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## **Prerequisite of Using the Assessment Framework**

This Assessment Framework (AF) provides theory and structured conceptual map of how the learning outcomes of a programme of study should be assessed at the primary school level. It contains guidelines and principles of assessment as well as several practical examples to illustrate the application in the classroom.

The framework can be considered a blueprint of an assessment programme at the primary school level. As with all assessment frameworks, its enactment in schools and classrooms will require professional judgement guided by the following prerequisites.

***Teacher and Head Teacher Development*** – Where needed, teachers and head teachers would require short courses on a. formative assessment, b. the progressive notions of cyclic purposeful assessment and their need in Pakistani context, and, c. the importance and conduct of formative feedback, which facilitates learners’ progression from lower-order thinking skills to higher-order thinking abilities. They may also need to learn how to read the curriculum maps and tables of specification to plan for authentic and valid assessment.

***School Based Assessment Planning*** – School based yearly assessment programmes and monthly assessment schemes must be developed taking into account the principles, guidelines and examples from the AF. The framework contains schedules of assessment and assessment weightage. These need to be considered for school level planning.

***School Based Mentoring*** – There is a need to develop mentors who can work with teachers and head teachers in the selected schools to help them translate the AF into various schools’ realities. Pakistan has schools of varying systems – from public to private to madrasah; varying contexts - from rural to urban to semi-urban; varying socio-economic background – from schools for high-income group to low income groups to middle-income groups. Therefore, mentors will be required for at least the first year of the implementation of the AF.

**CHAPTER ONE**

**INTRODUCTION**

## **Chapter One**

### **Introduction**

This chapter introduces the National Assessment Framework (NAF), developed as an integral component of the Single National Curriculum Framework (SNCF). By drawing on essential information from different national policy documents and from the relevant international literature, the chapter discusses the philosophical positioning of the assessment framework. It presents a brief overview of the quality of education and the need for developing a uniform national assessment framework. It further outlines the basic structure and the principles of various forms of assessment for English grades I to V.

#### **Quality of Education**

The basic purpose of any initiative taken at policy and practice level is improving the quality of education imparted by schools to young learners. Quality as a complex and contested notion does not have a single definition; the understanding and the provisions of inputs into quality in education vary from society to society and context to context. National Curriculum Framework (NCF) (Government of Pakistan, 2018b) refers to quality of education as a set of elements containing input, process and output of the education system. Quality also entails all the desirable characteristics of learners, processes, learning materials, content, governance and management, and learning outcomes. Elaborating on the definition, NCF (2018b, p.1) further argues, “Quality education satisfies basic learning needs and enriches the lives of learners and their overall experience of living.” Policy document on Minimum Standards for Quality of Education in Pakistan (Government of Pakistan, 2018a) refers to the definition used in Education for All (EFA) Global Monitoring Report 2005, which draws on two principles. The first principle identifies learners' cognitive development as the major explicit objective of all education systems, and the second emphasises education's role in nurturing creative and emotional development for promoting the values and attitudes of responsible citizenship. The document on Minimum Standards for Quality of Education (2018) explains the concept of quality in terms of education that is “meaningful, relevant and responsive to the needs of individuals and the society as a whole.” (Government of Pakistan, 2018c, p.5). Similarly, the National Educational Policy (NEP), 2009 recognizes six pillars of quality, which include curriculum, textbooks, assessment, teachers, learning environment and relevance of education to practical life.

#### **The Need for an Assessment Framework**

As noted in the definition above, assessment is an integral part of the quality of education offered to the students. Assessment is an essential part of processes at input level, as well as serves as a tool to measure outputs and outcomes of processes and practices. As reflected in

these definitions, assessment, as an important practice in education, is to play a central role in translating the key ideas in the quality definition into practice.

Assessment, as defined by Erwin (1991 cited in NCF (Government of Pakistan, 2018b) is:

...the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to continuously increase students' learning and development. It is the systematic collection, review and use of information about educational programmes to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they receive their education... Assessment is concerned with the collective impact of a series of lessons on student learning. (p.69)

The above definition of assessment implies that on the one hand assessment provides evidence of students' learning of academic content (academic domain) and development in other domains (psychosocial/psycho-emotional, language and affective domains). On the other hand, it supports the collection of relevant information for various purposes such as informing teaching and learning, determining students' progress on an ongoing basis, measuring achievement, and providing information needed for monitoring individual and institutional accountability. These all lead to informed decision-making about improving students' learning outcomes and enhance the overall quality of education focusing on efforts at classroom, school and system levels.

Despite the paramount importance of the student assessment system and the promises made in the successive education policies, Pakistan has not been able to put in place the kinds of policies, structures, mechanisms, processes, practices, and tools that contribute to creating a strong and effective student assessment system in the country. In Pakistan, programmes and efforts of projects (e.g. setting up NEAS, PEAC, conducting standardized tests/exams at Grade 5 & 8) made to improve student assessment have proved to be weak. There is a need for a comprehensive and coherent national policy framework to guide and support education systems, schools and teachers in bringing about improvement in student assessment on a sustainable basis. As pointed out in the policy document on Minimum Standards for Quality Education in Pakistan (Government of Pakistan, 2018a, p.2), "the absence of clearly articulated and agreed upon minimum national standards for quality education leaves the education system without a basic framework for setting targets and for evaluating attempts at improvements in education quality."

NCF (Government of Pakistan, 2018b), considering assessment as an integral component of the teaching process, emphasises on developing different assessment mechanisms to assess students' competence as per curricula through different forms of assessments than the use of conventional methods considering them sporadic and unreliable. Therefore, it calls for a more valid and reliable system that not only addresses the deficiencies in the current assessment and

penalize unfair means in large-scale public assessment, but ensures standardized execution of formative, summative, classroom based assessment, school based assessment and large scale assessment across the board in the country.

Thus, a robust and coherent national assessment system will help in the realization of the aims, goals and purposes of education articulated in NCF and other policy documents.

### **The Purpose of Developing Assessment Framework**

Considering the fact that the use of older and rigid forms of assessment is a hindrance to quality teaching and learning and may impair the effectiveness of SNC, a different assessment framework is developed to provide the basis for reliable, valid and useable for all types of assessment, grades and subjects. The National Assessment of Educational Progress (NAEP) also confirms that creating a nationwide assessment framework will provide all the actors with a blueprint for the content and design of different types of assessments. The framework may further provide a starting point for constructive discourse about high-quality educational standards and assessments.

The purpose of developing an assessment framework is to ensure the standardized implementation of different forms of assessment that includes formative and summative school-based classroom assessments and large-scale assessment. It encompasses a paradigm shift from the traditional ways of assessing to a competency-based assessment considering the implication for its utility, reliability and practicality in different contexts. Underpinning different purposes of assessments, the framework serves as guidance for all the stakeholders in the learning system in developing, implementing and using assessments methodically to instate stronger teaching and learning practices.

### **The purpose of Developing an English Assessment Framework**

The English curriculum is designed to high benchmarks of literacy and competency in English language to develop a skill set and attitude that help learners attain success in any field, be it further education, future employability and for any sort of social and cultural discourses at different platforms. The English curriculum focuses on skill-based assessment instead of using the traditional method that promotes rote learning.

Aligned with the English curriculum, the English Assessment Framework is developed to provide different forms of formative and summative assessment along with the purpose with which each assessment is being introduced.

English Framework is constructed in the form of tasks that involve taking into account the developmental levels of students. The English Framework is multi-dimensional. It is concerned with the development of all four literacy skills - listening, speaking, reading, and writing. It further entails competency wise weightage of all the grade levels. It will also present



a table of specification along with the structure of formative and summative assessment, schedule of assessment and guidelines for providing feedback for improving performance.

The framework also provides samples/examples of selected and constructed items, and creative summative and formative assessments including marking guidelines, examples of authentic tasks and rubrics as well as examples of effective feedback.

### Defining Assessment

The above discussion signifies that assessment needs to be purposeful. It is a broad process of collecting, synthesising and interpreting information to support student learning and to report on the amount learned. The supporting function is known as formative assessment and the reporting function is known as summative assessment (as shown below).

Assessment Type	Formative	Summative
	Looking back and preparing forward. Feeding back and feeding forward.	Feeding back. Providing a Snapshot.
Assessment Objectives & Outcomes	Assessment <i>as and for</i> Learning	Assessment <i>of</i> Learning
	Focusing on constructive feedback from the teacher and on developing students' capacity to self-assess and to reflect on their learning to improve their future learning and understanding.	Making judgments about what the student has learned in relation to the teaching and learning goals; should be comprehensive and reflect the learning growth over the time period being assessed.

Note. Adapted from Chappuis and Stiggins, 2017

## **The Cyclic Assessment**

Purposeful assessment is cyclic. There are many versions of cyclic assessment. The one presented here is adapted from Margaret Heritage's model.

Note. Adapted from Greenstein, 2016

The cyclic model illustrates how purposeful assessment systematically supports learning by tracking and enhancing student growth towards standards following the seven steps. The seven-step model will be unpacked in the subsequent sections of the framework.

**CHAPTER TWO**  
**PRE-ASSESSMENT**

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## Chapter Two

### Pre-Assessment

#### Curriculum Mapping: A Pre-Assessment Strategy

An important consideration in assessment is how well students have mastered the SLOs, what knowledge, skills and attitudes they have acquired in a particular learning area during an academic year and where they are expected to be at the end of teaching and learning (Greenstein, 2016). The first stage in planning for assessment is, therefore, to develop curriculum maps illustrating the alignment between the SLOs for English language acquisition for grades 1 to 5 with the various domains of knowledge, skills and attitudes using pre-specified criteria based on Bloom's taxonomy (see Appendices A, B & C).

The detailed curriculum maps have been developed for English grades 1 to 5 and are attached as appendices from Appendices D to H. Curriculum mapping is based on Bloom's Cognitive, Affective and Psychomotor Domains. The following levels were used in each of the three domains:

**The Cognitive Domain** comprises six (06) cognitive dimensions, namely remember, understand, apply, analyse, evaluate, create and four (04) knowledge dimensions namely factual, conceptual, procedural and metacognitive. **The Affective Domain** comprises five (05) dimensions comprising receiving, responding, valuing, organising and characterising. **The Psychomotor Domain** comprises seven (07) dimensions namely, perception, set, guided response, mechanism, complex overt response, adaptation and origination.

The description, key words and sample assessment in each dimension are given in Appendices A, B and C. The sources from where the description and examples have been taken are also given underneath the tables in the different appendices.

Curriculum maps were used for the following four purposes:

- Develop topic wise or competency wise weightage
- Develop tables of specifications based on the weightage
- Group SLOs in terms of knowledge, skills and attitudes they are trying to develop
- Develop assessment codes

The following section presents Tables of Specifications followed by List of Assessment Codes, SLOs and Assessment Strategies.

## Tables of Specification

Tables of specifications were prepared for each grade levels to align student-learning outcomes with key competencies or instruction units and calculate the number of assessed items.

### Grade I

#### Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	66%
Affective	7%
Psychomotor	27%

#### Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	14%	5%	9%	28%
2	Competency B: Reading	22%	1%	7%	31%
3	Competency C: Vocabulary & Grammar	20%	1%	5%	25%
4	Competency D: Writing Skills	10%	0%	6%	16%
	<b>Total (100%)</b>	<b>66%</b>	<b>7%</b>	<b>27%</b>	<b>100%</b>

#### Table of Specification

Competency Learning Domains	Competency A: Oral Communication Skills (28%)	Competency B: Reading (31%)	Competency C: Vocabulary & Grammar (25%)	Competency D: Writing (16%)	Total 100%
<b>Cognitive Domain</b>					
Remember (7%)	2	2	2	1	7
Understand (8%)	2	3	2	1	8
Apply (29%)	8	9	7	5	29
Analyze (10%)	3	3	3	1	10
Evaluate (0%)	-	-	-	-	0
Create (11%)	3	3	3	2	11
<b>Affective Domain</b>					
Receiving (1%)	1	-	-	-	1
Responding (5%)	1	2	1	1	5
Valuing (1%)	-	1	-	-	1
<b>Psychomotor Domain</b>					
Perception (8%)	3	2	2	1	8
Set (6%)	2	2	2	-	6

Guided Response (5%)	1	2	1	1	5
Mechanism (8%)	2	2	2	2	8
Complex Overt R (1%)				1	1
<b>Total (100%)</b>	<b>28</b>	<b>31</b>	<b>25</b>	<b>16</b>	<b>100</b>

## Grade II

### Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	72%
Affective	8%
Psychomotor	20%

### Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	10%	5%	4%	19%
2	Competency B: Reading	23%	3%	2%	28%
3	Competency C: Vocabulary & Grammar	25%	0%	4%	29%
4	Competency D: Writing Skills	14%	0%	10%	24%
	<b>Total (100%)</b>	<b>72%</b>	<b>8%</b>	<b>20%</b>	<b>100%</b>

### Table of Specification

Competency Learning Domains	Competency A: Oral Communication Skills (19%)	Competency B- Reading (28%)	Competency C: Vocabulary & Grammar (29%)	Competency D: Writing (24%)	Total (100%)
<b>Cognitive Domain</b>					
Remember (8%)	2	2	2	2	8
Understand (13%)	2	4	4	3	13
Apply (32%)	6	9	9	8	32
Analyze (12%)	2	3	4	3	12
Evaluate (0%)	-	-	-	-	00
Create (6%)	1	2	2	1	06
<b>Affective Domain</b>					
Receiving (1%)	1	-	-	-	01
Responding (5%)	1	1	2	1	05
Organising (1%)	-	1	-	1	01
Characterising (1%)	1	-	-	-	01
<b>Psychomotor Domain</b>					
Perception (3%)	-	1	1	1	03

Set (7%)	1	2	2	2	07
Guided Response (4%)	1	1	1	1	04
Mechanism (5%)	1	1	2	1	05
Complex Overt Response (1%)	-	1	-	-	01
<b>Total (100%)</b>	<b>19</b>	<b>28</b>	<b>29</b>	<b>24</b>	<b>100</b>

### Grade III

#### Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	83%
Affective	5%
Psychomotor	12%

#### Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	9%	5%	1%	15%
2	Competency B: Reading	28%	0%	0%	28%
3	Competency C: Vocabulary & Grammar	34%	0%	0%	34%
4	Competency D: Writing Skills	12%	0%	11%	23%
	<b>Total (100%)</b>	<b>83%</b>	<b>5%</b>	<b>12%</b>	<b>100%</b>

#### Table of Specification

Competency	Competency A: Oral Communication Skills (15%)	Competency B- Reading (28%)	Competency C: Vocabulary & Grammar (34%)	Competency D: Writing (23%)	Total (100%)
<b>Learning Domains</b>					
<b>Cognitive Domain</b>					
Remember (10%)	2	3	3	2	10
Understand (13%)	2	4	4	3	13
Apply (29%)	4	7	12	6	29
Analyze (13%)	2	4	4	3	13
Evaluate (2%)	-	1	1	-	02
Create (16%)	2	5	5	4	16
<b>Affective Domain</b>					
Receiving (1%)	1	-	-	-	1
Responding (4%)	1	1	1	1	4
<b>Psychomotor Domain</b>					

Set (1%)	-	-	-	1	1
Guided Response (5%)	1	1	2	1	5
Mechanism (2%)	-	1	1	1	3
Complex Overt Response (3%)	-	1	1	1	3
<b>Total (100%)</b>	<b>15</b>	<b>28</b>	<b>34</b>	<b>23</b>	<b>100</b>

## Grade IV

### Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	94%
Affective	3%
Psychomotor	3%

### Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	9%	3%	-	12%
2	Competency B: Reading	25%	-	-	25%
3	Competency C: Vocabulary & Grammar	40%	-	-	40%
4	Competency D: Writing Skills	20%	-	3%	23%
	<b>Total (100%)</b>	<b>94%</b>	<b>3%</b>	<b>3%</b>	<b>100%</b>

### Table of Specification

Competency	Competency A: Oral Communication Skills (12%)	Competency B- Reading (25%)	Competency C: Vocabulary & Grammar (40%)	Competency D: Writing (23%)	Total (100%)
<b>Cognitive Domain</b>					
Remember (20%)	2	5	8	5	20
Understand (13%)	1	4	5	3	13
Apply (40%)	4	10	20	6	40
Analyze (6%)	1	2	2	1	6
Evaluate (3%)	-	1	1	1	3
Create (12%)	1	3	4	4	12
<b>Affective Domain</b>					



Receiving (1%)	1	-	-	-	1
Responding (1%)	1	-	-	-	1
Organizing (1%)	1	-	-	-	1
<i>Psychomotor Domain</i>					
Mechanism (1%)	-	-	-	1	1
Complex Overt Response (1%)	-	-	-	1	1
Adaptation (1%)	-	-	-	1	1
<b>Total (100%)</b>	<b>12</b>	<b>25</b>	<b>40</b>	<b>23</b>	<b>100</b>

## Grade V

### Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
<b>Cognitive</b>	<b>86%</b>
<b>Affective</b>	<b>13%</b>
<b>Psychomotor</b>	<b>1%</b>

### Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	8%	6%	-	14%
2	Competency B: Reading	22%	1%	-	23%
3	Competency C: Vocabulary & Grammar	34%	1%	-	35%
4	Competency D: Writing Skills	22%	5%	1%	28%
	<b>Total (100%)</b>	<b>86%</b>	<b>13%</b>	<b>1%</b>	<b>100%</b>

### Table of Specification

Competency	Competency A: Oral Communication Skills (14%)	Competency B: Reading (23%)	Competency C: Vocabulary & Grammar (35%)	Competency D: Writing (28%)	Total (100%)
<i>Cognitive Domain</i>					
Remember (5%)	1	1	2	1	5
Understand (7%)	1	2	2	2	7
Apply (33%)	5	7	11	10	33
Analyze (11%)	1	3	4	3	11
Evaluate (5%)	1	1	2	1	5

<b>Create (24%)</b>	3	6	9	7	25
<b><i>Affective Domain</i></b>					
<b>Receiving (2%)</b>	-	-	1	1	2
<b>Responding (5%)</b>	1	1	2	1	5
<b>Organizing (1%)</b>	-	1	-	-	1
<b>Characterizing (5%)</b>	1	1	2	1	5
<b><i>Psychomotor Domain</i></b>					
<b>Complex Overt Response (1%)</b>	-	-	-	1	1
<b>Total (100%)</b>	14	23	35	28	100

### List of Assessment Codes

The following processes were used to develop codes.

- The first letters of Cognitive Domain “C”, Remember Cognitive Dimension “R” and Factual Knowledge Dimension “F” to form the overall domain code as “**CRF**”. Similarly, first letters of Cognitive Domain “C”, Understand Cognitive Dimension “U” and Conceptual Knowledge Dimension “C” were combined to form the overall domain code as “**CUC**”. In this way all the overall domain codes were generated for the Cognitive Domain. The same strategy was used for the Affective and Psychomotor Domains.
- The overall domain codes were combined with SNC Reference to form specific codes for each SLO. For example, for the first SLO, “Show awareness of the listener through non-verbal communication” falling in NCP reference A1-01 in **CUP** overall domain, the specific code of **CUPA1-01** was developed. The same procedure was used for developing codes for all the SLOs falling in the cognitive, affective and psychomotor domains.
- Specific assessment strategies for each of the overall domain codes suited for assessing specific SLOs were also identified.

This exercise was important to identify the specific domain code in which the SLO was falling so that a valid assessment strategy could be used for assessing each SLO. The table below presents the overall domain code, SNC reference, list of SLOs and assessment strategies for each grade level. The codes can also be used as a reference point in different types of assessments.

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## List of Codes, SLOs and Assessment Strategies

### Grade I

#### Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>CRF</b> <b>Cognitive Remember Factual</b>	E-01-B2-05	Give one-word answers to questions	CRFB2-05	MCQs, teacher observation, short questions.  picture-to-object matching, oral prompting, or via sensory exploration activity; color sorting, shape sorting, or via odd one-out activity
	E-01-C1-01	Demonstrate the ability to name various objects through pictures and real-life objects to: Sort, group, pick the odd one out etc.	CRFC1-01	
	E-01-C1-05	Identify days of the week and month Take dictation of familiar words studied in class. Keep a record of words (e.g., word wall).	CRFC1-05	
	E-01-D3-01	Fill in missing information to complete simple sentences. (For example. My name is _____.)	CRFD3-01	
	E-01-D4-03	Write rhyming words according to grade-level vocabulary (word families)	CRFD4-03	
<b>CRC</b> <b>Cognitive Remember Conceptual</b>	E-01-B3-11	Tell the meaning of sentences.	CRCB3-11	short answers, sentences, matching, (quiz); rhyme recognition, rhyme repetition, and picture rhyme matching activity; picture-to-sentence matching
	E-01-C1-03	Articulate and identify simple rhyming words in text (eg -at,-ot,-ap,-op, -an, -ad, -et, -ill, -ig,-in).	CRCC1-03	
<b>CRP</b> <b>Cognitive Remember Procedural</b>	E-01-B2-04	Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	CRPB2-04	Making sentences spellings, reading, poem recitation.
	E-01-C1-06	Provide the missing letter in simple one/two-syllable words	CRPC1-06	
	E-01-B3-01	Use a dictionary to find the spelling and meaning of words	CRPB3-01	
<b>CRM</b> <b>Cognitive Remember Metacognitive</b>	E-01-C1-07	Match the familiar words with their opposites through pictures and text (e.g., black-white, tall-short)	CRMC1-07	Dictation, retelling stories, exercises,
<b>CUC</b>	E-01-B1-01	Recognise the name of the common sound associated with every	CUCB1-01	Reading, choosing

<b>Cognitive Understanding Conceptual</b>		letter in the English alphabet		words; sound identification/discrimination activity
	E-01-B3-09	Develop an understanding of the parts of a book, e.g., title page, contents, front and back cover etc.	CUCB3-09	
	E-01-B3-10	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	CUCB3-10	
	E-01-B3-12	Demonstrate likes and dislikes about a text.	CUCB3-12	
	E-01-C5-03	Comprehend simple what, where and when questions.	CUCC5-03	Assess students learning via emotion response, Thumbs up/Thumbs down, and smile/frown/verbal response activity
<b>CUP Cognitive Understanding Procedural</b>	E-01-A1-01	Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response)	CUPA1-01	Matching, rephrasing, listening and drawing;
	E-01-A1-02	Recognise sounds, words or phrases in the language and repeat them	CUPA1-02	observation checklist, role play, and visual cues activity
	E-01-A2-02	Ask questions for clarity.	CUPA2-02	
<b>CUM Cognitive Understanding Metacognitive</b>	E-01-B3-06	Talk about events in a story and make simple inferences about characters and events to show understanding.	CUMB3-06	Assess students learning via picture sequencing, and visual response activity,
	E-01-B3-08	Show some awareness that texts for different purposes look different, e.g., use of photographs, diagram.	CUMB3-08	
<b>CAF Cognitive Application Factual</b>	E-01-A2-01	Listen to others and respond appropriately.	CAFA2-01	Assess students' learning via turn-taking conversations, MCQs, role-play activity and through listening and speaking skills questions.
	E-01-A3-02	Interact minimally by naming things and asking simple questions.	CAFA3-02	
	E-01-B3-03	Comprehend simple question words e.g, who, what, why etc. using pre-reading strategies.	CAFB3-03	
	E-01-D1-05	Use the common spelling of long vowel phonemes, e.g., 'ee', 'ai', 'oo'.	CAFD1-05	
<b>CAC Cognitive Application Conceptual</b>	E-01-B2-03	Identify common terms relating to books (e.g., title page, author, illustrator, front/back cover, table of contents).	CACB2-03	Assess students' learning via picture match, labelling activity, sentence completion, emotion sorting, emotion drawing , emotion
	E-01-B1-07	Use punctuation cues to aid reading aloud (capitalization, comma, full stop)	CACB1-07	
	E-01-C1-02	Identify and act simple words that show feelings and emotions (e.g., sad, happy, angry)	CACC1-02	
	E-01-C2-02	Recognise and change the number of simple naming words by	CACC2-02	

		adding or removing “s” (singular/plural).		matching activity, roleplay, and MCQs.
	E-01-C2-04	Recognise and use substitution words (e.g., I, we, you, he, she, it, they).	CACC2-04	
	E-01-C2-05	Recognise and use questioning words: what, who, where, when, why.	CACC2-05	
	E-01-C2-07	Identify and use some describing words showing quality, size and colour, soft, big, yellow.	CACC2-07	
	E-01-C2-08	Identify and use some common action words.	CACC2-08	
	E-01-C2-09	Recognise and use simple words that tell the position i.e. in, on, under, behind, next.	CACC2-09	
	E-01-B1-02	Apply grade-level word analysis skills to: Recognise one’s own name and familiar common signs and labels (e.g., STOP). Read common high-frequency words by sight.	CACB1-02	
	E-01-C3-01	Apply capitalization to the initial letter of the first word of a sentence. Recognise and apply capitalization to the initial letters of names of people and dates.	CACC3-01	
	E-01-C3-02	Recognise and use a full stop at the end of a sentence Recognise and use commas in a list.	CACC3-02	
	E-01-D1-04	Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g., bat, cat, is, was etc).	CACD1-04	
CAP Cognitive Application Procedural	E-01-A2-02	Take turns to speak	CAPA2-02	Assess students learning via show and tell, word recognition, show and tell, oral tests, label matching and list reading, and observations during training.
	E-01-B2-01	Recognise and read common sight words.	CAPB2-01	
	E-01-A3-01	Attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest.	CAPA3-01	
	E-01-B3-02	Read title, labels, lists and captions to find information.	CAPB3-02	
	E-01-B1-09	Read with guidance from simple books.	CAPB1-09	
	E-01-B1-10	Read grade-level prose and poetry orally.	CAPB1-10	
	E-01-B2-01	Recognise and read common sight words.	CAPB2-01	
	E-01-B3-04	Read and follow simple instructions, e.g., in a recipe.	CAPB3-04	
	E-01-C1-04	Arrange words alphabetically based on the first letter (ABC order apple, bag, cat)	CAPC1-04	

