

IA 2- 2024-25, Class X

Grade	10
Subject domain	ENGLISH
Sub topics (if applicable)	Unit 2_We are what we believe!
Type of task	Write-Up (250-300 words)
1. Resources required By students	To be sourced by students- Different adaptations of the same folktale.
By teachers	None
2. Instructions for teachers	<ul style="list-style-type: none"> ● Give students two-three days to complete the task. ● Introduce the task and rubric to the students at least one week before the submission date. ● Refer to the focus points, assessment criteria and the rubric provided for evaluating the task. ● Retain the student's response post evaluation
3. Instructions for students + Description of the task	<p>Submit a write up in 250-300 words on the following:</p> <p>How do folktales impact our lives today?</p> <ul style="list-style-type: none"> ● Choose one popular character / folktale ● Research about its origin and adaptations ● Choose any two versions from the researched adaptations ● Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts

4. Assessment criteria (can be more than one)	<ul style="list-style-type: none">• Evaluate their influence on society/ your life.
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Command Terms: Analyze, Evaluate

Rubrics:

Task assessment criteria (RUBRIC) –
The task will be assessed on the below listed criteria

Objective A: Analyzing

Description	Score points
<p>The student:</p> <ul style="list-style-type: none">• provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts• perceptively analyses the effects of the creator's choices on an audience• gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology• perceptively compares and contrasts by making extensive connections in features across and within genres and texts.	<ul style="list-style-type: none">• 8 if any three - four descriptions are met• 7 if any two descriptions are met
<ul style="list-style-type: none">• competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts• competently analyses the effects of the creator's choices on an audience• sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology• evaluates similarities and differences by making substantial connections in features across and within genres and texts.	<ul style="list-style-type: none">• 6 if any three - four descriptions are met• 5 if any two descriptions are met

<ul style="list-style-type: none"> • provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides adequate analysis of the effects of the creator's choices on an audience • justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology • evaluates some similarities and differences by making adequate connections in features across and within genres and texts. 	<ul style="list-style-type: none"> • 4 if any three - four descriptions are met • 3 if any two descriptions are met
<ul style="list-style-type: none"> • provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides limited analysis of the effects of the creator's choices on an audience • rarely justifies opinions and ideas with examples or explanations; uses little or no terminology • evaluates few similarities and differences by making minimal connections in features across and within genres and texts. 	<ul style="list-style-type: none"> • 2 if any three - four descriptions are met • 1 if any two descriptions are met
<ul style="list-style-type: none"> • The student does not reach a standard described by any of the descriptors above. 	0

Objective D: Using Language

Description	Score points
<ul style="list-style-type: none">effectively uses a range of appropriate vocabulary, sentence structures and forms of expressionwrites and speaks in a consistently appropriate register and style that serve the context and intentionuses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effectivewrites with a high degree of accuracy; errors are minor and communication is effectivemakes effective use of appropriate non-verbal communication techniques.	<ul style="list-style-type: none">8 if any four - five descriptions are met7 if any two- three descriptions are met
<ul style="list-style-type: none">uses a varied range of appropriate vocabulary, sentence structures and forms of expression competentlywrites and speaks competently in a register and style that serve the context and intentionuses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communicationwrites with a considerable degree of accuracy; errors do not hinder effective communicationmakes sufficient use of appropriate non-verbal communication techniques.	<ul style="list-style-type: none">6 if any four - five descriptions are met5 if any two-three descriptions are met

<ul style="list-style-type: none"> • uses an adequate range of appropriate vocabulary, sentence structures and forms of expression • sometimes writes and speaks in a register and style that serve the context and intention • uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication • writes with some degree of accuracy; errors sometimes hinder communication • makes some use of appropriate non-verbal communication techniques. 	<ul style="list-style-type: none"> • 4 if any four - five descriptions are met • 3 if any two- three descriptions are met
<ul style="list-style-type: none"> • uses a limited range of appropriate vocabulary and forms of expression • writes and speaks in an inappropriate register and style that do not serve the context and intention • uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication • writes with limited accuracy; errors often hinder communication • makes limited and/or inappropriate use of non-verbal communication techniques. 	<ul style="list-style-type: none"> • 2 if any four - five descriptions are met • 1 if any two-three descriptions are met
<ul style="list-style-type: none"> • The student does not reach a standard described by any of the descriptors above 	<p>0</p>