing; Producing text	
			Term-end 2	All 4 Criteria	Competency based assessment

5.3. Assessment levels and grades

The assessment criteria directly relate to the objectives of the curriculum and carry equal weightage. The student achievement levels will be reported as a number grade as done in IB with an associated description.

The grade descriptions are based on assessment criteria levels. The level descriptors of an assessment criterion depict clear progression of improvement of skills and competencies for a learning period.

All the assessment tasks used to report students' achievements are based on task specific, hierarchical, and qualitatively defined rubrics. The categories used in rubrics represent increasing quality or sophistication of response to a task. They provide a basis for evaluating and recording students' responses to an assessment task. A rubric makes assessment expectations transparent.

In order to show the degree of competence in each criterion, fine grained descriptions of various levels are used. These descriptions indicate the progression of achievement in each criterion. Criteria levels and grade descriptions are given in the following tables.

Table 7: Criterion A: Analyzing

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts ii. provides minimal identification and explanation of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts

Table 8: Criterion B: Organizing

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style

Table 9: Criterion C: Producing text

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision.

Table 10: Criterion D: Using Language

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Table 11: Description of Grade points

Grade	Grade Description
7	Produces high-quality frequently insightful, imaginative and sensitive work. Communicates comprehensive, nuanced understanding of linguistic and literary concepts and contexts through the effective use of language. Consistently demonstrates sophisticated critical and creative thinking through the analysis and creation of language and literature. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally insightful, imaginative and sensitive work. Communicates extensive understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, frequently with sophistication, through the analysis and creation of language and literature. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations
5	Produces generally high-quality work. Communicates good understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, sometimes with sophistication, through the analysis and creation of language and literature. Usually transfers knowledge and applies skills with some independence and accuracy in classroom and real-world situations.
4	Produces good-quality work. Communicates basic understanding of most linguistic and literary concepts and contexts with few misunderstandings and minor gaps in the use of language. Often demonstrates critical and creative thinking through the analysis and creation of language and literature. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many linguistic and literary concepts and contexts with occasional significant misunderstandings or gaps in the use of language. Begins to demonstrate some critical and creative thinking through the analysis and creation of language and literature. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.
2	Produces work of limited quality. Communicates limited understanding of some linguistic and literary concepts and contexts with significant gaps in understanding and in the use of language. Demonstrates limited evidence of critical and creative thinking through the analysis and creation of language and literature. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic and literary concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking through the analysis or creation of language and literature. Very inflexible, rarely shows evidence of knowledge or skills.