	E-01-D1-01	Practise a comfortable and efficient pencil grip and learn to form letter correctly	CAPD1-01	
	E-01-D1-02	Practise handwriting patterns and writing letters both capital and small with correct formation Practise writing letters and words from left to right with regular spaces between letters and words	CAPD1-02	
	E-01-D1-03	Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence	CAPD1-03	
<b>CAM Cognitive Application Metacognitive</b>	E-01-A1-03	Begin to use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics	CAMA1-03	Assess students learning via oral discussion before start of a new topic. Portfolio, and Group Projects.
	E-01-B1-08	Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (Preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?")	CAMB1-08	
	E-01-B3-05	Anticipate what happens next in a story and predict story endings.	CAMB3-05	
	E-01-D1-06	Spell and write familiar common words accurately, drawing on sight words.	CAMD1-06	
<b>CANF Cognitive Analysis Factual</b>	E-01-C4-01	Recognise simple present verbs to show habitual actions e.g., He walks daily.	CANFC4-01	Interpretive exercises with brief information followed by short questions, MCQs, library search
<b>CANC Cognitive Analysis Conceptual</b>	E-01-A2-04	Recognise 'stress' and 'intonation' patterns as used in statements and questions.	CANCA2-04	Mini project, Group discussion, oral tests and MCQs.
	E-01-B1-03	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell	CANCB1-03	
	E-01-B1-05	Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'.	CANCB1-05	
	E-01-B1-06	Identify common words with silent letters e.g., listen, write, know etc.	CANCB1-06	
	E-01-B2-02	Recognise conventions and identify purpose, theme and ideas in texts.	CANCB2-02	
	E-01-B3-07	Recognise main elements of a story, e.g., beginning, middle and end.	CANCB3-07	

	E-01-C2-01	Recognise and use naming words from the environment and classify them into different categories such as a person, place animal or thing.	CANCC2-01	
	E-01-C2-06	Identify and differentiate between 'a' or 'an' articles (e.g., a book, an apple). Recognise that plural nouns do not take the articles a or an.	CANCC2-06	
	E-01-C5-02	Recognise simple sentences showing request and command in a school scenario.	CANCC5-02	
<b>CANM Cognitive Analysis Metacognitive</b>	E-01-B1-04	Match sounds to their corresponding letters/letter patterns: Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel sounds: a, e, i, o, u. Word families with vowel-consonant patterns (e.g., -at, -ap, -et, -en). Consonant digraphs in initial position (e.g., sh, ch) Double consonants (e.g., ck, ff, ss, ll, zz). Inflectional suffix (e.g., -s, -es). Syllables (common patterns, e.g., vowel-consonants like “at”, consonant-vowels like “me”, consonant-vowel-consonants like “sit”).	CANMB1-04	Respond a oral discourse, story, movie etc.,
<b>CCF Cognitive Creative Factual</b>	E-01-C5-01	Recognise and construct simple sentences using nouns and verbs e.g., Ali runs.	CCFC5-01	Assess student learning via fill-in-the-blanks and written and oral tests.
	E-01-D2-02	Write short sentences with basic personal information, etc.	CCFD2-02	
	E-01-D2-ADD	Select a suitable concluding sentence. (For example, We all enjoyed the picnic)	CCFD2-ADD	
	E-01-D4-02	Write simple sentences giving information on what students observe. (e.g., This is a book.)	CCFD4-02	
<b>CCC Cognitive Creative Conceptual</b>	E-01-C2-03	Illustrate the gender of naming words (masculine/feminine)	CCCC2-03	Assess students learning using oral/written short questions, MCQs
<b>CCP Cognitive Creative Procedural</b>	E-01-A2-05	Engage in role play, enacting simple characters or situations.	CCPA2-05	Performance task, role play,
	E-01-A4-01	Converse audibly with class fellows, teachers and other adults.	CCPA4-01	
	E-01-A4-02	Converse in basic language using simple words and phrases with a group to share an experience.	CCPA4-02	
	E-01-D2-01	Write a simple and short opening sentence which highlights the	CCPD2-01	



		topic sentence.		
	E-01-D2-03	Recognise and write for a purpose using some basic features of a text.	CCPD2-03	
	E-01-D3-02	Construct simple sentences of three/four words expressing likes/dislikes or an opinion, using correct capitalisation, punctuation and spelling using pre-writing strategies (brainstorming, etc.)	CCPD3-02	
	E-01-D4-01	Draw or sequence pictures to tell a story.	CCPD4-01	
<b>CCM Cognitive Creative Metacognitive</b>	E-01-A3-03	Participate in small group discussions.	CCMA3-03	Developing a model, project

### Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	
<b>AR Affective Receiving</b>	E-01-A3-02	Interact minimally by naming things and asking simple questions	ARA3-02	Listen for and remember the name of newly introduced people; watch a movie or read, ask questions
	E-01-B1-09	Read with guidance from simple books.	ARB1-09	
<b>ARE Affective Responding</b>	E-01-A1-01	Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response)	AREA1-01	Completion of class tasks participation in class discussion; response to questions; compliance with class rules.
	E-01-A2-02	Take turns to speak	AREA2-02	
	E-01-A2-05	Engage in role play, enacting simple characters or situations	AREA2-05	
	E-01-A3-03	Participate in small group discussions.	AREA3-03	
	E-01-A4-01	Converse audibly with class fellows, teachers and other adultt	AREA4-01	
	E-01-A4-02	Converse in basic language using simple words and phrases with a group to share an experience.	AREA4-02	
	E-01-C1-02	Identify and act simple words that show feelings and emotions (e.g., sad, happy, angry).	AREC1-02	
<b>AO Affective</b>	E-01-A2-01	Listen to others and respond appropriately.	AOA2-01	organizes and compares different
	E-01-A3-01	Attempt to express feelings and ideas using appropriate words when	AOA3-01	

<b>Organizing</b>		speaking on matters of immediate interest.		cultures, expressing the differences between them.
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### Psychomotor Domain

Overall Domain Code	SNC Reference	SLOs	Codes	
<b>PP Psychomotor Perception</b>	E-01-A1-01	Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).	PPA1-01	A game of dodgeball; reading expressions, using punctuation marks.
	E-01-B1-04	Syllables (common patterns, e.g., vowel-consonants like “at”, consonant-vowels like “me”, consonant-vowel-consonants like “sit”).	PPB1-04	
	E-01-B1-07	Use punctuation cues to aid reading aloud (capitalization, comma, full stop).	PPB1-07	
	E-01-B3-08	Show some awareness that texts for different purposes look different, e.g., use of photographs, diagrams.	PPB3-08	
	E-01-B3-11	Tell the meaning of sentences.	PPB3-11	
	E-01-C3-01	Apply capitalization to the initial letter of the first word of a sentence Recognise and apply capitalization to the initial letters of names of people and dates.	PPC3-01	
	E-01-C3-02	Recognise and use a full stop at the end of a sentence. Recognise and use commas in a list.	PPC3-02	
<b>PS Psychomotor Set</b>	E-01-A2-01	Listen to others and respond appropriately	PSA2-01	Undertaking responsibilities, playing in group
	E-01-A3-01	Attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest.	PSA3-01	
	E-01-A3-02	Interact minimally by naming things and asking simple questions	PSA3-02	
	E-01-A3-03	Participate in small group discussions.	PSA3-03	
	E-01-A4-01	Converse audibly with class fellows, teachers and other adults.	PSA4-01	
	E-01-A4-02	Converse in basic language using simple words and phrases with a group to share an experience	PSA4-02	
	E-01-B3-10	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	PSAB3-10	
<b>PGR</b>	E-01-A2-05	Engage in role play, enacting simple characters or situations	PGRA2-05	Evaluate accuracy

<b>Psychomotor Guided Response</b>	E-01-D1-01	Practise a comfortable and efficient pencil grip and learn to form letter correctly.	PGRD1-01	with criteria on standard performance. Practice and demonstrate task steadily. Performance in a role-play.
	E-01-B3-01	Use a dictionary to find the spelling and meaning of words	PGRB3-01	
	E-01-D1-02	Practise handwriting patterns and writing letters both capital and small with correct formation. Practise writing letters and words from left to right with regular spaces between letters and words	PGRD1-02	
	E-01-D1-03	Write letters and words at an appropriate speed and develop and understanding that a capital letter is for the start of a sentence	PGRD1-03	
<b>PM Psychomotor Mechanism</b>	E-01-A2-02	Take turns to speak	PMA2-02	Performance test Performance in a game
	E-01-D1-04	Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g., bat, cat, is, was etc)	PMD1-04	
	E-01-D1-06	Spell and write familiar common words accurately, drawing on sight words	PMD1-06	
	E-01-D2-01	Write a simple and short opening sentence which highlights the topic sentence	PMD2-01	
	E-01-D2-03	Recognise and write for a purpose using some basic features of a text	PMD2-03	
	E-01-D3-01	Fill in missing information to complete simple sentences. (For example. My name is _____.)	PMD3-01	
	E-01-D4-01	Draw or sequence pictures to tell a story	PMD4-01	
	E-01-D4-02	Write simple sentences giving information on what students observe. (e.g., This is a book.)	PMD4-02	
	E-01-D4-03	Write rhyming words according to grade-level vocabulary (word families).	PMD4-03	
<b>PCOR Psychomotor Complex Overt Response</b>	E-01-D3-02	Construct simple sentences of three/four words expressing likes/dislikes or an opinion, using correct capitalisation, punctuation and spelling using pre-writing strategies (brainstorming, etc.)	PCORD3-02	Create project exhibition)

## List of Codes, SLOs and Assessment Strategies

### Grade II

#### Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>CRF</b> Cognitive Remember Factual	E-02-B2-06	Answer questions in complete and correct sentences.	CRFB2-06	MCQs
	E-02-C1-05	Write spellings of days of the week, month and numbers. Take dictation of familiar words studied in class. Keep a record of words (e.g., word wall, word bank).	CRFC1-05	
	E-02-C1-06	Provide the missing letter in simple two/three-syllable words	CRFC1-06	
<b>CRC</b> Cognitive Remember Conceptual	E-02-B3-08	Show appropriate awareness that texts have different purposes.	CRCB3-08	short answers, sentences, matching, (quiz)
	E-02-B3-11	Tell the meaning of sentences.	CRCB3-11	
	E-02-C3-02	Recognise that a sentence ends with a full stop, question marks and exclamation marks.	CRCC3-02	
<b>CRP</b> Cognitive Remember Procedural	E-02-C2-06	Identify and recognize the rules for the use of 'a', 'an' and 'the' (e.g., The principal of my school, Mr Aamir.)	CRPC2-06	Making sentences spellings, reading, poem recitation.
	E-02-C3-03	Recognise the apostrophe of possession with naming words i.e. Imran's bag, Ali's hat.	CRPC3-03	
	E-02-D4-03	Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.	CRPD4-03	
<b>CRM</b> Cognitive Remember Metacognitive	E-02-D3-01	Fill in missing information to complete a simple paragraph	CRMD3-01	Dictation, retelling stories, exercises
<b>CUF</b> Cognitive Understanding Factual	E-02-A1-01	Show awareness of the listener through, including, relevant details in non-verbal and verbal communication (e.g., through laughing when a joke is shared, or responding to what is being said).	CUFA1-01	Short answers, punctuation marks, reading, listening tasks
	E-02-B3-03	Comprehend and respond to question words, e.g., what, where, when, who, why using pre and while reading strategies.	CUFB3-03	

<b>CUC</b> Cognitive Understanding Conceptual	E-02-B2-02	Show some awareness that texts have different purposes.	CUCB2-02	Reading, reciting, choosing words, sentences
	E-02-B3-10	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	CUC	
	E-02-C2-03	Make plurals of regular naming words (e.g., boys, chairs, schools, babies etc) Recognise formation of adverbs i.e adding –ly.	CUCC2-03	
	E-02-A2-03	Ask questions for clarity and respond to questions from others.	CUCA2-03	
	E-02-C4-03	Recognise past simple for completed actions/events in writing and speaking e.g., It rained in the morning.	CUCC4-03	
	E-02-C4-04	Recognition of simple future tense will/ shall/ in sentences.	CUCC4-04	
	E-02-D2-01	Write an opening sentence to highlight the topic sentence and introduce the setting in two to three sentences.	CUCD2-01	
	E-02-D2-02	Write short sentences with basic personal information, etc.	CUCD2-02	
	E-02-D2-03	Recognise and write for a purpose using some basic features of a text.	CUCD2-03	
<b>CUP</b> Cognitive Understanding Procedural	E-02-A3-01	Begin to be aware of ways in which speakers vary talk (e.g., the use of formal and informal vocabulary and expression: “Good morning, sir/madam, how are you?”).(Informal: “Hello! How do you do”?)	CUPA3-01	Matching, rephrasing, conceptual maps, listening and drawing
	E-02-C1-02	Recognise and speak simple grade-level words that show feelings and emotions (e.g., sad, happy, angry).	CUPC1-02	
	E-02-C1-07	Join words with prefixes (e.g., un, dis, pre) and determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	CUPC1-07	
	E-02-C1-08	Write opposites of simple words (e.g., give-take, late-early) and identify in different texts.	CUPC1-08	
	E-02-D1-03	Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.	CUPD1-03	
<b>CUM</b> Cognitive Understanding Metacognitive	E-02-D2-04	Write a single concluding sentence which repeats the theme of the topic.	CUMD2-04	Completing stories, storytelling,
<b>CAF</b> Cognitive Application	E-02-A2-01	Listen to others and respond appropriately.	CAFA2-01	Short questions, Quiz, reading, Matching words
	E-02-B2-01	Read a range of common sight words.	CAF2-01	
	E-02-B1-03	Use phonics as the main method of tackling unfamiliar word.	CAF2-03	

<b>Factual</b>	E-02-B1-02	Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level Recognise and read compound words (e.g., farmhouse, textbook, timetable).	CAFB1-02	
	E-02-C3-02	Recognise and add commas for a series of items in a sentence and after Yes and No.	CAFC3-02	
	E-02-C5-03	Comprehend and respond to simple wh-questions.	CAFC5-03	
	E-02-D1-02	Use joined-up handwriting in limited range of written work.	CAFD1-02	
	E-02-D1-04	Use the common spelling of short and long vowel sounds eg.,cat, car, bed, bird, dot, door, cut, cute.	CAFD1-04	
	E-02-A3-02	Interact by naming things, responding with simple sentences and asking questions about people and things in their immediate physical context.	CAFA3-02	
<b>CAC Cognitive Application Conceptual</b>	E-02-A1-03	Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics.	CACA1-03	Listening and responding, reading and explaining, quiz
	E-02-B1-01	Recognise and use different ways in which vowels can be pronounced, e.g., how, low, apple, apron etc.	CACB1-01	
	E-02-B3-12	Respond to a text with reasons and personal opinions	CACB3-12	
	E-02-C2-04	Illustrate the use of subject pronouns words with verbs (e.g., He is, They are, I am) Recognise and Use objective pronouns (e.g me, us, you, him, her, them, it.	CACC2-04	
	E-02-C2-06	Use of a, an with countable and uncountable nouns.	CACC2-06	
	E-02-C2-07	Identify and use some describing words showing quality, size and colour, soft, big, yellow.	CACC2-07	
	E-02-C2-08	Identify and use common action words. Identify sensing verbs (hear, touch etc).	CACC2-08	
	E-02-C2-09	Recognise and use simple words that tell the position i.e. in, on, under, behind, next.	CACC2-09	
	E-02-C2-10	Identify and use joining words in speaking to join words and sentences.	CACC2-10	
	E-02-C3-01	Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names, pets, and places, and the pronoun.	CACC3-01	
	E-02-C3-01	Capitalize days of the week and months of the year.	CACC3-01	
	E-02-C5-02	Identify and use simple sentences that	CACC5-02	

		show instructions, commands and requests.		
	E-02-D1-05	Use the different common spellings of long vowel phonemes.	CACD1-05	
	E-02-D1-06	Use the common spellings of long vowel phonemes and apply knowledge of phonemes and spelling patterns independently.	CACD1-06	
	E-02-D3-02	Write 3-5 simple, meaningful sentences of their own on the given text types, using correct capitalization, punctuation and spelling using pre-writing strategies (brainstorming etc.).	CACD3-02	
<b>CAP Cognitive Application Procedural</b>	E-02-A1-02	Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.	CAPA1-02	Role play, group project, short written exercises.
	E-02-B1-09	Read with guidance from simple books.	CAPB1-09	
	E-02-B1-10	Read grade-level prose and poetry orally at an appropriate rate, and expression on successive reading.	CAPB1-10	
	E-02-A2-02	Take turns to speak.	CAPA2-02	
	E-02-B3-01	Use a dictionary or electronic means to find the spelling and meaning of words.	CAPB3-01	
	E-02-B3-04	Read and follow simple instructions, e.g., in a recipe.	CAPB3-04	
	E-02-C1-04	Arrange words alphabetically based on the first letter (ABC order apple, bag, cat).	CAPC1-04	
	E-02-C1-09	Recognise and locate some compound words from various text sources (e.g., butterfly, football, timetable, textbook, homework, classroom and whiteboard)	CAPC1-09	
	E-02-C4-01	Use simple present verbs to show habitual actions e.g., He walks daily.	CAPC4-01	
	E-02-C4-02	Use present continuous (ing) for the actions taking place at the time of speaking and writing e.g., He is running to win the race.	CAPC4-02	
	E-02-C5-04	Identify and use transitional words to manage the sequence of events i.e. first, then, next, finally.	CAPC5-04	
	E-02-D1-02	Practise handwriting patterns and the joining of letters	CAPD1-02	
<b>CAM Cognitive Application Metacognitive</b>	E-02-B1-07	Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.	CAMB1-07	Portfolio, Group Project
	E-02-B1-08	Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/	CAMB1-08	

		visuals; ask self, “What is it about? What do I know about this? What do I want to know?”		
	E-02-B3-05	Anticipate what happens next in a story and predict story endings.	CAMB3-05	
	E-02-C1-03	Articulate and use simple rhyming words in writing (e.g -nd, nk, nt, mp).	CAMC1-03	
<b>CANF Cognitive Analysis Factual</b>	E-02-B2-04	Identify and read the title of an article, book, or chapter; the function of captions and sub-heads	CANFB2-04	Interpretive exercises with brief information followed by short questions, MCQs, library search
	E-02-B1-05	Identify syllables and split familiar compound words into parts.	CANFB1-05	
	E-02-B2-04	Recognise the distinguishing features of a sentence and paragraph e.g., Identify paragraph as a graphical unit of expression	CANFB2-04	
	E-02-B3-02	Find factual information from different formats, e.g., charts, labelled diagrams.	CANFB3-02	
	E-02-C1-01	Demonstrate the ability to identify and sort words from different reading materials, pictures and immediate surrounding: simple action words, naming and describing words.	CANFC1-01	
	E-02-C2-03	Identify and classify the grammatical gender of naming words from immediate environments (masculine/feminine).	CANFC2-03	
		E-02-A2-04	Recognise ‘stress’ and ‘intonation’ patterns as used in statements and questions.	
<b>CANC Cognitive Analysis Conceptual</b>	E-02-B1-06	Identify common and complex silent letters in words e.g., almond, muscle, receipt, asthma etc.	CANCB1-06	
	E-02-B1-04	Match sounds to their corresponding letters/ letter patterns: Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel sounds: a, e, i, o, u. Word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -un). Final “y” as a vowel (e.g., July, sky, cycle, python - when “y” is in final position of a word or syllable). Long vowel sounds a, e, u, i, o (Note: when the vowel sounds like its letter name, it is a long vowel sound otherwise it's a short vowel sound like “bit” (short) versus bite (long)). Consonant digraphs in initial position (e.g., th, sh, ch, wh). Initial consonant blends (e.g., sw, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, tr, wh, qu).	CANCB1-04	



		Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck). Inflectional suffix (e.g., -s, -es). Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant).		
	E-02-B2-03	Distinguish between fact and opinion (for fiction and non-fiction text).	CANCB2-03	
	E-02-B3-09	Identify general features of known text types e.g., prose, poetry, drama.	CANCB3-09	
	E-02-C2-01	Recognise and use naming words from the environment and classify them into different categories such as a person, place animal or thing.	CANCC2-01	
<b>CANP Cognitive Analysis Procedural</b>	E-02-B3-06	Identify and describe story settings and characters, recognising that they may be from different times and places.	CANPB3-06	Researching and writing a report, portfolio
	E-02-D4-04	Write a simple guided poem using a list of given rhyming words	CANPD4-04	
<b>CANM Cognitive Analysis Metacognitive</b>	E-02-D4-01	Write a few sentences describing a personal experience (e.g., a daily routine).	CANMD4-01	Review of a written work, oral discourse, story, movie etc., portfolio
	E-02-D3-02	Write 3-5 informative/explanatory sentences on one topic in which they name a topic, supply some facts about the topic, and provide some sense of closure.	CANMD3-02	
<b>CEF Cognitive Evaluation Factual</b>	E-02-D1-01	Form words correctly and consistently.	CEFD1-01	Group discussion, Portfolio, debate
<b>CEP Cognitive Evaluation Procedural</b>	E-02-C5-01	Construct simple sentences using a subject, verb, objects e.g., He eats apples.	CEPC5-01	Problem solving, interpreting a picture etc..
<b>CCP Cognitive Creative Procedural</b>	E-02-A2-05	Engage in role play, enacting simple characters or situations.	CCPA2-05	Performance task, role play,
	E-02-A4-01	Converse audibly with class fellows, teachers and other adults	CCPA4-01	
	E-02-A4-02	Converse in basic language using simple words and phrases with a group to share an experience.	CCPA4-02	
<b>CCM Cognitive Creative Metacognitive</b>	E-02-A3-03	Participate in group discussions, presentations and speeches.	CCMA3-03	Portfolio, developing a model, project
	E-02-B3-07	Predict what happens at the beginning, in the middle or at the end of a story	CCMB3-07	

