

**ENGLISH LANGUAGE AND LITERATURE**  
**CLASS – X (2025-26)**

**Marks 80**

<b>Sections</b>	<b>Competencies</b>	<b>Total marks</b>
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

**For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.**

### Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. 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.

### Assessment of Listening and Speaking Skills: (5 Marks)

i. **Activities:**

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

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

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

### SUGGESTIVE RUBRIC

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is adequately initiated and developed</li> <li>• Takes turn but needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates &amp; logically develops simple conversation on familiar topics</li> <li>• Takes turns appropriately</li> </ul>

<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Noticeably/ long pauses; rate of speech is slow</li> <li>• Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>• Links only basic sentences; breakdown of coherence evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>• Often hesitates and/or resorts to slow speech</li> <li>• Topics partly developed; not always concluded logically</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to speak at length, however repetition is noticeable</li> <li>• Hesitates and/or self corrects; occasionally loses coherence</li> <li>• Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks without noticeable effort, with a little repetition</li> <li>• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>• Topics not fully developed to merit.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>• Develops topic fully &amp; coherently</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Frequent inaccurate pronunciation</li> <li>• Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces correctly &amp; articulates clearly</li> <li>• Is always comprehensible</li> <li>• uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>• Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on some of the topics, with limited vocabulary.</li> <li>• Frequent errors, but self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics with appropriate vocabulary</li> <li>• Minor errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions</li> <li>• No grammatical errors</li> </ul>

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.