Assessment in Teaching Prose

Before we proceed to the topic, let us first define the word assessment to better understand its significance in teaching prose. When we say assessment in general, it refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. It is basically the systematic basis in making inferences for the students' learning and development.

Assessment in teaching prose has also the same process and function wherein, it evaluates, measures, interprets, and documents students' progress for them to understand and distinguish the medium of instruction or the language.

The Aims of Teaching Prose.

A. Literary and
B. Content.

This is solely assessing the students if they are extensive or intensive in comprehending.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

GENERAL AIMS OF TEACHING PROSE:

To enable the students:

1. To understand the passage and grasp its meaning.

2. To read with correct pronunciation, stress, intonation, pause and articulation of voice.

3. To enable students to understand the passage by silent reading.

4. To enrich their active and passive vocabulary.

5. To express the ideas of the passage orally and in writing.

6. To enjoy reading and writing.

7. To develop their imagination.

8. To prepare the students for world citizenship

The specific aim of Prose is to change to the subject matter like BIOGRAPHY, PLAY, STORY, and ESSAY.

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For these aims to be met, the students need to be assessed with regards to these. It is to know if the student understands the nature and concept of prose.

Five Practical Tips for Ensuring Great Assessment in Teaching Prose

1. Look at the unit holistically.
2. Write clear and specific instruction for the students.
3. Provide clear guidelines for assessors.
4. Checklist that ensures and required levels of performance are met.
5. Mapping.

ASSESSMENT RELATING TO FOUR MACRO-SKILLS IN TEACHING PROSE

1. Reading Skills
- Intensive and Extensive reading.

Reading a text for accuracy is called **intensive reading**. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are

1. Judgement

2. Reasoning

3. Interpretation and

4. Appreciation

Examples for task:

1. Read the text carefully. [Drawing a picture of a girl]

2. Read the passage and answer the question [Comprehension exercise]

Extensive reading or reading for fluency involves reading of longer texts for pleasure. It is not meant for minute details. It is a fluency activity. The students can read on their own. This is called Rapid reading or

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Independent silent reading. In extensive reading, the readers must read silently and understand the matter. This would create interest among the readers.

The specific objectives of extensive reading are:

1. To understand the meaning as quickly as possible.

2. To increase passive vocabulary.

3. To develop taste for reading.

4. To develop the habit of reading for pleasure.

5. To concentrate upon subject matter.

Steps involved in Extensive reading:

I) Introduction:

1. The teacher gives main hints of the passage,

2. He explains the difficult portions,

3. He deals with difficult areas of a language,

II.) Silent Reading:

The students should read silently and quickly.

III.) Question:

The teacher asks questions to test the students understanding.

2. Listening Skills

- Simple commands and instructions.

  Examples for task:

  1. Listen and draw a story.
  2. Secret message.
  3. Put in order.

3. Speaking Skills

- Expression of perspective.

  Examples for task:

  1. Making polite requests.
  2. Asking and answering simple common questions.

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3. Expressing their needs.

4. Writing Skills

- A productive skill which involves manipulation, structuring, and communicating.

Examples for task:

Task – I Copying
Task – II Board Composition
Task – III Completion with choice
Task – IV Completing the paragraph
Task - V Sentence Tables
Task – VI Parallel Composition
Task – VII Parallel composition with pictures
Task – VIII Fill in the blanks
Task – IX Task Composition

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