### Affective Domain

Overall Domain Code	SNC Reference	SLOs	Codes	Assessment Strategies
AR Affective Receiving	E-02-A2-01	Listen to others and respond appropriately	ARA2-01	Listening exercises; Listen for and remember the name of newly introduced people; watch a movie or another student's presentation
	E-02-A2-05	Engage in role play, enacting simple characters or situations.	ARA2-05	
	E-02-B3-08	Show appropriate awareness that texts have different purposes.	ARB3-08	
	E-02-B3-10	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	ARB3-10	
ARE Affective Responding	E-02-A1-01	Show awareness of the listener through, including, relevant details in non-verbal and verbal communication (e.g., through laughing when a joke is shared, or responding to what is being said)	AREA1-01	Completion of class tasks/ homework; participation in class discussion; response to questions; compliance with class rules.
	E-02-A3-02	Interact by naming things, responding with simple sentences and asking questions about people and things in their immediate physical context.	AREA3-02	
	E-02-C1-02	Recognise and speak simple grade-level words that show feelings and emotions (e.g., sad, happy, angry)	AREC1-02	
AC Affective Characterizing	E-02-A3-03	Participate in group discussions, presentations and speeches.	ACA3-03	Collaborative projects, team participation, peer assessment
	E-02-A4-01	Converse audibly with class fellows, teachers and other adults.	ACA4-01	
	E-02-A4-02	Converse in basic language using simple words and phrases with a group to share an experience.	ACA4-02	

### Psychomotor Domain

Overall Domain Code	SNC Reference	SLOs	Codes	Assessment Strategies
PP Psychomotor Perception	E-02-A1-01	Show awareness of the listener through, including, relevant details in non-verbal and verbal communication (e.g., through laughing when a joke is shared, or responding to what is being said).	PPA1-01	A game, matching; reading expressions.
	E-02-B1-04	Match sounds to their corresponding letters/ letter patterns: Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel sounds: a, e, i, o, u. Word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -un).	PPB1-04	

		<p>Final “y” as a vowel (e.g., July, sky, cycle, python - when “y” is in final position of a word or syllable).</p> <p>Long vowel sounds a, e, u, i, o (Note: when the vowel sounds like its letter name, it is a long vowel sound otherwise it's a short vowel sound like “bit” (short) versus bite (long)).</p> <p>Consonant digraphs in initial position (e.g., th, sh, ch, wh).</p> <p>Initial consonant blends (e.g., sw, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, tr, wh, qu).</p> <p>Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck).</p> <p>Inflectional suffix (e.g., -s, -es).</p> <p>Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant).</p>		
<b>PS Psychomotor Set</b>	E-02-A3-03	Participate in group discussions, presentations and speeches	PSA3-03	Starting a portfolio, undertaking responsibilities
	E-02-A4-01	Converse audibly with class fellows, teachers and other adults	PSA4-01	
	E-02-A4-02	Converse in basic language using simple words and phrases with a group to share an experience.	PSA4-02	
	E-02-C1-02	Recognise and speak simple grade-level words that show feelings and emotions (e.g., sad, happy, angry).	PSC1-02	
	E-02-C1-05	Write spellings of days of the week, month and numbers. Take dictation of familiar words studied in class. Keep a record of words (e.g., word wall, word bank).	PSC1-05	
	E-02-D1-03	Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence	PSD1-03	
	E-02-D4-01	sentences describing a personal experience (e.g., a daily routine).	PSD4-01	
	E-02-D3-02	Write 3-5 informative/explanatory sentences on one topic in which they name a topic, supply some facts about the topic, and provide some sense of closure.	PSD3-02	
	E-02-D4-03	Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue	PSD4-03	
<b>PGR Psychomotor Guided Response</b>	E-02-D4-04	Write a simple guided poem using a list of given rhyming words.	PGRD4-04	Evaluate accuracy with criteria on standard performance. Run for some
	E-02-C1-04	Arrange words alphabetically based on the first letter (ABC order apple, bag, cat).	PGRC1-04	
	E-02-B1-09	Read with guidance from simple books.	PGRB1-09	
	E-02-B3-01	Use a dictionary or electronic means to find the spelling and meaning of	PGRB3-01	

		words		minutes steadily. Role play
	E-02-B2-03	Recognise and write for a purpose using some basic features of a text.	PGRB2-03	
	E-02-D3-02	Write 3-5 simple, meaningful sentences of their own on the given text types, using correct capitalization, punctuation and spelling using pre-writing strategies (brainstorming etc.).	PGRD3-02	
PM Psychomotor Mechanism	E-02-A2-05	Engage in role play, enacting simple characters or situations.	PGRA2-05	Performance test Performance in a game
	E-02-C1-08	Write opposites of simple words (e.g., give-take, late-early) and identify in different texts.	PMC1-08	
	E-02-D1-01	Form words correctly and consistently.	PMD1-01	
	E-02-D1-02	Practise handwriting patterns and the joining of letters.	PMD1-02	
	E-02-D1-02	Use joined-up handwriting in limited range of written work.	PMD1-02	
	E-02-D2-04	Write a single concluding sentence which repeats the theme of the topic.	PMD2-04	
	E-02-D2-01	Write an opening sentence to highlight the topic sentence and introduce the setting in two to three sentences.	PMD2-01	
PCOR Psychomotor Complex Overt Response	E-02-D2-02	Write short sentences with basic personal information, etc	PCORD2-02876	Create project exhibition) Performance in a role-play.

### List of Codes, SLOs and Assessment Strategies

#### Grade III

#### Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CRC Cognitive Remember Conceptual	E-03-B1-02	Recognise and read grade-appropriate irregularly spelled words.	CRCB1-02	short answers, sentences, matching, (quiz)
	E-03-B1-06	Identify common and complex silent letters in words e.g., almond, muscle, receipt, asthma etc.	CRCB1-06	
	E-03-B2-06	Recognise questions as interrogative sentences that begin with	CRCB2-06	

		WH- words.		
	E-03-C1-05	Write spellings of days of the week, month, and numbers in a sequence. Take dictation of familiar sentences/ text studied in class. Keep a record of words (e.g., word wall, word bank)	CRCC1-05	
	E-03-C2-06	Identify and recognize the rules for the use of 'a', 'an' and 'the'	CRCC2-06	
	E-03-C2-11	Recognise the function of joining words in sentences. Use simple connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because) for sequence (e.g., first, second).	CRCC2-11	
	E-03-C5-02	Recognise that sentences comprise of Subject + Predicate Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.	CRCC5-02	
	E-03-D1-04	Spell and write familiar, and unfamiliar words accurately.	CRCD1-04	
<b>CRP</b> Cognitive Remember Procedural	E-03-B3-08	Identify the main purpose and different types of stories and typical story themes of a text.		Making sentences and paragraphs, spellings, reading, poem recitation.
	E-03-B3-10	Identify rhyme and rhythm, repetition, similes, and sensory images in poems.		
	E-03-C2-08	Recognise action words as verbs. Use verbs in speech and sentences		
<b>CUF</b> Cognitive Understanding Factual	E-03-B1-02	Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level.	CUFB1-02	Short answers, punctuation marks, reading, listening exercises
	E-03-D1-02	Practise joining letters in handwriting.	CUFD1-02	
<b>CUC</b> Cognitive Understanding Conceptual	E-03-B1-02	Recognise and match contractions to words (e.g., couldn't – could not).	CUCB1-02	Reading and comprehension passage, CRQs, choosing words, fill in the blanks, binary choice,
	E-03-B1-01	Use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.	CUCB1-01	
	E-03-B1-03	Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) and associate sounds with common spellings (graphemes) for the five major vowels.	CUCB1-03	
	E-03-B1-04	Learn to use Initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh,).	CUCB1-04	

	<p>Final consonant blends (e.g., nd, nk, nt, mp).</p> <p>Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck).</p> <p>Diphthongs (e.g., ou, ow).</p> <p>Inflectional suffix (e.g., -s, -es, -ing, -ed).</p> <p>Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant)</p> <p>Silent letters, (e.g., -e like cake, kite, home -b like comb, plumb, thumb, climb, plumber, limb.</p>		
E-03-B1-07	Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.	CUCB1-07	
E-03-B1-08	Use pre-reading strategies to predict some words that might occur in a text by looking at the picture/title (identify the type of text, purpose and intended audience).	CUCB1-08	
E-03-B2-05	Identify paragraph as a larger meaningful unit of expression representing the unity of thought.	CUCB2-05	
E-03-B3-02	Identify the main points or gist of a text (factual or fiction). identify the main idea or theme conveyed by the writer.	CUCB3-02	
E-03-B3-04	Scan a passage to find specific information and answer questions. Read and follow instructions correctly	CUCB3-04	
E-03-C1-04	Recognise alphabetical arrangement of words based on first two letters as preparation for glossary or dictionary use.	CUCC1-04	
E-03-C2-01	Understand and use different types of nouns i.e. common, proper (e.g., Pakistan, Ali), countable (e.g cup, pen), uncountable nouns (e.g., sugar, salt).	CUCC2-01	
E-03-C2-07	Understand the use of adjectives in sentences before nouns (e.g., It is a beautiful scene.	CUCC2-07	
E-03-C3-03	Use of contractions with verbs (e.g., I'm, I've, she's, it's).	CUCC3-03	
E-03-D1-03	Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence.	CUCD1-03	
E-03-D2-ADD	Write concluding remarks in repeating the mood of the setting, a remark on characterization and a suitable ending. (For example, John enjoyed the trip with his friends. Their decent	CUCD2-ADD	

		actions also got appreciation from the old man.)		
<b>CUP Cognitive Understanding Procedural</b>	E-03-A1-02	Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.	CUPA1-02	Changing verb tenses, matching, rephrasing, conceptual maps, listening and drawing
	E-03-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication(.	CUPA1-01	
	E-03-A1-03	Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.	CUPA1-03	
	E-03-A4-01	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.	CUPA4-01	
	E-03-B1-05	Read simple books from a range e.g., story, poetry, information books.	CUPB1-05	
	E-03-B1-08	Use pre-reading strategies to predict some words that might occur in a text by looking at the picture/title (identify the type of text, purpose and intended audience)	CUPB1-08	
	E-03-B1-09	Read with fluency and expression using age-appropriate book.	CUPB1-09	
	E-03-B1-07	Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.	CUPB1-07	
	E-03-B2-01	Extend the range of common sight words.	CUPB2-01	
	E-03-D1-01	Develop consistency in the size and proportion of letters and the spacing of words.	CUPD1-01	
	E-03-D3-01	Fill in words to change or complete a given story.	CUPD3-01	
	E-03-C1-02	Recognise and use grade-level words that show feelings and emotions (e.g., bored, scared, shy, afraid, upset).	CUPC1-02	
<b>CUM Cognitive Understanding Metacognitive</b>	E-03-B3-05	Anticipate what happens next in a story and predict story endings	CUMB3-05	Completing stories, storytelling
<b>CAF</b>	E-03-B1-02	Identify words with inconsistent but common spelling-sound	CAFB1-02	Short questions,

<b>Cognitive Application Factual</b>		correspondences.		Matching words, Quiz, reading
	E-03-C2-02	Change the regular nouns into irregular nouns (e.g., child-children, leaf, leaves).	CAFC2-02	
	E-03-C2-08	Identify and use simple adverbs of manner and time.	CAFC2-08	
	E-03-C3-01	Recognise and apply capitalization to the initial letter of proper nouns Capitalize holidays, product names, and geographical names.	CAFC3-01	
	E-03-C4-02	Use present continuous (ing) for the actions taking place at the time of speaking and writing e.g., He is running to win the race.	CAFC4-02	
	E-03-C4-03	Use present perfect for actions in the past that still affect the present.	CAFC4-03	
	E-03-D1-05	Use to spell simple high-frequency words and common irregular words.	CAFD1-05	
	E-03-C2-07	Identify and use describing words as adjectives.	CAFC2-07	
<b>CAC Cognitive Application Conceptual</b>	E-03-B1-06	Identify common and complex silent letters in words e.g., almond, muscle, receipt, asthma etc.	CACB1-06	Listening and responding, reading and explaining, CRQs, portfolio
	E-03-B2-04	Identify and recognise story, poetry and information books noting how text is organised into sections or chapters.	CACB2-04	
	E-03-C1-01	Demonstrate the ability to identify and sort words from different reading materials,	CACC1-01	
	E-03-C1-08	Recognise and use opposite words in the text. Recognise and use words similar to each other in the text.	CACC1-08	
	E-03-C2-07	Use and understand the difference between comparative and superlative degrees of adjectives (i.e -er,-est).	CACC2-07	
	E-03-C4-01	Use simple present verbs to show habitual actions e.g., He walks daily.	CACC4-01	
	E-03-C4-04	Use past simple for completed actions/events and regular actions in the past.(In sentences)	CACC4-04	
	E-03-C4-05	Recognise and use past continuous tense.	CACC4-05	
	E-03-C4-06	Use of future tense will/ shall/ be going to (e.g., I will go to the library tomorrow/ My parents are going to attend the concert).	CACC4-06	
	E-03-D2-03	Use interesting and meaningful words in their writings.	CACD2-03	
<b>CAP Cognitive</b>	E-03-A2-01	Listen to others and respond appropriately.	CAPA2-01	Role play, group project, portfolio
	E-03-A2-02	Take turns to speak.	CAPA2-02	



<b>Application Procedural</b>	E-03-A2-03	Ask questions for clarity and respond to questions from others.	CAPA2-03	
	E-03-A2-04	Identify rhetorical patterns and make simple inferences while listening. (e.g., following commands, instructions, procedures etc).	CAPA2-04	
	E-03-A2-05	Engage in role play to perform a character from a story/play script.	CAPA2-05	
	E-03-B3-01	Use a dictionary or electronic means to find the spelling and meaning of words.	CAPB3-01	
	E-03-C2-04	Differentiate and use subjective, objective and possessive pronouns in sentences.	CAPC2-04	
	E-03-C2-05	Use interrogative pronouns to make question sentences.	CAPC2-05	
	E-03-C2-10	Understand and use some words showing position, possession and directions in sentences.	CAPC2-10	
	E-03-C2-11	Use simple connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because) for sequence (e.g., first, second).	CAPC2-11	
	E-03-C3-02	Use capital letters for beginning the first word of a sentence for the word 'I' (e.g., I believe I can do better than that) for initials in names of people (e.g., M.A.Rauf-	CAPC3-02	
	E-03- C5-03	Use and respond to simple sentences showing requests, exclamatory and command, both physically and in their speech.	CAPC5-03	
	E-03-C5-05	Use transitional words in simple procedure e.g., writing a recipe, following directions etc.	CAP	
	E-03-D1-06	Use strategies for segmenting unfamiliar words to spell, e.g., breaking into individual sounds, separating into syllables.	CAPD1-06	
<b>CAM Cognitive Application Metacognitive</b>	E-03-B3-06	Infer meanings beyond the literal, e.g., about motives and character.	CAMB3-06	Create portfolio, Group Project
	E-03-B3-12	Respond to a text with reasons and personal opinions.	CAMB3-12	
<b>CANF Cognitive Analysis Factual</b>	E-03-B2-06	Answer questions in multiple-choice form.	CANFB2-06	Interpretive exercises with brief information followed by short questions,
	E-03-C2-03	Identify and classify the grammatical gender of naming words from immediate environments (masculine/feminine).	CANFC2-03	

				MCQs, library search
<b>CANC Cognitive Analysis Conceptual</b>	E-03-B2-02	Identify the main purpose of a text.	CANCB2-02	Debate, mini research project, portfolio
	E-03-B2-03	Identify different types of fiction and non-fiction texts and their known key feature.	CANCB2-03	
	E-03-B3-11	Express understanding of the text in your own words.	CANCB3-11	
	E-03-C1-01	Demonstrate the ability to identify and sort words from different reading materials, pictures and immediate surrounding: simple action words, naming and describing words.	CANCC1-01	
	E-03-C1-06	Provide the missing letter in simple two/three-syllable words.	CANCC1-06	
	E-03-C1-07	Join prefixes with the base words and understand the change in meaning (e.g., love/pre-loved, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	CANCC1-07	
	E-03-C2-08	Distinguish verbs according to meaning: for example, mental verbs (think, ponder) and feeling verbs (love, hate), saying verbs (babbled, joked, and laughed)	CANCC2-08	
	E-03-C2-09	Understand and use simple modal verbs (should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.	CANCC2-09	
	E-03-C5-01	Differentiate between phrase and sentence.	CANCC5-01	
	<b>CANP Cognitive Analysis Procedural</b>	E-03-B2-05	Recognise how paragraphs and chapters are used to organise ideas. Identify paragraph as a larger meaningful unit of expression representing the unity of thought.	
E-03-B3-03		Answer questions with some reference to single points in a text using pre and while reading strategies.	CANPB3-03	
E-03-C2-06		Understand the use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much)	CANPC2-06	
E-03-C2-08		Recognise and use regular and irregular degrees of adverbs, use more and most with adverbs.	CANPC2-08	
<b>CANM Cognitive Analysis Metacognitive</b>	E-03-B3-07	Predict what happens at the beginning, in the middle or at the end of a story	CANMB3-07	Review of a written work, oral discourse, story, movie etc., portfolio
	E-03-B3-09	Use the terms 'fact', 'fiction' and 'nonfiction' appropriately.	CANMB3-09	
<b>CEC</b>	E-03-C1-09	Locate the difference between the two parts of a compound	CECC1-09	Compare and

<b>Cognitive Evaluation Conceptual</b>		word. E.g., noun+noun, adjective+noun etc Break up some common compound words into words they are made of.		contrast, revision, rewriting, CRQs
<b>CCF Cognitive Creative Factual</b>	E-03-A3-01	Speak clearly and confidently in a range of contexts including longer speaking turns.	CCFA3-01	Games, cooperative learning, conferencing
	E-03-A4-02	Speak confidently to a group to share an experience.	CCFA4-02	
	E-03-C1-03	Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems)	CCFC1-03	
	E-03-C1-06	Make anagrams from simple one/ two-syllable words in class.	CCFC1-06	
	E-03-C5-02	Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.	CCFC5-02	
	E-03-D2-05	Write a guided first draft and edit it.	CCFD2-05	
	E-03-D4-04	Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.	CCFD4-04	
	E-03-D4-05	Begin to write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.	CCFD4-05	
<b>CCC Cognitive Creative Conceptual</b>	E-03-C5-04	Make questions by using Wh-questions (e.g What are you doing?)	CCCC5-04	Writing a script/story/ dialogue, an essay, letter writing, portfolio
	E-03-D2-02	Write longer and complex sentences on a limited range of topics e.g., sports day, nature, holidays etc.	CCCD5-02	
	E-03-D2-04	Write concluding remarks in the form of two sentences.	CCCD2-04	
	E-03-D4-01	Write personal recount and diary/journal entries using free writing or planned writing (through the process approach - brainstorming, mind-mapping, first draft).	CCCD4-01	
<b>CCP Cognitive Creative Procedural</b>	E-03-A3-02	Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.	CCPA3-02	Performance task, role play, creative writing (CRQ); Scenario-based questions
	E-03-A3-03	Participate in group discussions, presentations and debates.	CCPA3-03	
	E-03-D2-01	Write multi-syllable words to express the tone of the characters in a setting according to the title. (For example Mary goes to school with a big smile on his face every day.	CCPD2-01	

	E-03-D3-02	Write simple paragraphs on the given text types, using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft.	CCPD3-02	
	E-03-D4-02	Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.	CCPD4-02	
	E-03-D4-03	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	CCPD4-03	
	E-03-D4-06	Design and write an invitation card for a range of purposes.	CCPD4-06	
	E-03-D4-07	Write a simple acrostic poem using a given structure.	CCPD4-07	

### Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>AR</b> Affective Receiving	E-03-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.	ARA1-01	Listening exercises; Listen for and remember the name of newly introduced people; watch a movie or another student's presentation
<b>ARE</b> Affective Responding	E-03-A2-01	Listen to others and respond appropriately.	AREA2-01	Completion of class tasks/homework; participation in class/group discussion; presentation; response to questions; compliance with class rules and certain procedures.
	E-03-A2-02	Take turns to speak.	AREA2-02	
	E-03-A2-03	Ask questions for clarity and respond to questions from others.	AREA2-03	
	E-03-A3-03	Participate in group discussions, presentations and debates.	AREA3-03	
	E-03-A4-02	Speak confidently to a group to share an experience.	AREA4-02	
	E-03-C1-04	Recognise and use grade-level words that show feelings and emotions (e.g., bored, scared, shy, afraid, upset).	AREC1-04	

### Psychomotor Domain

Overall Domain Code	SNC Reference	SLOs	Codes	Assessment Strategies
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<b>PGR Psychomotor Guided Response</b>	E-03-A2-05	Engage in role play to perform a character from a story/play script.	PGRA2-05	Evaluate accuracy with criteria on standard performance. Run for some minutes steadily. Role play
	E-03-D1-02	Practise joining letters in handwriting	PGRD1-02	
	E-03-D1-03	Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence	PGRD1-03	
	E-03-D1-04	Spell and write familiar, and unfamiliar words accurately.	PGRD1-04	
	E-03-D3-02	Write simple paragraphs on the given text types, using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft.	PGRD3-02	
	E-03-D4-05	Begin to write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.	PGRD4-05	
	E-03-D4-02	Write a simple acrostic poem using a given structure.	PGRD4-02	
	E-03-C1-02	Recognise and use grade-level words that show feelings and emotions (e.g., bored, scared, shy, afraid, upset).	PGRC1-02	
<b>PM Psychomotor Mechanism</b>	E-03-D4-02	Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section	PMD4-02	Performance test (performance indicators). Performance in a game. Solving a problem, using pre-set procedures.
	E-03-D4-03	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	PMD4-03	
	E-03-D4-04	Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.	PMD4-04	
	E-03-D4-06	Design and write an invitation card for a range of purposes.	PMD4-06	
<b>PO Psychomotor Origination</b>	E-03-D2-02	Write longer and complex sentences on a limited range of topics e.g., sports day, nature, holidays etc.	POD2-02	Story writing; project work; models; work plans.
	E-03-D2-04	Write concluding remarks in the form of two sentences	POD2-04	
	E-03-D4-01	Write personal recount and diary/journal entries using free writing or planned writing (through the process approach -	POD4-01	

brainstorming, mind-mapping, first draft)

## List of Codes, SLOs and Assessment Strategies

### Grade IV

#### Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>CRF</b> Cognitive Remember Factual	E-04-B1-02	Read grade-appropriate irregularly spelled words.	CRFB1-02	Reading will be tested orally
	E-04-B1-02	Recognise and match contractions to words (e.g., couldn't – could not).	CRFB1-02	
	E-04-C1-05	Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	CRFC1-05	Dictation
<b>CRC</b> Cognitive Remember Conceptual	E-04-B2-01	Spell familiar common words accurately, drawing on sight vocabulary.	CRCB2-01	short answers, sentences, matching, (quiz)
	E-04-D1-05	Spell high frequency and irregular words	CRCD1-05	
	E-04-B2-05	Identify paragraph as a larger meaningful unit of expression representing the unity of thought.	CRCB2-05	
	E-04-B2-05	Recognise and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional devices.	CRCB2-05	
	E-04-B2-06	Recognise the Wh-words as keywords in making questions.	CRCB2-06	
	E-04-B2-06	Understand the meaning of the WH words. Answer questions given in the text.	CRCB2-06	

