

Internal Assessment - Verbal and Communication Skills

Preparation Guide for Editorial activity

Priyanka K, Verbal Faculty- CIR

1. Overview of the Activity

- TEAM ASSESSMENT- 2 per team
- Each team will be given **one editorial**
- The team should give **two different perspectives** of the editorial (**Each one perspective different from the pair**)
- Structure for presentation-
 - -Introduction
 - -Paraphrasing of the Editorial (Main points in the First and Second Paragraph and their supporting details),
 - -Perspective of the presenter
 - -Vocabulary focus (1 or 2 words and their meaning),
 - -Grammatical Collocation (1 or 2 collocation and their meaning),
 - -Conclusion (summarize the main points).
- The Presentation should last for a minimum of 2 minutes and a maximum of 2 minutes and 30 seconds (per head).
- It is a hands free presentation. No slide presentation or notes in hand.
- Comprehension should be intact. Be ready to answer questions based on the editorial passages.
- Do not exceed the time limit which is a maximum of 2 minutes and 30 seconds (per head).
- Use transition words or discourse markers appropriately in the presentation.

2. Helpful Tips for Successful presentation

- Do some research regarding the given editorial
- Stay calm and confident.
- Speak slowly and clearly.
- Use examples to support your point.
- Listen respectfully to teammates.
- Keep your explanation focused and within 2 minutes.
- Answer the questions respectfully, without any emotional response.

3. Script submission

- Follow the same structure for presentation.
- Once your write-up is complete, take a clear photograph of your work.
- Upload the scanned PDF of the script in the given link on or before 05-01-2025
- Link to upload: [II B Tech Semester IV Verbal Internal Assessment- Editorial- Script Submission – Fill out form](#)

4. Attendance Rule:

- All team members must be present for their assessment.

- If a member is absent, they will NOT receive another chance.
- **The list of students who do not complete the verbal internal assessment on time will be shared with the department chairperson.**
- **The list will be communicated as the set of students who have lost a portion of their internal marks, which may result in a lower grade or even an 'F.'**
- **Clearing the paper by writing only the supplementary exam with low internal marks may not be possible, and they may need to re-register for the course when it is next offered.**

5. Class, Pairs and assigned editorials list

- **AEE, AID A, AID B, AIM B, CHE- Minimum 7 pairs per day**
- **CSE C, CSE E, CSE G, CCE A, CCE B, ARE, CIE - Minimum 6 pairs per day**

| Class | Pairs and Editorials file link | Total Students | Pairs Created | Starting date (Tentative) |
|--------------|---|----------------|---------------|---------------------------|
| AEE | AEE Pairs and Editorials.xlsx | 77 | 38 | 12.02.2026 |
| AID-A | AID-A Pairs and Editorials.xlsx | 71 | 35 | 02.02.2026 |
| AID-B | AID-B Pairs and Editorials.xlsx | 70 | 35 | 02.02.2026 |
| AIM-B | AIM-B Pairs and Editorials.xlsx | 53 | 26 | 02.02.2026 |
| ARE | ARE Pairs and Editorials.xlsx | 65 | 32 | 12.02.2026 |
| CCE-A | CCE-A Pairs and Editorials.xlsx | 64 | 32 | 04.02.2026 |
| CCE-B | CCE-B Pairs and Editorials.xlsx | 63 | 31 | 04.02.2026 |
| CHE | CHE Pairs and Editorials.xlsx | 69 | 34 | 30.01.2026 |
| CIE | CIE Pairs and Editorials.xlsx | 49 | 24 | 12.02.2026 |
| CSE-C | CSE-C Pairs and Editorials.xlsx | 62 | 31 | 03.02.2026 |
| CSE-E | CSE-E Pairs and Editorials.xlsx | 66 | 33 | 03.02.2026 |
| CSE-G | CSE-G Pairs and Editorials.xlsx | 62 | 31 | 03.02.2026 |

VERBAL - INTERNAL ASSESSMENT - EVALUATION CRITERIA

Each student will be evaluated on the following:

| Criteria 1 - C1 | Criteria 2 - C2 | Criteria 3 - C3 | Criteria 4 - C4 | Criteria 5 - C5 |
|---|--|---|---|---|
| Grammatical Resource | Lexical Resource | Discourse Management | Pronunciation | Body Language |
| The performance of a student is considered excellent if he / she... | | | | |
| Shows a good degree of control of a range of simple and some complex grammatical forms. | Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. | Produces extended stretches of language with very little hesitation. Ideas are relevant, original, and very well organised. Uses a range of cohesive devices and discourse markers. | Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. | Is good in establishing eye contact with the audience, has good control over mannerisms (by not having hands in pocket, not nodding the head excessively, not using filler words like um and ah too often), puts verbs into action by physically acting them out with the hands, face, or entire body, avoids movements and facial expressions that are inappropriate to the subject. |