	E-04-C2-01	Recognise and use different types of nouns i.e. common, proper, countable, uncountable nouns and collective nouns.	CRCC2-01	Fill in the blanks
	E-04-C2-09	Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.	CRCC2-09	
	E-04-C2-12	Recognise the function of joining words in sentences.	CRCC2-12	
	E-04-C3-01	Recognise and apply capitalization to the initial letter of proper nouns: for initials in names of people (e.g., C. K. Lim) names of holidays, nationalities, languages, special events. Capitalize titles.	CRCC3-01	
	E-04-C3-02	Read, pronounce, write, and understand the meaning of common abbreviations for titles, and time periods (e.g., Ms., Mrs., months, days of the week, a.m., p.m.)	CRCC3-02	
	E-04-C3-03	Identify the use of the apostrophe for indicating possession (e.g., the player's ball, Paul's toy/ Pauls' toy, the cooks' pies, the children's toys, a week's holiday) and in contractions (e.g., it's raining).	CRCC3-03	Oral test; sentence construction exercise;
	E-04-C5-01	Recognise that sentences comprise of Subject + Predicate.	CRCC5-01	
	E-04-C5-ADD	Identify and use the difference between main and subordinate clauses in a given sentence	CRCC5-ADD	
	E-04-C5-06	Recognise direct speech sentences in a narration.	CRCC5-06	
	E-04-D1-01	Identify syllabic patterns in multisyllabic words(C	CRCD1-01	
<b>CRP Cognitive Remember</b>	E-04-B1-02	Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).(P)	CRPB1-02	Making sentences and paragraphs, spellings, reading, poem recitation;
	E-04-B1-02	Recognise silent letters in words and match sounds to their	CRCB1-02	

<b>Procedural</b>		<p>corresponding letter patterns:  Initial and final consonants: Initial short and long vowel sounds:  Word families with vowel-consonant patterns  Final “y” as a vowel Consonant digraphs in initial position (e.g., th, sh, ch, wh).  Vowel digraphs Initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).</p>		MCQ
	E-04-D2-01	Write multi-syllable words at grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterization.	CRCD2-01	
<b>CRM Cognitive Remember Metacognitive</b>	E-04-B1-02	Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level.	CRMB1-02	Dictation, retelling stories, recalling exercises, revision tasks
<b>CUF Cognitive Understanding Factual</b>	E-04-A2-03	Ask questions to obtain information and explain ideas clearly, making meaning explicit.	CUFA2-03	Short answers, matching, using punctuation marks
<b>CUC Cognitive Understanding Conceptual</b>	E-04-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication{	CUCA1-01	Reading and comprehension passage, CRQs, choosing words, binary choice, portfolio
	E-04-A1-02	Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.{	CUCA1-02	
	E-04-A1-03	Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	CUCA1-03	
	E-04-A2-04	Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: “You must clean your	CUCA2-04	



	room”, as opposed to a question: “Will you clean your room?”)		
E-04-A3-03	Participate in group discussions, presentations and debates.	CUCA3-03	
E-04-B1-07	Use pre-reading strategies to predict the type of content/ vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience.	CUCB1-07	
E-04-B2-04	Start reading the story, poetry and information books noting how text is organised into sections or chapters.	CUCB2-04	
E-04-B2-05	Explain how paragraphs and chapters are used to organise ideas.	CUCB2-05	
E-04-B3-01	Guess the meaning of new words as given in the text.	CUCB3-01	
E-04-B3-09	Identify different types of non-fiction text and their known key features e.g., how persuasive language is used to convince a reader.	CUCB3-09	MCQ; short answers
E-04-C1-09	Identify, differentiate between and use some simple pairs of words including homophones (e.g., eight-ate, I-eye, two-too-to, their-there).	CUCC1-09	
E-04-C1-11	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	CUCC1-11	
E-04-C2-10	Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.	CUCC2-10	
E-04-C2-02	Recognise and use nouns with no change in number and also use regular and irregular nouns in writing.	CUCC2-02	Group discussion
E-04-C2-03	Recognise and use the common grammatical gender used for both males and females	CUCC2-03	
E-04-C2-04	Identify and use a reciprocal pronoun (i.e. each other, one another), introduce first second and third-person pronouns.	CUCC2-04	

	E-04-C2-08	Recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.	CUCC2-08	
	E-04-C5-01	Differentiate between phrase and sentence.	CUCC5-01	
<b>CUP Cognitive Understanding Procedural</b>	E-04-A2-02	Take turns to speak on a given topic and during group discussions	CUPA2-02	Changing verb tenses, matching, rephrasing, conceptual maps, listening and drawing  Observation; ERQ; Word Bank creation
	E-04-B1-04	Explore the different processes of reading silently and reading aloud.	CUPB1-04	
	E-04-B1-08	Read a wide range of books, drawing on background information and vocabulary Provided.	CUPB1-08	
	E-04-B3-06	Investigate how settings and characters are built up from details and identify keywords and phrase.	CUPB3-06	
	E-04-B3-07	Identify how expressive and descriptive language creates different types of reading and writing.	CUPB3-07	
	E-04-B3-08	Read newspaper reports, posters, flyers and consider how they engage the reader.	CUPB3-08	
	E-04-C1-04	Recognise alphabetical arrangement of words based on first three letters for glossary or dictionary use.	CUPC1-04	
	E-04-D4-09	Paraphrase the text in your own words.	CUPD4-09	
<b>CAF Cognitive Application Factual</b>	E-04-A2-01	Demonstrate ‘attentive listening’ and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own	CAFA2-01	Short questions, Matching words, Quiz, reading; categorize book titles
	E-04-B2-03	Read a range of fiction and non-fiction books and begin to make links between them.	CAFB2-03	
	E-04-C1-09	Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).	CAFC1-09	

	E-04-C1-10	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	CAFC1-10	
	E-04-C2-08	Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank).	CAFC2-08	
	E-04-C2-09	Use transitive and intransitive verbs in sentences i.e she bought a pan, the dog barked. Use imperative verbs in sentences i.e. Stay here, Run fast. Use infinitive in sentences i.e. Teacher helped the students to complete the class project.	CAFC2-09	
	E-04-C3-02	Use a comma and quotation marks in direct speech	CAFC3-02	
	E-04-C2-07	Use the degrees of adjectives in sentences with more and most.	CAFC2-07	
	E-04-D3-01	Complete a simple paragraph using the given words, phrases and sentences.	CAFD3-01	
<b>CAC Cognitive Application Conceptual</b>	E-04-A3-01	Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc)	CACA3-01	Listening and responding, reading and explaining, CRQs, portfolio
	E-04-B1-01	Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known prefixes and suffixes using context.	CACB1-01	
	E-04-C1-11	Use some common similes in speech and writing using “like” and “as __ as”. e.g., as black as coal.	CACC1-11	
	E-04-C2-05	Use interrogative pronouns to make question sentences.	CACC2-05	
	E-04-C2-06	Use of indefinite (a/an) and definite (the) articles.	CACC2-06	

	<p>Zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar)</p> <p>Use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much, no, both/ all, each/ every)</p>	
E-04-C2-06	Indicate differences in proximity to speaker i.e: this/ that, these/ those (e.g., This book belongs to her.)	CACC2-06
E-04-C2-12	Use simple connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because) for sequence (e.g., first, second)	CACC2-12
E-04-C3-02	Recognise and use full stop with some abbreviations, and hyphen with common compound words.	CACC3-02
E-04-C4-02	Use the present continuous for actions taking place at some time in the past.	CACC4-02
E-04-C4-03	Use present perfect for actions occurring at an unspecified time. e.g., already, just, yet.	CACC4-03
E-04-C4-05	Use past continuous for the actions that were in progress at some time in the past (e.g., Everyone was driving slowly because the roads were slippery).	CACC4-05
E-04-C4-06	Use of future tense will/ shall/ be going to + infinitive.	CACC4-06
E-04-D1-04	Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc.	CACD1-04
E-04-D2-03	Use and compare/replace words to make writing meaningful.	CACD2-03
E-04-D2-04	Insert at least one dialogue or exclamation of emotion to add richness	CACD2-04

		to the story. (For example: "Hurrah!" Sarah shouted when she won the game.)		
	E-04-D2-05	Write the first draft and then edit it.	CACD2-05	
	E-04-D4-02	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	CACD4-02	
	E-04-D4-02	Provide a concluding statement or section.	CACD4-02	
<b>CAP Cognitive Application Procedural</b>	E-04-A3-02	Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.	CAPA3-02	Role play, group project, portfolio
	E-04-B1-03	Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.	CAPB1-03	
	E-04-A4-01	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.	CAPA4-01	
	E-04-B1-06	Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.	CAPB1-06	
	E-04-B1-09	Read a range of stories, poetry and information books and begin to make links between them.	CAPB1-09	
	E-04-B3-02	Highlight the main idea/theme of the text with reference to any illustrations given in the text.	CAPB3-02	
	E-04-B3-03	Retell or paraphrase events from the text in response to questions using pre and while reading strategies.	CAPB3-03	
	E-04-B3-04	Highlight/ underline keywords and phrases to identify the main points in a passage Read and follow instructions correctly to	CAPB3-04	

	assemble/operate the product.	
E-04-B3-13	Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. poetry (e.g., sensory poems, rhymes, with tongue twisters, alliterations) b. Personal recounts (e.g., diary entries) c. Narratives (e.g., realistic and familiar stories, fairy tales, fables) d. Labels (e.g., labels around the classroom such as labeled clock, black/whiteboard, desk, chair etc) e. Picture based text (e.g., visual timetable).	CAPB3-13
E-04-C1-02	Recognise and use grade-level words that show feelings and emotions (e.g., terrified, disgruntled, and embarrassed).	CAPC1-02
E-04-C1-04	Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.	CAPC1-04
E-04-C1-06	Make anagrams from /two /three-syllable words. (e.g., fol/low,ad/vi/ser.) Provide the missing letter in simple multi-syllable two/three-syllable words.	CAPC1-06
E-04-C4-01	Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs	CAPC4-01
E-04-C1-07	Learn to join prefixes and suffixes with the base words and understand the change of meaning (e.g., act-active, build -builder).	CAPC1-07
E-04-C1-08	Locate, provide and use words similar (synonyms e.g., walk, march, strut, prance) and opposite (antonyms e.g., ancient- modern, current, fresh, new) in different contexts to make their meanings clear.	CAPC1-08
E-04-C2-09	Understand and use adverbs of manner, time, place and frequency.	CAPC2-09

E-04-C2-ADD	Use of adverbs that connect clauses and sentences.	CAPC2-ADD
E-04-C2-12	Demonstrate use of prepositions in writing showing position, time, movement and direction.	CAPC2-12
E-04-C4-04	Use past simple for completed actions/events and regular actions in the past.(In paragraphs).	CAPC4-04
E-04-C5-05	Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly','Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'	CAPC5-05
E-04-D1-02	Use joined-up handwriting in all writing.	CAPD1-02
E-04-D1-03	Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.	CAPD1-03
E-04-D1-06	Apply strategies to learn and check correct spellings with words that need to be learn.	CAPD1-06
E-04-D2-02	a) Use descriptive imagery based on sight, touch & sound. Also, use words to suggest characterization. b) Write at least one paragraph with adverbs. (for eg ly words. Quickly, he grabbed his arm & pushed him away.)	CAPD2-02
E-04-D3-02	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.	CAPD3-02
E-04-D4-02	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	CAPD4-02

	E-04-D4-02	Develop the topic with facts, definitions, and details.	CAPD4-02	
	E-04-D4-04	Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.	CAPD4-04	
<b>CANF Cognitive Analysis Factual</b>	E-04-C1-01	Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and extended environment.	CANFC1-01	Interpretive exercises with brief information followed by short questions, CRQs, library search
<b>CANC Cognitive Analysis Conceptual</b>	E-04-B1-05	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CANCB1-05	Debate, mini research project, portfolio
	E-04-B3-10	Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	CANCB3-10	
	E-04-C2-07	Classify adjectives of quantity, quality, size, shape, colour and origin. Understand and use adjectives in sentences before nouns and after verbs. (e.g., The food is delicious. /The delicious food is served)	CANCC2-07	
	E-04-C5-03	Distinguish between four type of sentence i.e. Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.	CANCC5-03	
<b>CANM Cognitive Analysis Metacognitive</b>	E-04-B3-12	Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.	CANMB3-12	Review of a written piece of work, oral discourse, story, movie etc., portfolio



<b>CEF Cognitive Evaluation Factual</b>	E-04-C5-02	Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.	CEFC5-02	Group discussion, Portfolio, debate
	E-04-D2-04	Conclude the writing piece by giving a remark about all the aspects in a few sentences.	CEFD2-04	
<b>CEP Cognitive Evaluation Procedural</b>	E-04-B2-02	Read and evaluate viewpoint, purpose, themes and ideas in the given text.	CEPB2-02	Problem solving, interpreting a graph, a picture etc., mind mapping, elocution contest
	E-04-B3-05	a) Provide an accurate textual reference from more than one point in a story to support answers to questions. b) Identify character traits and setting to predict the proceedings in the text.	CEPB3-05	
<b>CCF Cognitive Creative Factual</b>	E-04-A4-01	Talk confidently in extended turns and listen purposefully in a range of context	CCFA4-01	Games, cooperative learning, conferencing
	E-04-B3-11	Express understanding of the text in your own words.	CCFB3-11	
	E-04-C2-07	Develop an understanding of the participles -ing, -ed to differentiate between the meanings of adjectives.	CCFC2-07	
	E-04-C5-04	Make questions starting with be form of verbs (e.g., Are you going to Lahore today?)	CCFC5-04	
	E-04-D4-02	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CCFD4-02	
	E-04-D4-06	Write an informal letter to family and friends on personal, familiar topics and replies to a short informal letter from friends and family member for .e.g., apology letter to a friend (*include sender's address, date, greeting, introduction, body, conclusion, signature).	CCFD4-06	
	E-04-D4-07	Draft and write a formal letter/ email, application, complaint.	CCFD4-07	

<b>CCC</b> Cognitive Creative Conceptual	E-04-C2-11	Develop understanding to expand adverbs into adverb phrases.	CCCC2-11	Writing a script/story/ dialogue, an essay, letter writing, portfolio
	E-04-D4-01	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	CCCD4-01	
	E-04-D4-03	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	CCCD4-03	
	E-04-D4-08	Write a simple cinquain (poem).	CCCD4-08	
<b>CCP</b> Cognitive Creative Procedural	E-04-A2-05	Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements	CCPA2-05	Performance task, role play, creative writing (CRQ)
	E-04-A4-02	Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings.	CCPA4-02	
	E-04-C1-03	Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).	CCPC1-03	
	E-04-D3-02	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft	CCPD3-02	
	E-04-D4-01	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	CCPD4-01	

### Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>AR</b> Affective Receiving	E-04-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.	ARA1-01	Listening exercises; Listen for and remember the name of newly introduced people; watch a movie or another student's presentation
<b>ARE</b> Affective Responding	E-04-A3-03	Participate in group discussions, presentations and debates.	AREA3-03	Completion of class tasks/homework; participation in class/group discussion; presentation; response to questions; compliance with class rules and certain procedures.
	E-04-A4-01	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences	AREA4-01	
<b>AV</b> Affective Valuing	E-04-A2-02	Take turns to speak on a given topic and during group discussions.	AVA2-02	Write an opinion piece on any issue, explaining one's own stance, reasons supporting that stance; proposing a plan to improve team skills.
<b>AO</b> Affective Organizing	E-04-A3-01	Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc).	AOA3-01	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes and compares different cultures, evaluating the differences between them
	E-04-A4-01	Talk confidently in extended turns and listen purposefully in a range of contexts.	AOA4-01	

### Psychomotor Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>PGR</b> Psychomotor	E-04-D1-03	Practise fast, fluent and legible handwriting styles for different purposes and use	PGRD1-03	Evaluate accuracy with criteria on standard performance.

<b>Guided Response</b>		punctuation marks appropriately.		Run for some minutes steadily. Role play
<b>PM Psychomotor Mechanism</b>	E-04-D2-01	Write multi-syllable words at grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterization.	PMD2-01	Performance test (performance indicators). Performance in a game. Solving a problem, using pre-set procedures
<b>PO Psychomotor Origination</b>	E-04-D4-08	Write a simple cinquain (poem).	POD4-08	Story writing; project work; models; work plans.

### List of Codes, SLOs and Assessment Strategies

## Grade V

### Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>CRF Cognitive Remember Factual</b>	B3-02	Locate information in different parts of the text, collate the information and list the major points.	CRFB3-02	MCQs
	B3-04	Look for information in non-fiction texts to build on what is already known.	CRFB3-04	
	C1-05	Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	CRFC1-05	
	D1-05	Spell high frequency and irregular words.	CRFD1-05	
<b>CRC Cognitive Remember Conceptual</b>	C5-02	Recall and practice that sentences structure with SVO pattern and identify predicates.	CRCC5-02	short answers, sentences, matching, (quiz)
	D1-01	Identify syllabic patterns in multisyllabic words	CRCD1-01	
	C2-09	Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.	CRCC2-09	
<b>CUF Cognitive</b>	B2-06	Read and understand questions by marking Wh-words and identify their meaning to answer questions (simple knowledge-based to more implied meaning-based questions given in the text.	CUFB2-06	Short answers, matching, using punctuation marks

<b>Understanding Factual</b>	C3-02	Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., U.S., months, days of the week, a.m., p.m.).	CUFC3-02	
<b>CUC Cognitive Understanding Conceptual</b>	B2-05	Discuss how paragraphs and chapters are structured and linked.	CUCB2-05	Reading and comprehension passage, CRQs, choosing words, binary choice, portfolio
	B2-05	identify the meaning/main idea of a paragraph through the topic.	CUCB2-05	
	E-05-B2-05	Read a paragraph as a larger meaningful unit of expression to recognize that the main idea in a paragraph is carried in a sentence called the topic sentence. Other sentences in the paragraph support the topic sentence.	CUCB2-05	
	E-05-C2-07	Develop an understanding of the participles -ing, -en and -ed to differentiate between the meanings of adjectives (e.g., She is interesting/ She is interested).	CUCC2-07	
	E-05-C2-10	Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.....	CUCC2-10	
	E-05-D1-04	Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc.	CUCD1-04	
<b>CUP Cognitive Understanding Procedural</b>	E-05-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.	CUPA1-01	Changing verb tenses, matching, rephrasing, conceptual maps, listening and drawing
	E-05-A1-02	Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.	CUPA1-02	
	E-05-A1-03	Deduce meaning from the context in supported extended talk on a range of general and curricular topics.	CUPA1-03	
	E-05-B1-04	Explore the different processes of reading silently and reading aloud.	CUPB1-04	
	E-05-B1-01	Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating	CUPB1-01	

		into syllables, using the analogy, identifying known prefixes and suffixes using context.		
	E-05-C2-11	Develop understanding to expand adverbs into adverb phrases	CUPC2-11	
<b>CUM Cognitive Understanding Metacognitive</b>	E-05-B3-01	Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.	CUMB3-01	Completing stories, storytelling,
	E-05-B3-07	Interpret figurative language e.g., imagery, metaphor, personification, simile, adding to understanding beyond the literal meaning.	CIMB3-07	
	E-05-B2-01	Discuss the meaning of unfamiliar words encountered in reading.	CUMB2-01	
<b>CAF Cognitive Application Factual</b>	E-05-B1-02	Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level	CAFB1-02	Short questions, Matching words, Quiz, reading
	E-05-B1-02	Read grade-appropriate irregularly spelled words.	CAFB1-02	
	E-05-B1-08	Read a wide range of books, drawing on background information and vocabulary Provided.	CAFB1-08	
	E-05-C1-06	Provide the missing letter in simple multi-syllable two/three-syllable words.	CAFC1-06	
	E-05-C1-10	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	CAFC1-10	
<b>CAC Cognitive Application Conceptual</b>	E-05-B1-03	Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.	CACB1-03	Listening and responding, reading and explaining, CRQs, portfolio
	E-05-B1-06	Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.	CACB1-06	

E-05-B1-09	Read a range of stories, poetry and information books and begin to make links between them.	CACB1-09
E-05-B2-04	Read a range of fiction and nonfiction books and begin to make links between them and infer the meanings of unknown words from their context.	CACB2-03
E-05-B2-03	Use suffixes to make nouns, adjectives (e.g., ion, ay, ship, ance, ence, able, le, ful, ent).	CACC1-07
E-05-C1-07	Connect and use words synonyms with positive and negative connotations (e.g., elderly vs. mature, economical vs. cheap) and opposites (e.g., general -particular, frequently-occasionally) in text.	CACC1-08
E-05-C1-08	Demonstrate the use of more complex common/proper nouns, countable/ uncountable nouns, collective and abstract nouns.	CACC2-01
E-05-C2-01	Recognise and use nouns with no change in number and also use regular and irregular nouns in writing.	CACC2-02
E-05-C2-02	Recognise and use the common grammatical gender used for both males and females.	CACC2-03
E-05-C2-03	Recognise and use indefinite and relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other, one another).	CACC3-04
E-05-C2-04	Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.	CACC2-05
E-05-C2-05	Use of indefinite (a/an) and definite (the) articles.  Zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar) Use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much, no, both/ all, each/ every) Indicate differences in proximity to speaker i.e: this/ that, these/ those (e.g., This book belongs to her.)	CACC2-06

E-05-C2-06	Recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.	CACC2-08
E-05-C2-08	Use transitive and intransitive verbs in sentences i.e she bought a pan, the dog barked. Use imperative verbs in sentences i.e. Stay here, Run fast. Use infinitive in sentences i.e. Teacher helped the students to complete the class project. Understand and use adverbs of manner, time, place and frequency.	CACC2-09
E-05-C2-09	Use of adverbs that connect clauses and sentences.	CACC2-ADD
E-05-C2-ADD	Demonstrate use of prepositions in writing showing position, time, movement and direction.	CACC2-12
E-05-C2-12	Use apostrophe for indicating possession (e.g., the cook's pie, Timna's toy/ Timnas' toy, the cooks' pies, the children's toys, a week's holiday) and in contractions (e.g., it's raining)	CACC3-03
E-05-C3-03	Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs	CACC4-01
E-05-C4-01	Use the present continuous for actions taking place at some time in the past.	CACC4-02
E-05-C4-02	Use present perfect for actions occurring at an unspecified time. e.g., already, just, yet	CACC4-03
E-05-C4-03	Use past simple for completed actions/events and regular actions in the past.(In paragraphs)	CACC4-04
E-05-C4-04	Use past continuous for the action going on when a second action took place (e.g., It was raining when the incident happened.)	CACC4-05
E-05-C4-05	Use of future tense will/ shall/ be going to + infinitive.	CACC4-06



	E-05-C4-06	Use words such as All in All, In a nutshell, Alas, It was a thumping success etc.	CACD2-04	
<b>CAP Cognitive Application Procedural</b>	E-05-D2-04	Demonstrate ‘attentive listening’ and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.	CAPA2-01	Role play, group project, portfolio
	E-05-A2-01	Take turns to speak on a range of topics of their own choices.	CAPA2-02	
	E-05-A2-02	Use pre-reading strategies to predict the type of content/ vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience)	CAPB1-07	
	E-05-B1-07	Retell or paraphrase events from the text in response to questions using pre and while reading strategies.	CAPB3-03	
	E-05-B3-03	Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhyme, alliteration, tongue twisters) b. Personal recounts (e.g., diary entries) c. Narratives (e.g., stories, adventure stories, fantasy, fairy tales, fables, folktales, dialogues in speech bubbles) d. Procedures (e.g., lists, recipes, directions, instructions) e. Labels and captions.	CAPB3-13	
	E-05-B3-13	Acquire and use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	CAPC1-02	
	E-05-C1-02	Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.	CAPC1-04	
	E-05-C1-04	Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc.	CAPC1-04	

E-05-C1-04	Make anagrams from /three /four syllable words. (e.g., ed/u/ca/tion)	CAPC1-06
E-05-C1-06	Form adjectives from nouns and verbs (e.g., music → musical, help → helpful)	CAPC2-07
E-05-C2-07	Capitalize proper nouns and titles of stories and books, the first words of sentences, and letters in acronyms.	CAPC3-01
E-05-C3-01	Apply the rules of punctuation learnt earlier i.e. full stop, comma, exclamation mark, quotation marks, and question marks.	CAPC3-02
E-05-C3-02	Recognise and use hyphens to join numbers, quantities, and fractions	CAPC3-02
E-05-C3-02	Form questions and answers by varying the structure of sentences	CAPC5-04
E-05-C5-04	Use a variety of transitional words and phrases to manage the sequence of events, such as ‘Earlier...’ or ‘Nearby...’ or ‘Firstly’, ‘Secondly...’. They can also use phrases in the same way: ‘Later on...’ or ‘Far away...’	CAPC5-05
E-05-C5-05	Construct new sentences using phrases.	CAPC5-01
E-05-C5-01	Use joined-up handwriting in all writing.	CAPD1-02
E-05-D1-02	Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.	CAPD1-03
E-05-D1-03	Use spelling rules for words ending in -e and -y e.g., have/having, fry/fries.	CAPD1-06
E-05-D1-06	Write multi-syllable words at grade level with correct spelling, using spelling rules, adjectives, adverbs (for eg. Ly words) and imagery to create an atmosphere of the setting.	CAPD4-01
E-05-D2-01	Use linking words and phrases (e.g., also, another, and, more, but) to	CAPD4-02

		connect ideas within categories of information.		
	E-05-D4-02	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	CAPD4-03	
<b>CANF Cognitive Analysis Factual</b>	E-05-D4-03	Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).	CANFB1-02	Interpretive exercises with brief information followed by short questions, CRQs, library search
	E-05-B1-02	Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and extended environment	CANFC1-01	
	E-05-C1-01	Recognise and match contractions to words (e.g., couldn't – could not).	CANFB1-02	
<b>CANC Cognitive Analysis Conceptual</b>	E-05-B1-02	Recognise silent letters in words and match sounds to their corresponding letter patterns: Initial and final consonants: Initial short and long vowel sounds: Word families with vowel-consonant patterns Final “y” as a vowel Consonant digraphs in initial position (e.g., th, sh, ch, wh). Vowel digraphs Initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).	CANCB1-02	Debate, mini research project, portfolio
	E-05-B1-02	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CANCB1-05	
	E-05-B1-05	Identify rhyme and rhythm, repetition, similes, and sensory images in poems. Identify the narrator of the text.	CANCB3-10	
	E-05-B3-10	Locate, identify, differentiate between, and use some simple pairs of words including homophones (e.g., wait-weight), (e.g., been/bean, flower/flour, principal/principle toad/towed be/bee see/sea	CANCC1-09	

		bare/bear wait/weight there/they're/their eight/ate where/ware/wear steal/steal some/sum by/buy).		
	E-05-C1-09	Identify the difference between base words and new words by adding suffixes and use in different contexts according to the grammatical status of the words. (e.g., act is a verb and active is an adjective.)	CANCC1-09	
	E-05-C1-07	Identify adjectives that behave like nouns (e.g., the sick and the poor). Adjectives with restricted positions (e.g., The cat is afraid/ the afraid cat) Use and classify degrees of regular and irregular adjectives	CANCC2-07	
	E-05-C2-07	Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank)	CANCC2-08	
	E-05-C2-08	Differentiate between main and subordinate clauses in a given sentence.	CANCC5-ADD	
	E-05-C5-ADD	Distinguish between four type of sentence i.e. Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.	CANCC5-03	
	E-05-C5-03	Differentiate between direct and indirect speech and change pronouns in indirect speech and replacement of other words (e.g., this-that, now-then, today-that day etc.	CANCC5-06	
<b>CANP Cognitive Analysis Procedural</b>	E-05-C5-06	Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: “You must clean your room”, as opposed to a question: “Will you clean your room?”	CANPA2-03	Researching and writing a report, portfolio, mind mapping
<b>CANM</b>	E-05-A2-03	Identify the point of view from which a story is told.	CANMB3-06	Review of a written

<b>Cognitive Analysis Metacognitive</b>		Recognise character and plot development in the story.		piece of work, oral discourse, story, movie etc., portfolio
	E-05-B3-06	Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.	CANMB3-12	
<b>CEC Cognitive Evaluation Conceptual</b>	E-05-B3-12	Read and evaluate a variety of texts for purpose, style, clarity and organization.	CECB2-02	Compare and contrast, revision, rewriting, CRQs
	E-05-B2-02	Read and evaluate non-fiction texts for purpose, style, clarity and organization.	CECB2-08	
<b>CEP Cognitive Evaluation Procedural</b>	E-05-B2-08	Identify a paragraph has the following structure: <ul style="list-style-type: none"> <li>● topic sentence</li> <li>2. supporting details</li> <li>3. concluding sentence.</li> </ul>	CEPB2-05	Problem solving, interpreting a graph, a picture etc., mind mapping, self-evaluation
	E-05-B2-05	Provide an accurate textual reference from more than one point in a story to support answers to questions. Identify character traits and setting to predict the proceedings in the text.	CEPB3-05	
<b>CCF Cognitive Creative Factual</b>	E-05-B3-05	Ask questions to obtain information and explain ideas clearly, making meaning explicit.	CCFA2-03	Games, cooperative learning, conferencing
	E-05-A2-03	Summarize key ideas of the text in your own words.	CCFB3-11	
	E-05-B3-11	Select and describe the use of connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because, for) for sequence (e.g., first, second) for cause-and-effect (e.g., so that, therefore, since) for choice (e.g., either...or..., neither...nor...)		
	E-05-C2-13	Introduce and explain the use of coordinating conjunctions (i.e. but,	CCFC2-13	

		or, yet, and).		
	E-05-C2-13	Make simple sentences with direct and indirect objects (e.g., Teacher asked him. Teacher asked him a question).	CCFC5-02	
	E-05-C5-02	Use and compare/replace words to make writing meaningful.	CCFD2-03	
	E-05-D2-03	Conclude by repeating the main points in the last paragraph.	CCFD2-04	
	E-05-D2-04	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	CCFD4-02	
	E-05-D4-02	Develop the topic with facts, definitions, and details.	CCFD4-02	
	E-05-D4-02	Write the main idea of a familiar and unfamiliar poem.	CCFD4-09	
	E-05-D4-09	Use summary skills to write a summary of the given text.	CCFD4-10	
<b>CCC Cognitive Creative Conceptual</b>	E-05-D4-10	Prepare and present an argument to persuade others to adopt a point of view.	CCCA4-01	Writing a script/story/ dialogue, an essay, letter writing, portfolio
	E-05-A4-01	Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings.	CCCA4-02	
	E-05-A4-02	Analyse and use some analogies and more similes in speech and writing using “like” and “as __ as”. (e.g., she is as graceful as a swan.).	CCCC1-11	
	E-05-C1-11	<i>Recognise and use onomatopoeia in their writing.(e.g., clang, buzz, twang).</i>	CCCC1-ADD	
<b>CCP Cognitive Creative</b>	E-05-C1-ADD	Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.	CCPA2-05	Performance task, role play, creative writing (CRQ)

<b>Procedural</b>	E-05-A2-05	Explore the features of texts which are about events and experiences, e.g., diaries and compare writing that informs and persuades.	CCPB3-09
	E-05-B3-09	Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc).	CCPA3-01
	E-05-A3-01	Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.	CCPA3-02
	E-05-A3-02	Participate in group discussions, presentations and debates.	CCPA3-03
	E-05-A3-03	Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).	CCPC1-03
	E-05-C1-03	Use appropriate imagery to create an atmosphere of the setting & establish personality traits of the character(s).	CCPD2-02
	E-05-D2-02	Insert a dialogue and an expression of emotion to add depth to the character(s).	CCPD2-04
	E-05-D2-04	Write the first draft and then edit it.	CCPD2-05
	E-05-D2-05	Complete a single paragraph using your own words, phrases and complex sentences.	CCPD3-01
	E-05-D3-01	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft, seeking peer feedback, developing a final draft.	CCPD3-02

E-05-D3-02	<p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> </ol>	CCPD4-01
E-05-D4-01	<p>Provide a sense of closure</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	CCPD4-02
E-05-D4-02	<p>Provide a concluding statement or section.</p>	CCPD4-03
E-05-D4-02	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p>	CCPD4-03
E-05-D4-02	<p>Write simple descriptive paragraphs (giving physical description and characteristics/traits of a person/object/place, using correct capitalization, punctuation and spelling,</p>	CCPD4-04
E-05-D4-03	<p>Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context</p>	CCPD4-05
E-05-D4-03	<p>Write informal letters to people in an immediate social and academic environment for e.g., write a get well soon letter</p>	CCPD4-06
E-05-D4-04	<p>Draft and write a formal letter/ email, application, complaint.</p>	CCPD4-07



	E-05-D4-05	Write a haiku (poem).	CCPD4-08	
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### Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>AR</b> Affective Receiving	E-05-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication	ARA1-01	Listening exercises; Listen for and remember the name of newly introduced people; watch a movie or another student's presentation
	E-05-A1-02	Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.	ARA1-02	
	E-05-A1-03	Deduce meaning from the context in supported extended talk on a range of general and curricular topics.	ARA1-03	
<b>ARE</b> Affective Responding	E-05-A2-01	Demonstrate 'attentive listening' and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.	AREA2-01	Completion of class tasks/homework; participation in class/group discussion; presentation; response to questions; compliance with class rules.
	E-05-A2-02	Take turns to speak on a range of topics of their own choices.	AREA2-02	
	E-05-A3-03	Participate in group discussions, presentations and debates.	AREA3-03	
	E-05-A4-01	Prepare and present an argument to persuade others to adopt a point of view.	AREA4-01	
<b>AV</b> Affective Valuing	E-05-A4-02	Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings.	AVA4-02	Write an opinion piece on any issue, explaining one's own stance, reasons supporting that stance;

				proposing a plan to improve team skills.
<b>AO Affective Organizing</b>	E-05-B3-12	Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.	AOB3-12	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes and compares different cultures, evaluating the differences between them
<b>AC Affective Characterizing</b>	E-05-A2-05	Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.	ACA2-05	Collaborative projects, team participation, peer assessment
	E-05-A3-02	Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.	ACA3-02	
	E-05-C1-02	Acquire and use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	ACC1-02	
	E-05-D2-02	Use appropriate imagery to create an atmosphere of the setting & establish personality traits of the character(s).	ACD2-02	
	E-05-D2-04	Insert a dialogue and an expression of emotion to add depth to the character(s).	ACD2-04	
	E-05-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	ACD4-01	

		2.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.Provide a sense of closure.		
	E-05-D4-04	Write simple descriptive paragraphs (giving physical description and characteristics/traits of person/object/place, using correct capitalization, punctuation and spelling,	ACD4-04	
	E-05-D4-05	Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context	ACD4-05	
	E-05-D4-06	Write informal letters to people in an immediate social and academic environment for e.g., write a get well soon letter	ACD4-06	
	E-05-D4-07	Draft and write a formal letter/ email, application, complaint.	ACD4-07	

### Psychomotor Domain

Overall Domain Code	SNC Reference	SLOs	Codes	Assessment Strategies
PGR Psychomotor Guided Response	E-05-A2-05	Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.	PGRA2-05	Evaluate accuracy with criteria on standard performance. Run for some minutes steadily. Role play
PCOR	E-05-D1-02	Use joined-up handwriting in all writing.	PCORD1-02	Create project exhibition)

<b>Psychomotor Complex Overt Response</b>	E-05-D1-04	Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.	PCORD1-04	Performance in a role-play
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DRAFT

**CHAPTER THREE**

**ASSESSMENT DURING INSTRUCTION**

## Assessment during Instruction

### Designing Classroom Assessment

The design of classroom assessment depends on how classroom learning is approached. The three commonly understood approaches to learning are surface learning, strategic learning and deep learning (Entwistle & Ramsden, 2015). Differences between deep, surface and strategic learners are summarised below.

Surface Approach	Strategic Approach	Deep Approach
<p><b>Reproducing Intention</b> – merely to cope with course requirements by:</p> <ul style="list-style-type: none"><li>- Treating the course as unrelated bits of knowledge</li><li>- Memorizing facts and carrying out procedures routinely</li><li>- Finding difficulty in making sense of new ideas presented</li> <li>- Seeing little value or meaning in either courses or tasks set</li><li>- Feeling undue pressure and worry about work</li></ul>	<p><b>Reflective Organising Intention</b> - to achieve the highest possible grades by:</p> <ul style="list-style-type: none"><li>- Putting consistent effort into studying</li><li>- Managing time and effort effectively</li><li>- Finding the right conditions and materials for studying</li><li>- Monitoring the effectiveness of ways of studying</li><li>- Being alert to assessment requirements and criteria</li><li>- Using previous exam papers and assessments to predict questions</li></ul>	<p><b>Seeking Meaning Intention</b> - to understand ideas by:</p> <ul style="list-style-type: none"><li>- Relating ideas to previous knowledge and experience</li><li>- Looking for patterns and underlying principles</li><li>- Examining logic and argument cautiously and critically</li><li>- Actively interacting with the course content</li><li>- Reading and studying beyond the course requirements</li><li>- Taking interest</li></ul>

Note: Adapted from Entwistle, 1988; Entwistle and Ramsden, 2015

It is the teachers' responsibility to foster deep and/or strategic learning so that students can engage with the subject with the help of purposeful assessment strategies.

### Assessment Strategies

Literature abounds with the different types of assessment strategies. The important question that perplexes teachers is which strategy to use and for what purposes. The simple response is that teachers must align their assessment with the SLOs. However, this alignment is not easy. Chapter Two presents a list of codes aligned with the SLOs and sample assessment strategies.

This chapter presents an explanation and examples of selected formative and summative assessment strategies, which are aimed at fostering deep approaches to learning.

## **Formative Assessment for Deep Learning Approach – Meaningful Examples**

This framework further elaborates the following four strategies for assessing students' knowledge, skills and dispositions at the primary school level with examples. This framework provides examples for the formative purposes of the first two strategies and summative purposes of the last two strategies.

1. Portfolio Assessment
2. Group Project Assessment
3. Selected Response (Multiple Choice)
4. Constructed Response (Short and long essay questions)

### **Portfolio Assessment**

A portfolio is a record of the development in learners' thinking and ideas. A portfolio enables learners to assemble examples of their work to tell stories of their learning over a period of time. It enables teachers to assess learners' progress in ideas and understanding that cannot be adequately measured in any other way (Chappuis & Stiggins, 2017; Crockett & Churches, 2017). A portfolio can include the following:

- Examples of students' work with feedback about quality – multiple drafts with revisions
- Students' self-assessment
- Student reflections on their growth as learners

### **Portfolio Assessment in the English Classroom – Writing Example**

Teachers can use a portfolio to assess learners' growth and achievement in writing. The following are the uses of portfolios to learners and teachers.

#### **Benefits of Portfolios to the Learners**

Portfolios offer opportunities for reflection and the development of self-awareness.

Learners develop a sense of ownership of their writing through having some control over both the conditions for writing and the selection of portfolio contents, which leads to a sense of responsibility.

Learners can self-assess their performance with the help of clear criteria and opportunity to revise their work.

#### **Benefits of Portfolios to Teachers**

Portfolio assessment becomes an integral part of the instructional process rather than a separate activity.

Portfolios give teachers more information about the learners' writing than do scores or grades on tests. The variety of texts within a portfolio can give teachers insights into the learners' strengths and weaknesses (Murphy & Camp, 1996).

### **Essential Elements of a Portfolio**

- Cover page
- Introduction to the portfolio
- Table of contents
- Entries with dates
- Drafts of your work (writing sample, essays, projects and assignments, science experiments/lab reports, tests and quizzes, etc.)
- Artefacts (awards and certificates, photos, images, concept maps, etc.)
- Reflections



**A Sample of Introduction to the Portfolio**

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**An Introduction to My Portfolio**

**Date:** \_\_\_\_\_ **I am in Class** \_\_\_\_\_ **at** \_\_\_\_\_ **School**

**My name is** \_\_\_\_\_ **My teacher's name is** \_\_\_\_\_

- You will find different things in my portfolio. These are \_\_\_\_\_

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- I am making this project because I want to (focus on learning target and the portfolio type)

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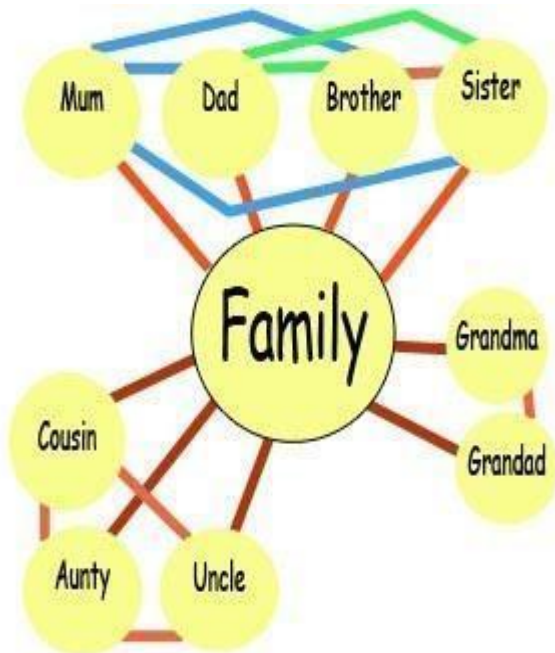
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Student's signature: \_\_\_\_\_

## A Sample of Concept Mapping

### Brainstorming/Mind Mapping



Source: <https://www.pinterest.com/pin/146930006578412631/>

Learners can be encouraged to brainstorm about the topic they wish to write upon. These can be collected in their portfolios.

**Draft 01**

**Teacher's Feedback on Draft 01**

Tell me more about your grandmother.

What happened when you went there? What was she doing? What is it that is strange or unusual or interesting about grandma? What did you say to each other?

**Draft 02**

Source: Tully, 1996

## A Sample of Periodic Student Self-Reflection

### Prompts to activate Self-Reflection

Portfolio Type	Starters
<b>Celebration</b>	<p>I am happiest/proudest of _____ because _____ .</p> <p>I really liked doing _____ because _____ .</p> <p>What this portfolio says about me...</p> <p>I have learnt that _____ .</p> <p>I now understand _____ .</p> <p>I can now do _____</p> <p>I now feel _____</p>
<b>Growth</b>	<p>I have become better at _____, I used to _____, but now I _____</p> <p>Here is what has helped me improve: _____</p> <p>Here is what has helped me as a learner: _____ .</p> <p>Here is what I learned about myself as a learner: _____</p> <p>_____</p> <p>Here is what gets in my way as a learner: _____</p> <p>_____</p> <p>Here is what is difficult for me: _____ .</p> <p>This used to be hard, but now it is easy: _____ Here is what made it easier: _____ .</p> <p>Here are “before” and “after” pictures of my learning. The first one shows _____ . The second shows _____ .</p>
<b>Project</b>	<p>Here is what I learnt about myself as a learner while doing this project: _____ .</p> <p>I developed the following skills while doing this project: _____</p> <p>Here is what I liked least/most about doing this project _____ .</p> <p>Here’s why: _____</p> <p>Here is how my thinking changed about _____ because of doing this project: _____</p> <p>This project has affected my interest in _____. It has caused me to _____</p>
<b>Achievement</b>	<p>My selections have shown I have mastered _____. Here is how they show that _____ .</p> <p>My strength in (subjects or learning target) are _____ .</p> <p>I still need to work on _____ .</p> <p>Here is how I achieved mastery of _____ (learning target): _____ .</p> <p>Here how I would change what I did if I had it to do over: _____ .</p> <p>Here is what doing _____ has taught me about myself as a learner: _____ .</p>

## **Criterion Referenced Assessment**

Criterion referenced assessment (CRA) is the process evaluating students' learning against some pre-specified qualities or criteria (Brown, 1998; Harvey, 2004). The criteria are presented to the students in the form of a rubric, so that they know what is being assessed. The teacher can also involve the students in developing rubrics.

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**RUBRIC FOR PORTFOLIO-BASED ASSESSMENT**

Assessment Ratings	1 Does not meet expectations (6 points)	2 Partially meets expectations (12 points)	3 Meets expectations (18 points)	4 Exceeds expectations (24 points)	Score
<b>Sources of Learning</b> <i>Experiences relevant to learning outcomes</i>	Documentation and description of learning experiences related to course learning outcomes are <b><i>lacking or substantially inadequate</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>not effectively or completely presented</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>appropriate and effectively presented</i></b>	Documentation and description of learning experiences related to course learning outcomes <b><i>exceed expectations</i></b>	
<b>Demonstration of Learning</b> <i>Artefacts</i>	The portfolio's materials and artefacts are <b><i>not appropriate and/or adequate</i></b> , and are not supported by the presentation	The portfolio materials and artefacts are <b><i>not fully supported</i></b> by or connected to the course's learning outcomes	The portfolio includes <b><i>appropriate</i></b> artefacts that support the demonstration of learning outcomes	The presentation of artefacts is <b><i>convincing</i></b> , with <b><i>strong support</i></b> for the course's learning outcomes	
<b>Evidence of Learning</b> <i>Competencies</i>	The portfolio shows <b><i>little or no evidence</i></b> of learning tied to sound educational theory	The portfolio documents some, but <b><i>not sufficient</i></b> , learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio <b><i>adequately</i></b> documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides <b><i>clear evidence</i></b> of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
<b>Mastering Knowledge &amp; Skills</b> <i>Application of Learning</i>	The portfolio provides <b><i>little evidence</i></b> of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is <b><i>limited</i></b>	The portfolio documents the <b><i>acquisition</i></b> of knowledge and skills for the course learning outcomes, with <b><i>some ability</i></b> to apply them in practice	The portfolio demonstrates the student has <b><i>mastered</i></b> the knowledge and skills for the course learning outcomes and can <b><i>apply them in practice</i></b>	
<b>Reflection on Learning</b> <i>Aligned with course learning</i>	The portfolio provides <b><i>little or no evidence of reflection</i></b> to increase learning aligned with the course learning outcomes	The portfolio provides <b><i>inadequate evidence of reflection</i></b> to increase learning aligned with the course learning	The portfolio provides <b><i>evidence of reflection</i></b> to increase learning aligned with the course learning outcomes	The portfolio shows that the student has reflected with <b><i>substantial depth</i></b> upon how the prior learning	

	<i>outcomes</i>	for which credit is being sought	outcomes for which credit is being sought.	for which credit is being sought	experience is aligned to the course learning outcomes for which credit is being sought.	
	<b>Presentation</b> <i>Completeness and quality of the portfolio presentation</i>	Assembly instructions have <b>not been followed</b> with critical portfolio elements <b>not</b> included; the quality of written, visual and/or digital presentation <b>does not meet postsecondary standards</b>	<b>Most of the expected elements</b> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with <b>too many errors</b> in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b>competent</b> with minor errors in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; learning is <b>well- documented</b> with writing and production skills that <b>exceed</b> those of most students	
	<b>Overall Assessment</b>	The recommended cut score for a successful (i.e., passing) portfolio is <b>12</b> , with a score of <b>at least 2 in each of the 6 assessment criteria</b> .				TOTAL

Name of Assessor (print): \_\_\_\_\_ Date: \_\_\_\_\_

Source: <https://www.starkstate.edu/wp-content/uploads/2016/02/REVISED-MASTER-RUBRIC.pdf>

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### Portfolio Assessment Rubric (Alternative)

Category	Exemplary (20 pts)	Proficient (15 pts)	Partially Proficient (10 pts)	Incomplete (5 pts)
<b>Selection of Artefacts</b>	All artefacts and work samples are clearly and directly related to the social studies content.	Most artefacts and work samples are related to the social studies content.	Few artefacts and work samples are related to the social studies content.	Most artefacts and work samples are unrelated to the social studies content.
<b>Use of Graphics</b>	The use of graphics/ photographs is integrated seamlessly into several different artefacts.	The use of graphics/ photographs is included and appropriate.	The use of graphics/ photographs is included but is used randomly and without purpose.	No use of graphics. The photos are distracting from the content of the portfolio.
<b>Reflections</b>	All reflections clearly describe why artefacts in the portfolio demonstrate achievement.	Most of the reflections describe why artefacts in the portfolio demonstrate achievement.	A few reflections describe why artefacts in the portfolio demonstrate achievement.	Reflections are missing, and those that are there do not describe why artefacts in the portfolio demonstrate achievement.
<b>Creativity and purpose of the Index</b>	The index serves its purpose and shows creativity. The layout and design is attractive and well thought out.	The index serves its purpose and shows some creativity	The index serves its purpose but lacks Style	The index does not serve its purpose and lacks style
<b>Organization</b>	The portfolio is well organized and easy to navigate.	The portfolio is somewhat organized and thus little difficult to navigate.	The portfolio is rather messy and quite challenging to navigate.	The portfolio lacks complete organization.

Source: <https://www.bhprsd.org/cms/lib02/NJ01001930/Centricity/Domain/352/E-portfolio%20Rubric.pdf>



## Group Project Assessment

Group projects are based on cooperative learning goals, which are reflected in the figure below.



In cooperative learning structures, a student can obtain his or her goal only when other students in the group obtain theirs (Arends, 2007). Project work is a very good example of group work.

According to the Buck Institute of Education (BIE, 2021), students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

### Guidelines for Projects

**Step 1:** Select a topic: Start by thinking of a current topic about which you would like to read and study and/or think of problems you would like to see solved. The topic should be something you are curious about and may include events, people, or places. It may be helpful to look through newspapers, current magazines, or to listen to news broadcasts and then brainstorm possible topics. There are unlimited topics for study; therefore care should be taken regarding the scope of the project. It should not be so broad that it cannot be given good in-depth treatment. It should not be too specific as information about the topic may be limited.

**Example from English SNC Grade V (p.54; p. 61):** Write a story using the elements of story writing on the theme of life skills (taking/handling responsibility, organizing personal belongings, good behaviour, practicing personal etiquettes, sharing, curiosity and learning)

**Step 2:** It may be helpful to list several questions about your topic and then narrow your list to the best research question by considering the following:

1. Is the topic relevant?
2. Can you find information on the topic using multiple resources?
3. Will the story be of any interest to the readers?

**Step 3:** Determine the purpose for choosing the topic: Why have you chosen the topic?

**Step 4:** Methods of research: The method of research involves gathering, analyzing and interpreting data needed to compose the story. This project may require the study of publications. Resources are available at the school library, the Internet, books, magazines, newspapers, encyclopaedias and through interviews.

**Step 5:** Conduct the research: Review published materials related to your topic. The information/data collected should be organized in a logical format. Making note cards while doing the research will help organize facts and information. When taking notes, write key words that will help you recall information. Write notes in your own words on index cards. It is important to include the sources on each note card. Charts, concept maps, and other graphic organizers may also be used to record information.

**Step 6:** Writing the story: Once a sufficient amount of information is gathered and the data is organized, the student may use critical thinking processes to interpret the data and make inferences that lead to generating ideas for the story.

**Source:**

<https://www.stcharles.k12.la.us/site/handlers/filedownload.ashx?moduleinstanceid=13737&dataid=18923&FileName=Social%20Studies%20Fair%20Project%20Handbook.pdf>

The assessment in the group project can be done at two levels – the whole group presentation and an individual student performance within the project. Rubrics for both levels are given below.

### Multimedia Project and Performance Rubrics (Group Performance)

Criteria	Exceeds Expectations (24 points, 4 for each criteria)	Meets Expectations (18 points, 3 for each criteria)	Almost Meets Expectations (12 points, 2 for each criteria)	Does Not Meet Expectation (6 points 1 for each criteria)
<b>Organization</b>	Students present information in a logical and creative sequence that the audience can follow.	Students present information in a logical sequence that the audience can follow.	Audience has difficulty following presentation because student does not consistently use a logical sequence.	Audience cannot understand presentation because there is no sequence of information.
<b>Subject Knowledge</b>	Students demonstrate complete knowledge by answering all questions with explanations and elaborations.	Students are at ease and provide expected answers to all questions but do not provide elaborations.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students do not have a grasp of information and are not able to answer many questions.
<b>Graphics</b>	Students' graphics explain and reinforce screen text and presentation.	Students' graphics relate to text and presentations.	Students occasionally use graphics that rarely support text and presentation.	Student uses superficial graphics or no graphics.
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings or grammatical errors.	Presentation has three misspellings or grammatical errors.	Presentation has four misspellings or grammatical errors.
<b>Eye Contact</b>	Students maintain eye contact with audience, seldom returning to notes.	Students maintain eye contact most of the time, but frequently return to notes.	Students occasionally use eye contact but still read most of the report.	Students read all of the report with no eye contact.
<b>Elocution</b>	Student uses a clear voice and correct, precise pronunciation of words.	Students' voice is clear and most of the words are pronounced correctly.	Students' voice is not very clear and they incorrectly pronounce most of the words.	Students mumble, incorrectly pronounce words and speak in a low tone.

From: Fisher and Frey (2007)

**Group Project: Rubric on Group Work Performance (Affective Domain)**

(Can serve for self-assessment as well as peer assessment as a group)

Name of group members: \_\_\_\_\_

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
<b>Focus on the Task</b>	3 points	2 points	1 point	0 points	___/3
	Stays on task all of the time without reminders.	Stays on task most of the time. Group members can count on each other.	Stays on task some of the time. Group members must sometimes remind this person to do the work.	Hardly ever stays on task. Lets others do the work.	
<b>Work Habits</b>	3 points	2 points	1 point	0 points	___/3
	Members are on time for meetings, turns in all work when it is due.	Members are usually on time for meetings, turns in most work when it is due.	Members are sometimes late for meetings, often turns in work late.	Members are late for all or most meetings, and late turning in work.	
	Completes assigned tasks and does not depend on others to do the work.	Completes most assigned tasks.	Does not follow through on most tasks and sometimes counts on others to do the work	Does not complete tasks. Depends on others to do all of the work.	
<b>Listening, Questioning and</b>	3 points	2 points	1 point	0 points	___/3
	Members	Members	Members have	Members do	

<b>Discussing</b>	respectfully listen, discuss, ask questions and help direct the group in solving problems.	respectfully listen, discuss and ask questions.	trouble listening with respect, and take over discussions without letting other people have a turn.	not listen with respect, argue with teammates, and do not consider other's ideas. Blocks group from reaching agreement.	
<b>Research and Information-Sharing</b>	3 points	2 points	1 point	0 points	___/3
	Members gather information and share useful ideas for discussions. All information fits the group's goals	Members usually provide useful information and ideas for discussion.	Members sometimes provide useful information and ideas for discussion.	Members almost never provide useful information or ideas for discussion.	
<b>Group/Partner</b>	3 points	2 points	1 point	0 points	___/3

<b>Teamwork</b>	Works to complete all group goals.	Usually helps to complete group goals.	Occasionally helps to complete group goals.	Does not work well with others and shows no interest in completing group goals.
	Always has a positive attitude about the task(s) and the work of others	Usually has a positive attitude about the task(s) and the work of others.	Sometimes makes fun of the task(s) or the work of other group members.	Often makes fun of others' work and has a negative attitude.
	All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.
	Performed all duties of the assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties of the assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Performed a few duties of the assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Did not perform any duties of the assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.

**Group Project: Rubric on Individual Performance (Affective Domain)**

(Can serve for self-assessment as well as peer assessment in group work)

Name of student: \_\_\_\_\_

Goal	4	3	2	1
	Did a full share of	Did an equal share	Did almost as much work as	Did little or no

<b>Equal Work</b>	work or more	of work	others	work
<b>Cooperation</b>	Took an initiative in helping the group get organized	Worked agreeably with partners	Could be persuaded to cooperate	Did not cooperate
<b>Participation</b>	Provided many ideas	Participated in discussions and made some suggestions	Listened to others but offered few suggestions	Seemed bored with the discussions and offered no suggestions
<b>Support</b>	Assisted other partners	Offered encouragement to other partners	Seemed preoccupied with own work	Took little interest in others' work
<b>Communication</b>	Clearly communicated ideas	Usually shared ideas	Rarely expressed ideas	Never expressed any ideas

Other comments:

Source: <https://www.pinterest.com/pin/371969250449103194/>

### Rubric for Assessing Collaboration Fluency (Individual)

Criteria	Phase 1 (awareness, connection, remembering) (4 points)	Phase 2 (understanding, applying) (8 points)	Phase 3 (analyzing, evaluating) (12 points)	Phase 4 (evaluating, creating) (16 points)
<b>Interacts</b>	Listens to	Frequently,	Listens to others'	Listens to others' input and

<b>with others to generate ideas and develop products</b>	others' input and occasionally combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue.	listens to others' input and occasionally combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Attempts to make sure team members contribute.	input and combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Uses techniques to make sure team members contribute. Explains the task to the team members.	effectively combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Uses suitable techniques to make sure all team members contribute. Uses effective probing questioning to develop a realistic understanding of the task.
<b>Develops and implements effective plans</b>	Shows an awareness of the process and the current stage of development.	Uses checkpoints to measure progress in the project. Describes problems and develops some solutions.	Uses regular checkpoints to measure progress in the project. Defines each person's tasks within the process.	Manages progress on the assigned task using regular checkpoints. Clearly defines each person's roles and responsibilities within each element of the process. Discusses problems and develops suitable solutions.
<b>Works collaboratively toward a common, shared goal or objective</b>	Sometimes works with peers. Is sometimes on task when working collaboratively.	Works with peers collaboratively or individually to achieve the group's goal.	Works with peers collaboratively or individually to achieve the group's goal. Analyses individual or group progress against the goals and objectives and sometimes offers appropriate critique.	Works with peers collaboratively and economically or individually to achieve the group's goal. Analyses individual or group progress against the goals and objectives and offers appropriate critique or undertakes suitable actions as required.
<b>Revisits, reflects and revises group process</b>	Sometimes reflects on overall progress. Struggles to accept feedback.	Reflects on overall progress. Often accept feedback. Sometimes offer useful reflection.	Reflects on overall progress and analyses his or her performance. Accept feedback, sometimes modifies behaviour. Sometimes offer useful reflection.	Reflects on overall progress evaluating his or her contribution and that of peers fairly. Accept feedback, modifying tasks, action and behaviours based on this. Offers critical reflection that are task focussed and appropriate, enabling growth and development.

Source: Adapted from Crockett and Churches (2017)

### **Summative Assessment for Measurement and Evaluation – Frequently Use Examples**

This framework is proposing two teaching terms of four months in a year. There will be a school wide summative assessment at the end of each semester. The key purpose of two summative assessments is to obtain valid and accurate information for evaluating each student's performance. This evaluation is the basis of a student's academic progression.



Measurement accuracy is determined by *what* is being measured and the *instrument* used to make the measurements. For example, a teacher can obtain a more precise measurement of a students’ knowledge of parts of speech rather than his or her creative ability.

In addition, the instrument used to make the measurements also determines measurement accuracy. Teacher made tests are the most common form of measurement instruments used at the school level. In the subsequent sections, the framework provides examples of the two most common types of test questions - Multiple Choice Questions (MCQs) from selected response and Essay from the constructed response category.

**Selected Response - Multiple Choice (Objective Test Item)**

Multiple Choice is the most common type of objective test question (Linn & Miller, 2005). They are easy to administer and analyse. Multiple choice questions consist of a stem (question or statement) with several answer choices (distracters).

The table below gives four guidelines of developing multiple choice items with an example and a non-example. These have been borrowed from Classroom Assessment course (2018) at <https://fcit.usf.edu/assessment/selected/response.html>

<b>Guideline One - All answer choices should be plausible and homogeneous.</b>	
<b><u>Example</u></b>	<b><u>Non-Example</u></b>
<p>Read this sentence from the article:</p> <p>Rainfall data gleaned from ancient cypress trees shows that the region's worst drought in 800 years peaked in 1587, the year the 120 men, women and children of the Roanoke colony were last seen by Europeans.</p> <p>What does peaked mean?</p> <p>A. was sharp            B. was at its height            C. was mountainous            D. was rising</p>	<p>Read this sentence from the article:</p> <p>Rainfall data gleaned, from ancient cypress trees shows that the region's worst drought in 800 years peaked in 1587, the year the 120 men, women and children of the Roanoke colony were last seen by Europeans.</p> <p>What does peaked mean.</p> <p>A. was pale            B. was at its height            C. was hot            D. was beautiful</p> <hr/> <p>Bottom of Form</p>
<b>Guideline Two - Answer choices should be similar in length and grammatical form.</b>	

<b><u>Example</u></b>	<b><u>Non-Example</u></b>
<p>Read this sentence from the article:</p> <p>The scrub jay's numbers are dwindling so rapidly that some fear it soon may be found nowhere at all.</p> <p>What does the word dwindling mean?</p> <p>A. multiplying B. dividing C. growing smaller D. growing larger</p>	<p>Read this sentence from the article:</p> <p>The scrub jay's numbers are dwindling so rapidly that some fear it soon may be found nowhere at all.</p> <p>What does the word dwindling mean?</p> <p>A. multiplying B. dividing C. growing smaller D. it means scrub jays are disappearing</p> <hr/> <p>Bottom of Form</p>

***Guideline Three*** – List answer choices in logical (alphabetical or numerical) order

<b><u>Example</u></b>	<b><u>Non-Example</u></b>
<p>One of the largest black sea bass ever caught in Florida weighed 5 pounds, 1 ounce. Which of the following shows the weight of the black sea bass in ounces?</p> <p>A. 81 ounces B. 86 ounces C. 91 ounces D. 96 ounces</p> <hr/> <p>Bottom of Form</p>	<p>One of the largest black sea bass ever caught in Florida weighed 5 pounds, 1 ounce. Which of the following shows the weight of the black sea bass in ounces?</p> <p>A. 91 ounces B. 81 ounces C. 96 ounces D. 86 ounces</p>

***Guideline Four*** – Avoid using “All of the Above” options

<b><u>Example</u></b>	<b><u>Non Example</u></b>
<p>How was the Grand Canyon formed?</p> <p>A. The canyon once had a waterfall. B. Big rainstorms washed rocks out of the canyon. C. A flowing river cut into the rocks to form the canyon. D. The canyon was formed from rocks that came from other places.</p> <hr/> <p>Bottom of Form</p>	<p>How was the Grand Canyon formed?</p> <p>A. The wind eroded many of the rocks. B. By the movement of large plates of rocks -- many years ago. C. A flowing river cut into the rocks to form the canyon. D. All of the above.</p> <hr/> <p>Bottom of Form</p>

In addition, a checklist for reviewing one best MCQ is also given

**One-Best MCQ Review Checklist**

#	Overall	Yes	No
1	Is appropriate for the level of the learner		
2	Is aligned to the Student Learning Outcome and its number is referenced		
3	Exam specification number is referenced		
4	Concept to be tested is stated appropriately/ Item is aligned with the concept being assessed		
5	The item is conceptually correct		
6	The cognitive level of the item is identified appropriately		
7	The difficulty level of the item is identified appropriately		
8	Assesses an essential (Must Know) or an important (Good to Know) item		
9	Can be answered with the options covered (Cover Test)		
10	<b>Cannot</b> be answered with the stem/ case covered (Test for Cognitive Level)		
11	Item author's name is mentioned		
12	An authentic reference is mentioned		
13	There are <b>no</b> spelling or grammar mistakes		
14	Task can be completed by the students in the assigned time		
	<b>Stem/ Case</b>		
1	Clearly defined with no ambiguities		
2	Is contextual and relevant		
3	Contains all essential information; however, avoids irrelevant information		
4	Avoids abbreviations, uncommon terminologies and brand names		
	<b>Lead-in</b>		
1	Focuses on one feature or concept		
2	Avoids negative phrases such as 'Except' and 'Not'		
3	Is clearly understandable at the level of the students		
	<b>Options</b>		
1	Congruent with the lead-in		
2	Aligned with the lead-in in grammar		
3	Are of similar length		
4	Homogenous in content		
5	Distractors are plausible		
6	Listed in an alphabetical order		
7	Use generic and common terms		
8	Mutually exclusive (non-overlapping)		
9	Avoid phrases like 'all of the above' and 'none of the above'		
1	Avoid vague terms such as 'usually' and 'frequently'		

0			
1 1	Avoids key terms from the stem or lead-in		
1 2	The key is clearly the best/ correct option for the level of the learners		
1 3	The key/ correct answer is identified		

Source: Aga Khan University Examination Board.

### **Constructed Response - Essay (Subjective Test Item)**

Constructed-response questions are assessment items that ask students to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks. Sometimes called “open-response” items, constructed-response questions are so named because there is often more than one way to correctly answer the question, and they require students to “construct” or develop their own answers without the benefit of any suggestions or choices. Therefore, constructed response assessments are suitable for higher level thinking skills. Constructed response assessments may include short quizzes, essays, art projects, personal communication, etc.

An essay is a very useful way of testing students’ higher order thinking skills. It requires students to organise the ideas they have learnt and reproduce them in new ways. Essay test items can present a problem or a situation and ask students to construct their own response. In this way, students are expected to analyse, evaluate and synthesise.

### **Sample CRO 01**

Write a composition of **200-250 words** on any **one** of the following topics.

- . Write about a time when you were awarded by your parents for showing kindness towards a homeless cat.
- a. A school field trip
- b. Should junk food be banned in school?

Some useful instructions:

- Do not forget to show the **brainstorming** for your composition.
- Use suitable adjectives, adverbs and verbs to make your creative writing interesting.

## **Sample CRQ 02**

Write a letter to your Principal requesting him/her to organise a weekly 20 minutes session on health and hygiene to raise the awareness among the students to stay safe and healthy.

### **Suggested outline:**

- . What is the purpose of writing the letter?
- a. How will it be beneficial for the students?
- b. What made you offer this request?

### **Rubric for Assessing Writing Proficiency**

<b>Criteria</b>	<b>Unacceptable (0 Mark)</b>	<b>Acceptable (1 Mark)</b>	<b>Good (2 Mark)</b>	<b>Exemplary (3 Mark)</b>	<b>Score</b>
Development of ideas	Repeats the same sentences with no development of the idea.	Some focus is evident as the idea is being developed.	Main idea is clear and is toward a theme or conclusion.	Main idea is fully developed with additional introduced while not losing track of the overall theme.	___/3
Makes connection and recognises patterns	Has some awareness of the underlying rules of writing.	Has applied the rules of writing but not in a coherent manner.	Recognises some patterns and relationships and can apply them to develop his/her writing.	Recognises patterns and relationships and can apply them creatively to develop a coherent piece of writing.	___/3
Strength of Persuasion	Fails to take a position.	Position is vague/unclear	States a position and defends/persuades with support and use of relevant evidence.	Presents a position clearly, presents evidence in support of the position, and frames the issues.	___/3
Writing style	Shows almost no structure, organisation or coherence.	Has minimal organisation, digresses, rambles.	Uses a variety of sentence structure and word choices.	Fluent writing; shows involvement with the text.	___/3
Grammar/ Mechanics	Many violations of standard	Limited sentence structure and	Uses a variety of sentence structures and	Uses multiple sentence structures and	___/3

	grammar and mechanics.	word choices; consistent errors in grammar.	word choices; a few errors in grammar and mechanics.	word choices; few, if any, errors in grammar and mechanics.	
<b>Total Score</b>					

Note. Adapted from Hall, Quinn & Gollnick (2017)

In addition, rubrics given from d.1 to d.4 pp. 78 to 80 in SNC for English grades I-V can also be used for assessing writing at different levels of proficiency.

### Sample English Language Test Paper

#### Grade IV

**Max Marks: 40**

**Max Time: 2 Hours**

**Name:** \_\_\_\_\_ **Section:** \_\_\_\_\_ **Roll no:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### Instructions :

- Read the paper carefully
- Attempt all the questions
- Do question nos. 5, 6 & 7 on the answer sheet

#### Q2. Choose the correct form of the verb from the brackets. [5]

Next month we (**is, are**) going on our vacation to America. My sister (**like, likes**) it when we go to America because she (**get, gets**) to swim in the ocean. My brother and I (**want, wants**) to go deep-sea fishing while we (**is, are**) there. My dad says he (**is, are**) going to take us this time. I (**hope, hopes**) the weather is good so we can go there. While my mom and sister (**swims, swim**) in the ocean, we are going to be catching fish for our dinner. Then, while my mom (**cook, cooks**) the fish, my dad and I (**is, are**) going to swim and have a good time

#### Q3. Identify which of the following -ing verbs in the given sentences have been used as adjectives and which are used as the continuous form: (Point out the nouns which these adjectives qualify and name the continuous tense if any) [5]

- 1) That girl has a very interesting book.

\_\_\_\_\_

- 2) My friends told us a story about a talking parrot.

\_\_\_\_\_

3) She is waiting for the train at the station.

---

4) We were sitting in the class when the teacher arrived.

---

5) I tried to stay in the house as that annoying girl was outside.

---

**Q4. Change the tenses.**

[5]

1. Taha is writing a letter.

**(Past Continuous Tense)**

---

2. Sara repeated the exact words used by her mother.

**(Simple Future Tense)**

---

3. She was cooking food for guests.

**(Present Continuous Tense)**

---

4. The teacher will make Omar the monitor of the class.

**(Simple Past Tense)**

---

5. I did my homework on time.

**(Simple Present Tense)**

---

**Q4. Read the passage and answer the given questions.**

[12]

Kojo the monkey lived in the rain forest. There were lots of monkeys in Kojo's part of the forest. That was good, because Kojo had many monkeys to play with. But Kojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Kojo decided to play a clever trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear.

Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody

will believe anything you say if you keep this up.” The monkeys were all upset with Kojo. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. “Leopard! A leopard is coming for real this time!” Kojo yelled. None of the monkeys paid any attention.

The leopard was headed right for them. Kojo knew what he had to do.

“Here, leopard! Over here!” he yelled. The hungry leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard and they climbed into the tall trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

Kojo was relieved. The other monkeys were glad that Kojo had tried to save them. They forgave him for lying and played with him again.

a. Use at least two adjectives to describe Kojo. [2]

---

---

b. Where did Kojo live and what type of area was it? [2]

---

---

c. What did Kojo decide to do to get everyone’s attention? [2]

---

---

d. Why did Aunt Ama scold Kojo? [2]

---

---

e. Why were the monkeys afraid of leopards? [2]

---

---

f. How can you prove that Kojo was brave? [2]

---

---



**Q6. Rewrite the paragraph using capital letters. [5]**

one sunny day in july, mrs brown decided to take her family for a picnic in the woods in belfast. she made a big pile of sandwiches and put them in plastic box .peter packed some cans of coca cola for the children to drink.mr brown made a flask of coffee for himself and his wife. tom filled a tin with bisconni biscuits and sarah put oranges into a bag. finally they left for the picnic.

**Q7. Write an essay on any one of the following: (100-120 words) [8]**

- a) If I were a butterfly
- b) The thing I like the most about my city

Courtesy: Happy Home School System for some questions.

Tests need to be constructed carefully. Single National Curriculum English Grade I-V 2020 gives clear guidelines on test construction and marking in section 6.6 p. 74 with sample rubrics for marking listening, reading, writing and speaking proficiencies.

### **Assessment Validity**

The assessment must be valid, that is, it should actually measure what it is supposed to measure. There are three kinds of validity evidence considered during assessment. These are:

- Criterion
- Construct
- Content

Criterion and construct validity measures are beyond the scope of a class teacher's work. They should best be done by assessment experts. For purposeful assessment, content validity is extremely important and can be controlled by teachers.

### **Content Validity**

As the name suggests, a valid assessment covers the content completed in the class. This means that a valid assessment covers all relevant parts of a subject. If any part, covered in the subject, is left out or if any irrelevant part, not covered, in the subject is included then it is not a valid assessment. The entire purpose of developing a list of codes and tables of specification, and aligning them with the assessment strategies was to ensure content validity of the assessment. The assessment should be written at the level of difficulty required by the standards and student learning outcomes covered in the term. The assessment must also be in a format that allows students to demonstrate the particular ability being assessed. For example, if a teacher wishes to assess how a student has improved her writing abilities then MCQ is not the best option.

### **Ways to Improve Content Validity**

**Clearly defined objectives.** Student learning outcomes should be clearly defined and operationalised.

**Alignment.** Assessment measures must be matched with student learning outcomes.

**Review by Subject Matter Experts (SMEs).** Subject experts may be asked to rate each question on a scale from very relevant/very essential to not relevant/not essential at all. The more SMEs agree that items are essential, the higher the content validity.

**Objective Review.** The test/assessment question/instrument can be reviewed by faculty at other schools to obtain feedback from an outside party who has not been involved in the instrument development.

**Item Analysis.** Item analysis is helpful in analyzing student responses to individual test/exam questions with the intention of evaluating test/exam quality.

**Review and update tests frequently.** Many tests that were valid two years ago, are not valid today. It is important to review and update or retire questions that are no longer relevant.

**Item Bank.** An item bank facility is important to manage and update questions.

## CHAPTER FOUR

# SUPPORTING RESPONSIVE TEACHING AND LEARNING THROUGH FEEDBACK

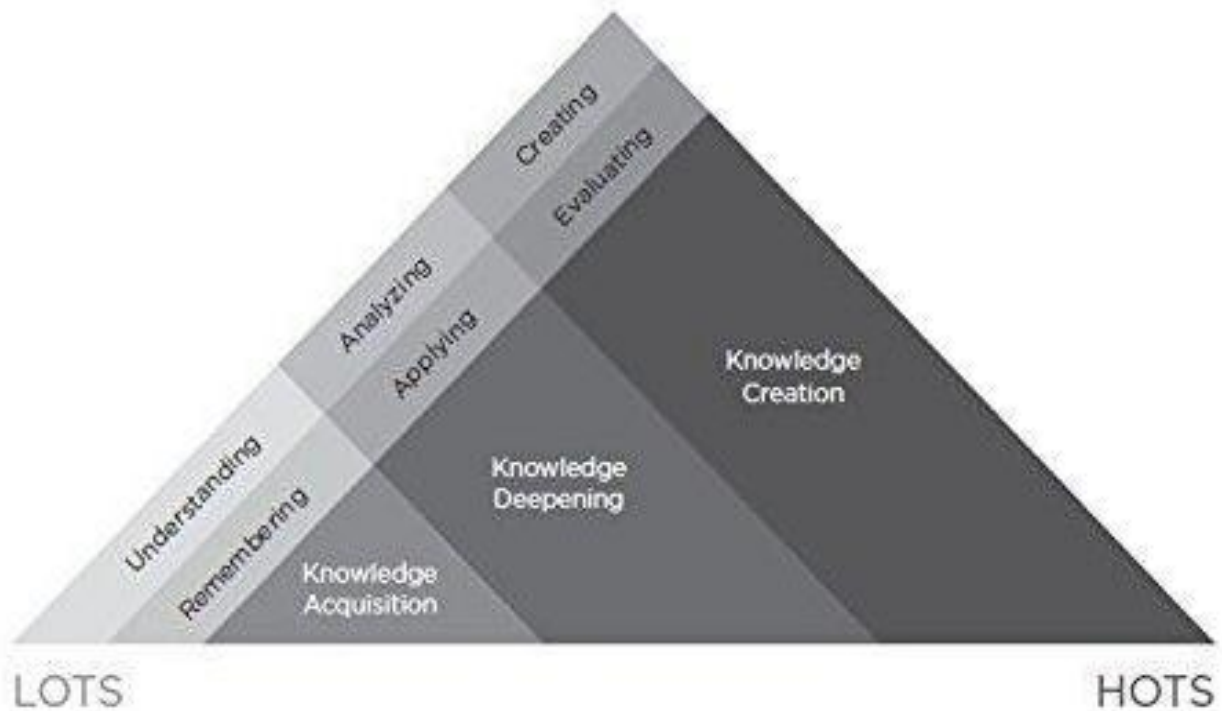
## **Chapter Four**

### **Supporting Responsive Teaching and Learning through Feedback**

#### **Feedback to Students**

In order to help students succeed in the 21st century world, teachers must see their teaching as a response to learning, rather than seeing learning as an outcome of teaching (Crockett & Churches, 2017). This calls for the integration of classroom assessment processes into teaching in ways that enhances students' achievement and their motivation to learn.

Formative feedback is individual and personalised. This is because each child is at different level of achievement. It is the teachers' responsibility to help the learner to know where he or she is now in terms of high quality work and where he or she ought to be. This gap analysis facilitates learners' progression from Bloom's lower-order thinking skills (LOTS) which focuses on knowledge acquisition to higher-order thinking skills (HOTS) where the learners are able to create knowledge.



Source: Crockett & Churches (2017)

Hattie's (2012) findings from his meta-analysis of hundreds of education papers indicate that providing formative evaluation and feedback has some of the largest effects on student learning. For an assessment to be formative, students must be receptive to the feedback and use it to adjust their learning. "Without feedback, assessment is not a learning activity; it is a compliance task." (Crockett & Churches, 2017, p. 21)

Churches (n.d.) outlines five characteristics of high-quality feedback. These are:

**Timely:** The end of the task is too late. Feedback must be provided often and in detail during the process.

**Appropriate and reflective:** Feedback must reflect the students' ability, maturity and age. It must be understandable.

**Honest and supportive:** Receiving a critique that identifies weaknesses of one's work can be very disheartening. The feedback must provide encouragement to continue and guidance on how to achieve the desired goals.

**Focused on learning:** The feedback should provide information which allows the learner to close the gap between the current and desired performance. The clarity and descriptive nature of the feedback the teacher presents are major influences on students' achievement (Hattie, 2012).

**Enabling:** Receiving feedback without the opportunity to act on it is frustrating, limiting, and counterproductive. Students must be able to learn from the formative assessments and apply the feedback and corrections.

One of the best models of feedback is developed by Dr. Jodie Nyquist (Crocket & Churches, 2017). This model of effective feedback has five stages going from weakest to strongest.



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The teacher who provides feedback at the KCR+e and a specific action or ideally KCR+e and an immediate activity gives the learners opportunity to maximise their learning. Based on the above model, three specific criteria for good and bad feedback can be developed.

## Criteria for Good and Bad Feedback

Good Feedback	Bad Feedback
<ul style="list-style-type: none"> <li>• Being positive</li> <li>• Even when criticizing, being constructive</li> <li>• Making suggestions (not prescriptions or pronouncements)</li> </ul>	<ul style="list-style-type: none"> <li>• Finding fault</li> <li>• Describing what is wrong and offering no suggestions about what to do.</li> <li>• Punishing or denigrating students for poor work</li> </ul>

## Examples of Good and Bad Feedback

Feedback	Good or Bad?
Your answer is the best one in the class.	This is an example of bad feedback. It does not tell the student what is good about the answer.
Your details strongly support your claim that we should recycle newspapers. That's great. Where did you find all those facts?	This is an example of good feedback. It confirms for the students that the work meets one of the targets (strong supporting details) and connects the success to students' effort (the student researched to find out facts, and the teacher noticed).
Your answer was the shortest in the class. You didn't put enough in it.	This is an example of bad feedback. It implies that the student is competing with others (as opposed to aiming for a learning target) and the reason the work is poor is that the student "did something bad." The student ends up feeling judged and not motivated to improve.
The answer probably would not convince a reader who did not already agree we should recycle. I would want to know more about the effects on the environment and the cost of recycling?	This is an example of good feedback for a student who the teacher believes does not know what is missing in his or her answer. It suggests what the student could do to improve the answer.
Your report is late. What is the matter with you?	This is an example of bad feedback. It may not inspire the student to complete his or her work and turn it in for assessment.
[Name], I do not have your answer sheet. Can you tell me what happened?	This is a better example than the previous one of feedback to deliver the message that the work is late.

## **Feedback to Parents**

The most common form of communicating grades to parents is the report card. The report card at the primary level should also provide information on satisfactory or unsatisfactory performance in other dimensions.

A report card is only one way of sharing feedback to parents about their students' performance. A written report is another way of communicating with students. The reports should be written in a positive, direct and easy to understand manner.

The most effective way of communicating with parents is through a conference, generally known as parent-teacher meeting, which allows the parent to ask questions and the teachers to provide explanations. Conferences provide avenues to teachers to learn about students' home environment and to parents to be more involved in their children's learning.

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(Front Page)

School's Name

School's Logo

Annual Report Card

[Month] 2022 – [Month] 2023

(First inside Leaflet)

Name: ABC \_\_\_\_\_

Term One:\_[Date]\_\_\_\_\_

Class: \_\_\_\_\_



Rarely



Sometimes







Most of the times







Always

Your child as a learner

				
Interested in learning				
Listens carefully				
Works well independently				
Keeps trying even when tasks are difficult				

Teachers' Comment:

Your child's social and personal development

				
Happy at school				
Behaves well in the class				
Mixes well with other children				
Behaves well in the playground				
Manages and expresses own feelings well				
Teachers' Comments:				

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(Second inside Leaflet – Sample for Grades I & II)

Key Competencies	Child's Performance	
	Term I Marks	Term II Marks

		<b>Formative</b>	<b>Summative</b>	<b>Total</b>	<b>Formative</b>	<b>Summative</b>	<b>Total</b>
1	Competency A: Oral Communication Skills	12 Marks	08 Marks	20 Marks	12 Marks	08 Marks	20 Marks
2	Competency B: Reading	18 Marks	12 Marks	30 Marks	18 Marks	12 Marks	30 Marks
3	Competency C: Vocabulary & Grammar	18 Marks	12 Marks	30 Marks	18 Marks	12 Marks	30 Marks
4	Competency D: Writing Skills	12 Marks	08 Marks	20 Marks	12 Marks	08 Marks	25 Marks
Total Marks Obtained							
Out of Total Marks		60 Marks	40 Marks	100 Marks	60 Marks	40 Marks	100 Marks

**Teacher's Comments (Term I):**

**Teacher's Comments (Term II):**

**(Second inside Leaflet – Sample for Grades III, IV & V)**

Key Competencies	Child's Performance	
	Term I Marks	Term II Marks

		<b>Formative</b>	<b>Summative</b>	<b>Total</b>	<b>Formative</b>	<b>Summative</b>	<b>Total</b>
1	Competency A: Oral Communication Skills	06 Marks	10 Marks	16 Marks	06 Marks	10 Marks	16 Marks
2	Competency B: Reading	08 Marks	14 Marks	22 Marks	08 Marks	14 Marks	22 Marks
3	Competency C: Vocabulary & Grammar	18 Marks	22 Marks	40 Marks	18 Marks	22 Marks	40 Marks
4	Competency D: Writing Skills	08 Marks	14 Marks	22 Marks	08 Marks	14 Marks	22 Marks
Total Marks Obtained							
Out of Total Marks		40 Marks	60 Marks	100 Marks	40 Marks	60 Marks	100 Marks

**Teacher's Comments (Term I):**

**Teacher's Comments (Term II):**

[Same types of tables will be prepared for all the subjects)

(Last inside Leaflet)

**Student's Comment (My Learning in School)**

**Parents' Comments (How can you further support your child's learning?)**

**Teacher's Overall Comment:**

<b>Attendance</b>	<b>Punctuality</b>
-------------------	--------------------

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **CHAPTER FIVE**

# **POST ASSESSMENT: REDEFINED GOALS/CURRICULUM**

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### **Chapter Five**

## Post Assessment: Redefined Goals/Curriculum

### Completing the Assessment Loop

This framework brings forth the philosophy, the principles, the policy and the practice of purposeful assessment for evaluating teaching and learning targets at the classroom level, the school and national level. However, unless the evaluation is constructively utilised to inform changes to curriculum, learning targets and teaching methodology in a balanced manner, its real purpose will not be achieved.

### Balanced Assessment System

The success of any assessment system will depend on how formative and summative assessments are balanced to meet the needs of all stakeholders. The tables below summarize the use of the two types of assessments across three levels – the classroom, school and district/province.

#### Elements of a Balanced Assessment System

Level of Assessment	Purpose of Assessment	User of Information	How the Results can be Used for Enhancing Performance
<b>Classroom assessment</b>	To measure the level of student achievement on learning targets taught.	Teacher	Summative: To determine grades for reporting purposes. Formative: To revise teaching plans for next year/semester.
	To diagnose student strengths and areas needing further work.	Teacher student	Formative: To plan further instruction. Formative: To provide feedback to students. Formative: To self-assess and set goals for the next steps(s).
<b>School based exam</b>	To measure the level of student achievement on preset content standards.	Teacher School Leadership District Education Office	Summative: To evaluate the achievement level of each student and summarise across students. Summative: To determine programme or curriculum effectiveness. Formative: To identify programme or curriculum needs.
<b>District, provincial or national large-scale assessments</b>	To measure the level of student achievement toward content standards and/or international standards. To identify students and/or portions of the curriculum needing additional/different instruction.	Teacher School Leadership District Education Office	Summative: To evaluate programme effectiveness. Formative: To identify standards in need of more effective programmes. Formative: To plan interventions for groups or individuals.

Source: Chappuis & Stiggins, 2017



Implicit within this balanced assessment system is the cyclic approach to assessment, which emerges as a response to teaching and learning and further informs teaching and learning.

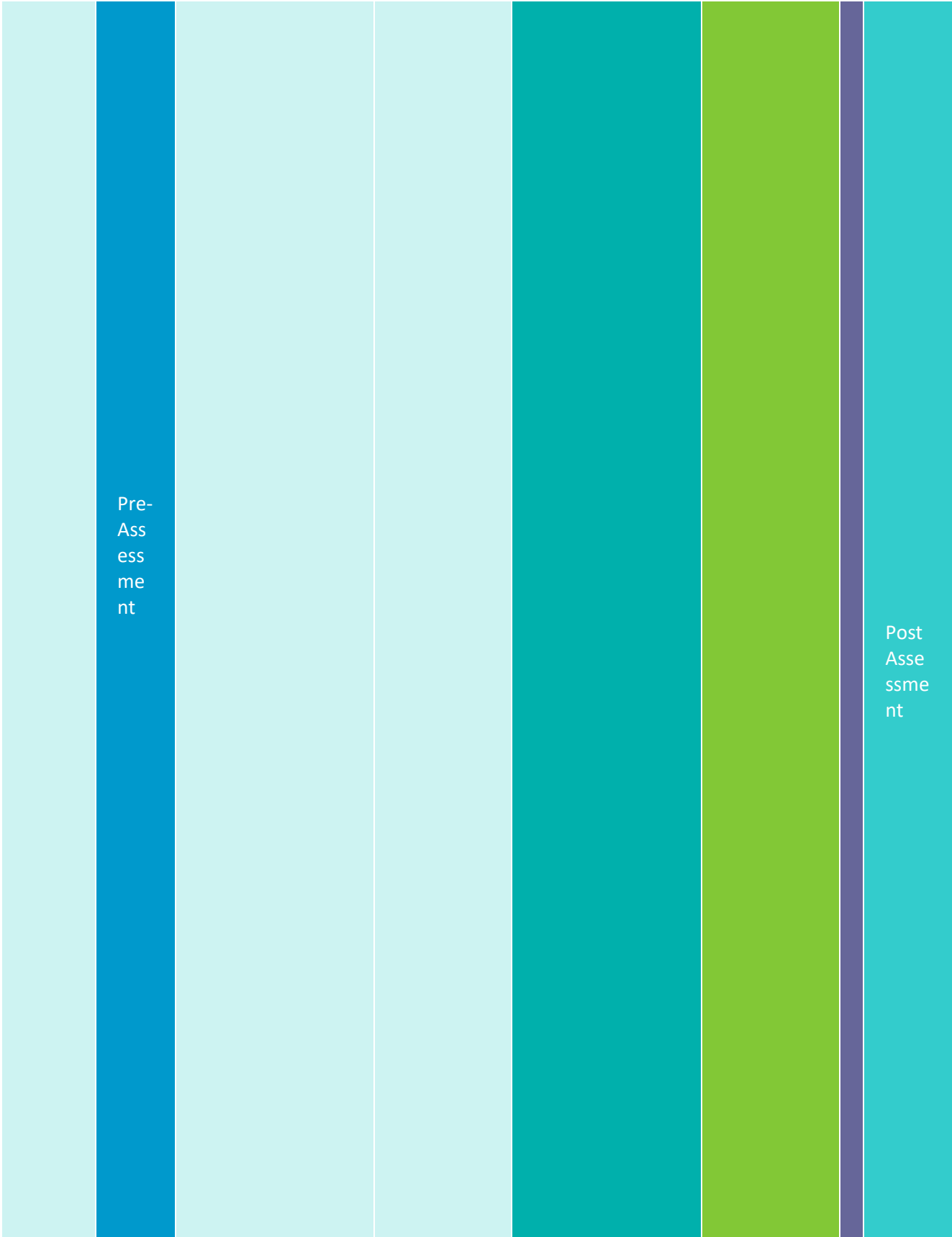
The following section presents schedules of assessment for grades I to V to illustrate how the three streams or levels of assessment can be employed in a balanced manner during an academic year. The schedule is also aligned with the SLOs.

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## Balanced Assessment Schedule for Grades I and II

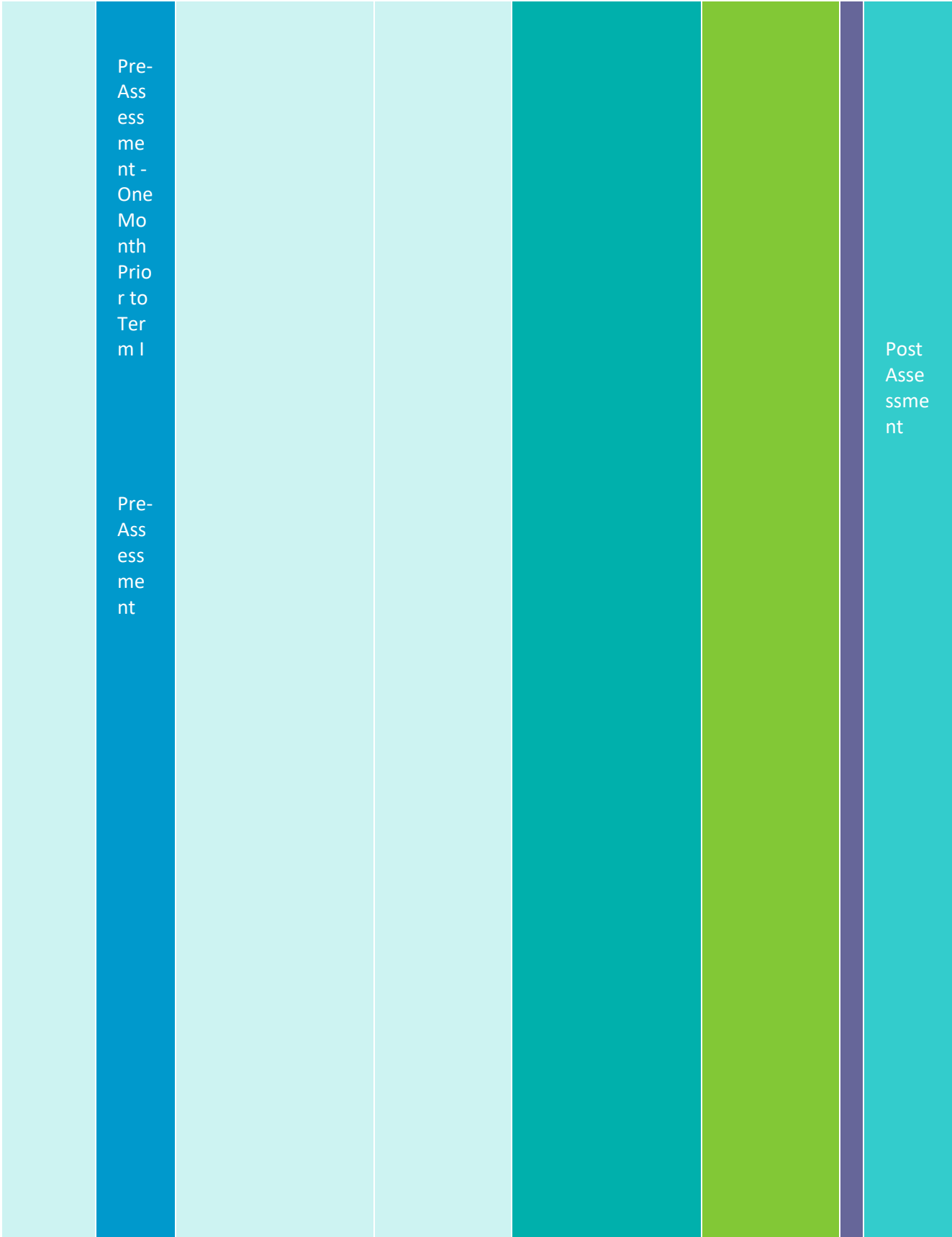
Overall Domain Code*	Assessment Schedule					
	One Month	Term I (4 Months)	One Month	Term II (4 Months)	One Month	One Month
CRF	Pre-Assessment	<b>Formative Assessment</b> (60% Marks based on Ongoing)	<b>School based Summative Assessment</b> (40% Marks)			Post Assessment - One Month After Term II
CRC						
CRP						
CRM						
CUF						
CUC						
CUP						
CUM						
CAF						
CAC						
AR						
ARE						
PP						
PS						
PGR						
CAP						
CAM	Pre-Assessment			<b>Formative Assessment</b> (60% Marks based on Ongoing)	<b>School based Summative Assessment</b> (40% Marks) And/or Large scale assessments wherever required	Post Assessment
CANF						
CANC						
CANP						
CANM						
CEF						
CEC						
CEP						
CEM						
CCF						
CCC						
CCP						
CCM						
ARE						
AO						

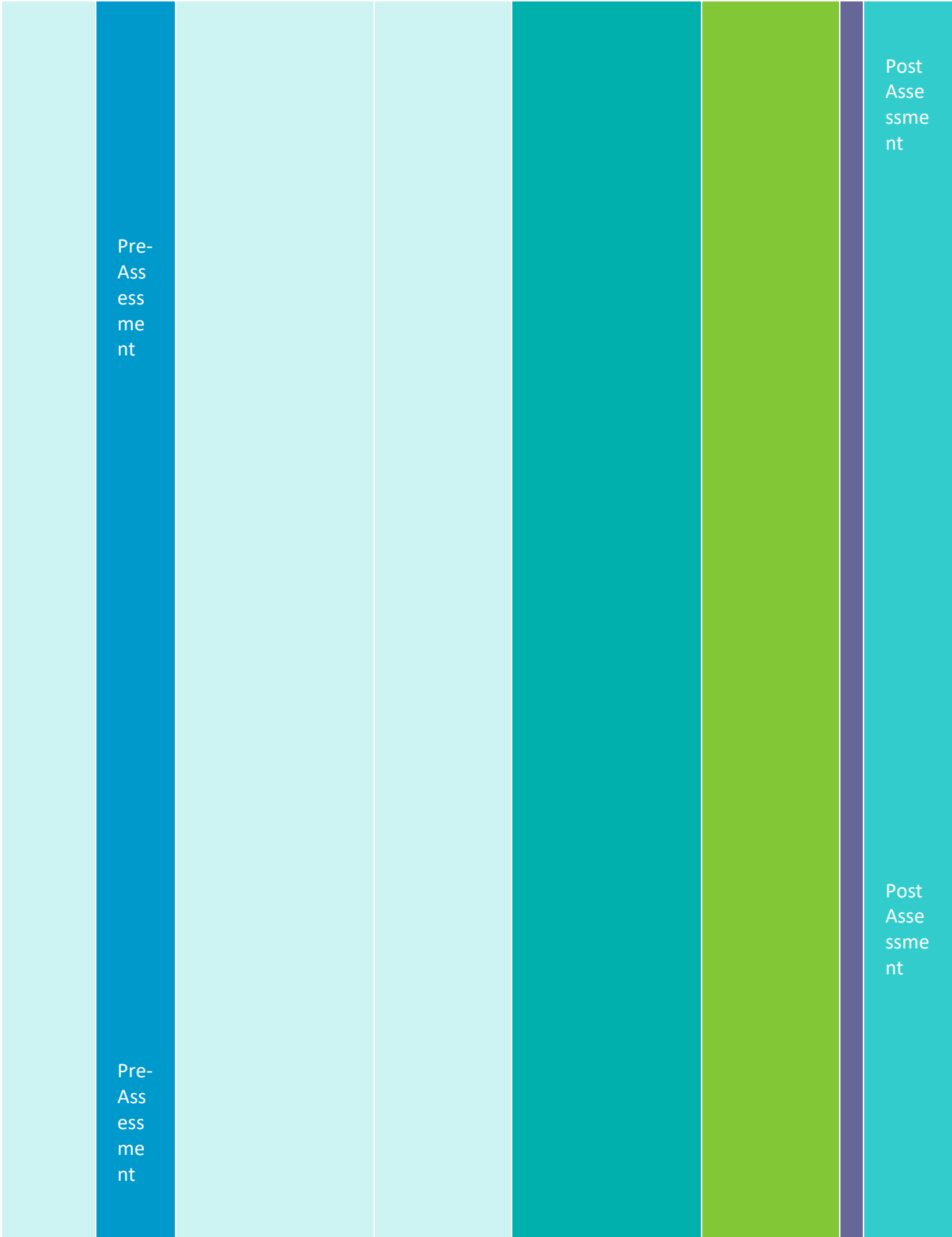
AC	Pre- Ass ess me nt				ssme nt
PM					
PCOR					
					Post Asse ssme nt



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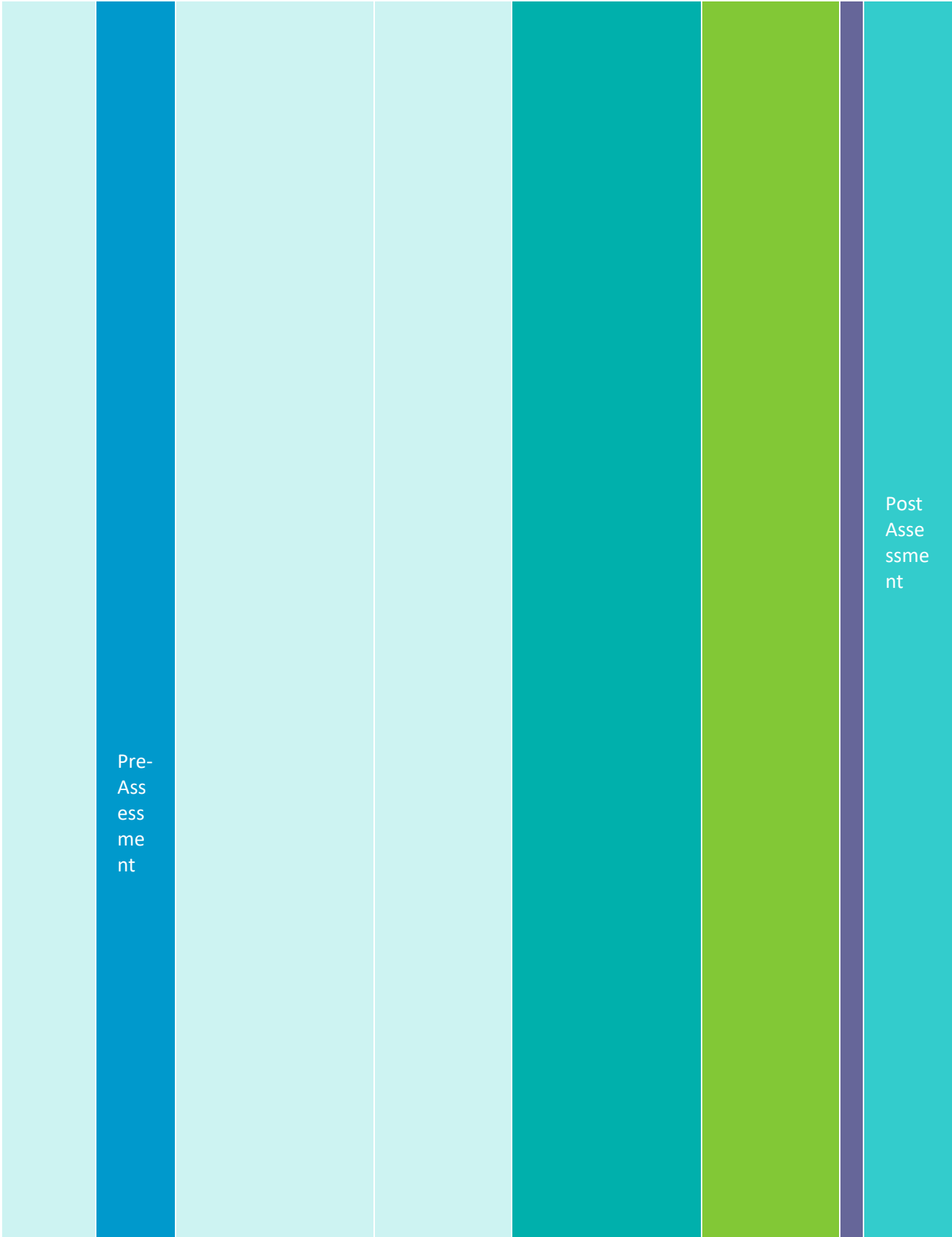


Pre-Assessment

Post Assessment

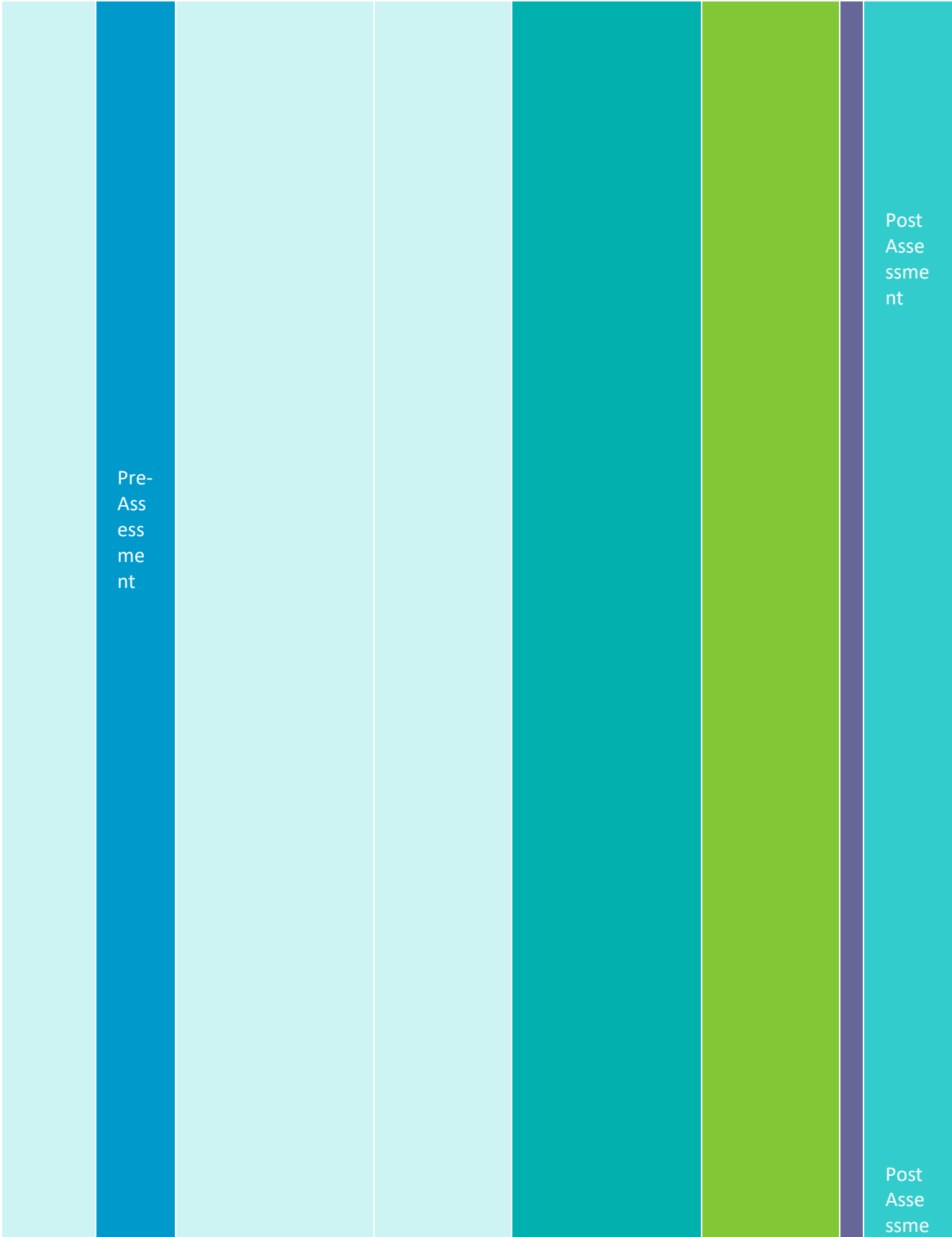
Pre-Assessment

Post Assessment



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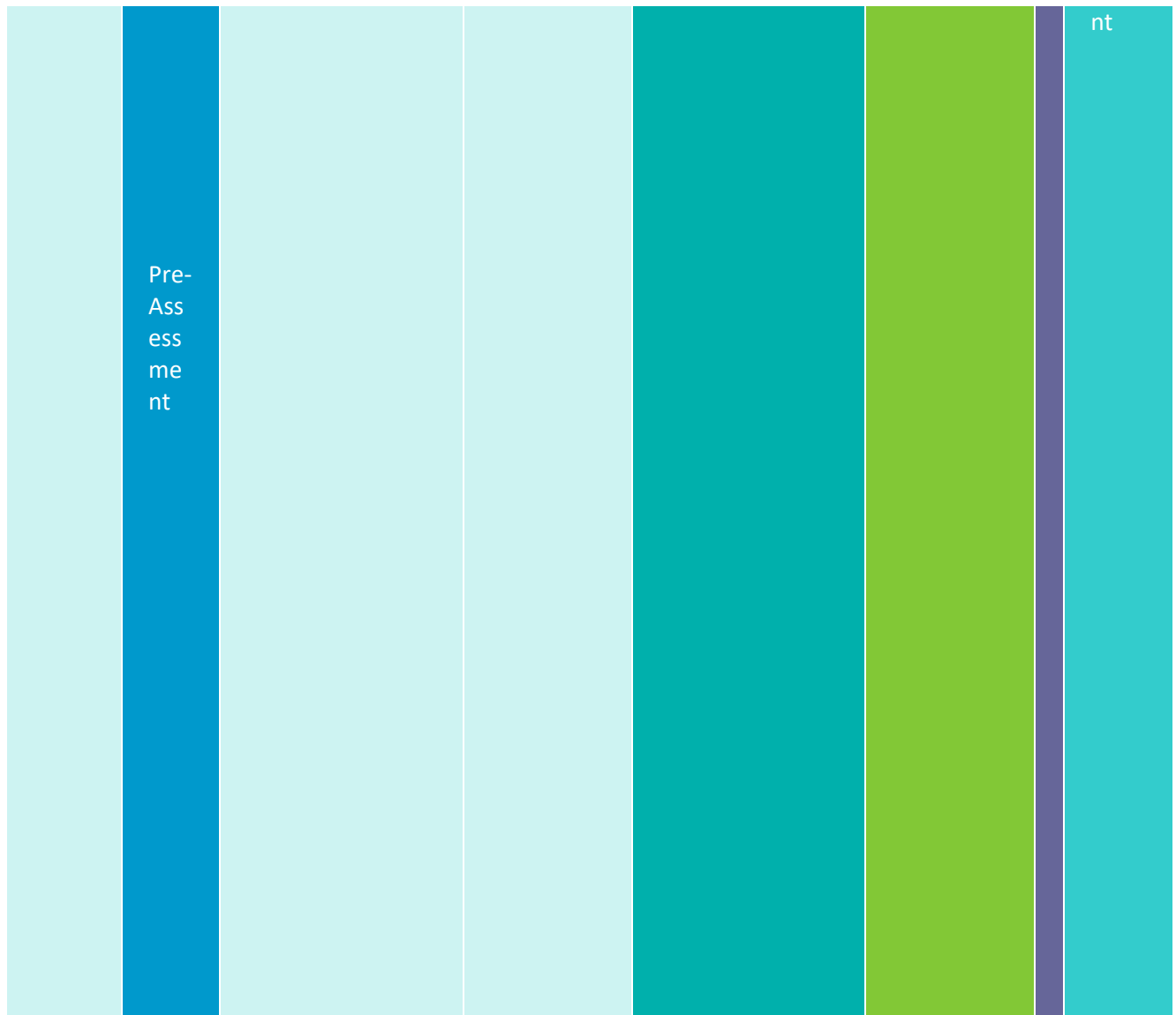


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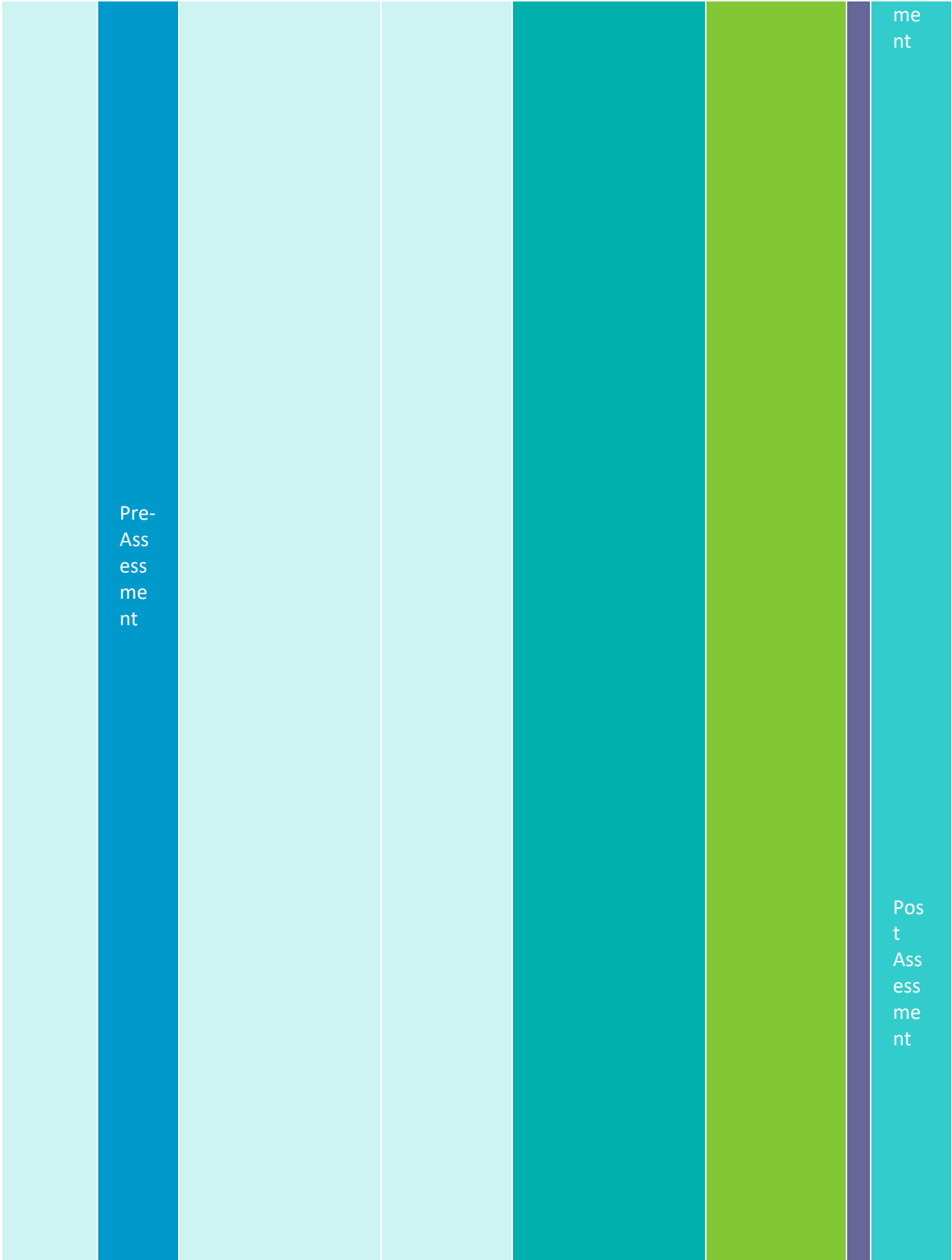


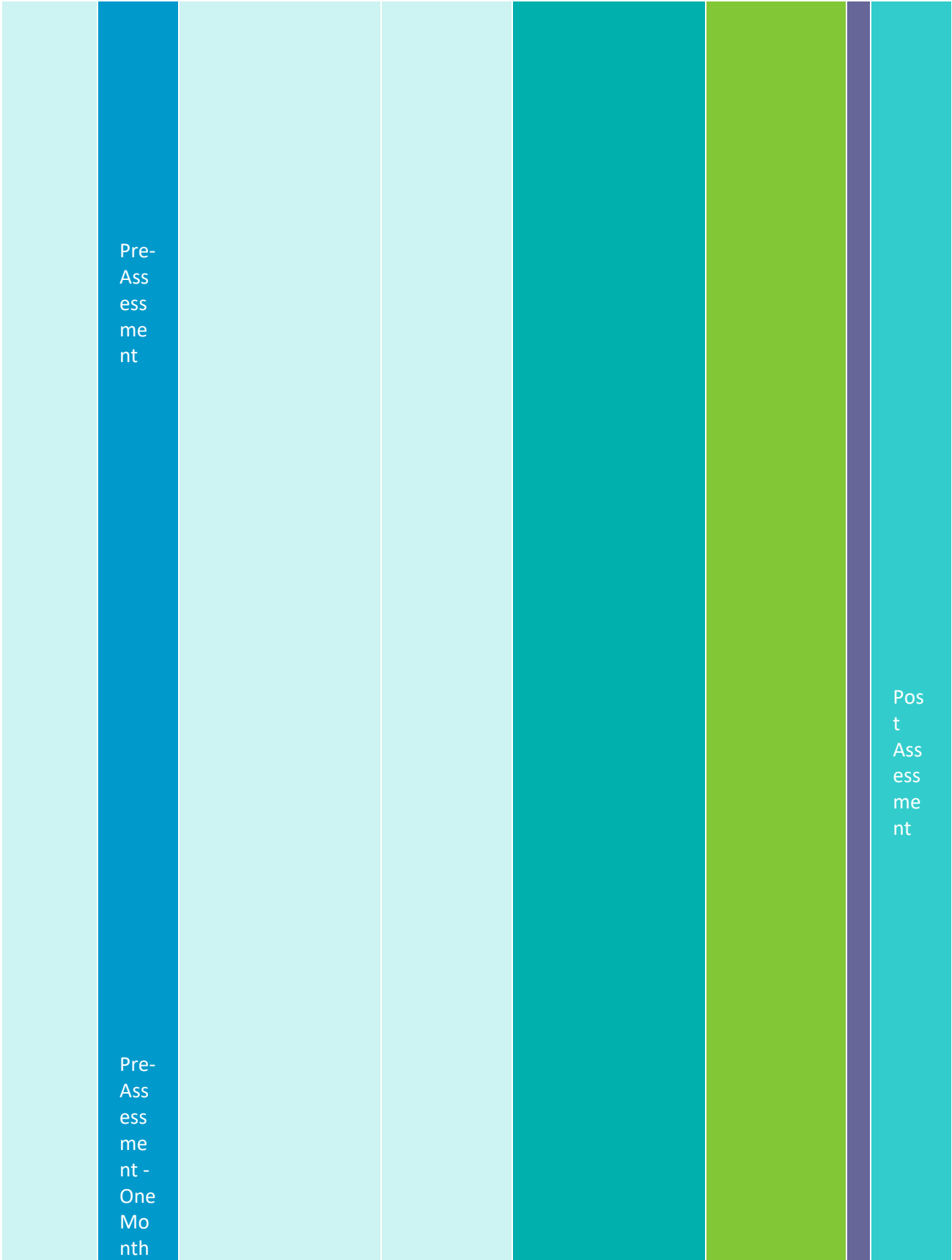
\* This includes all the SLOs contained within the Domain Code

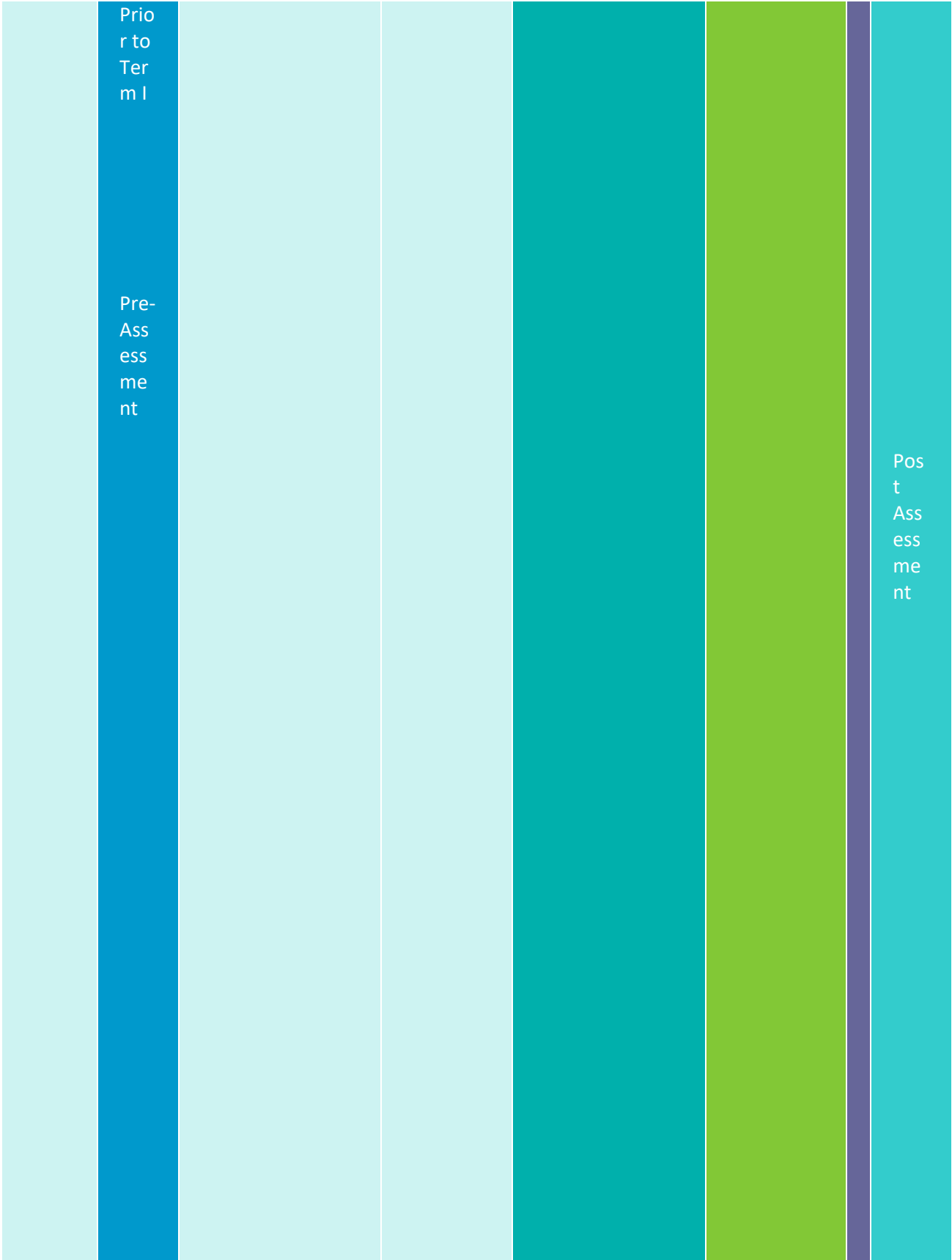
### Balanced Assessment Schedule for Grades III, IV and V

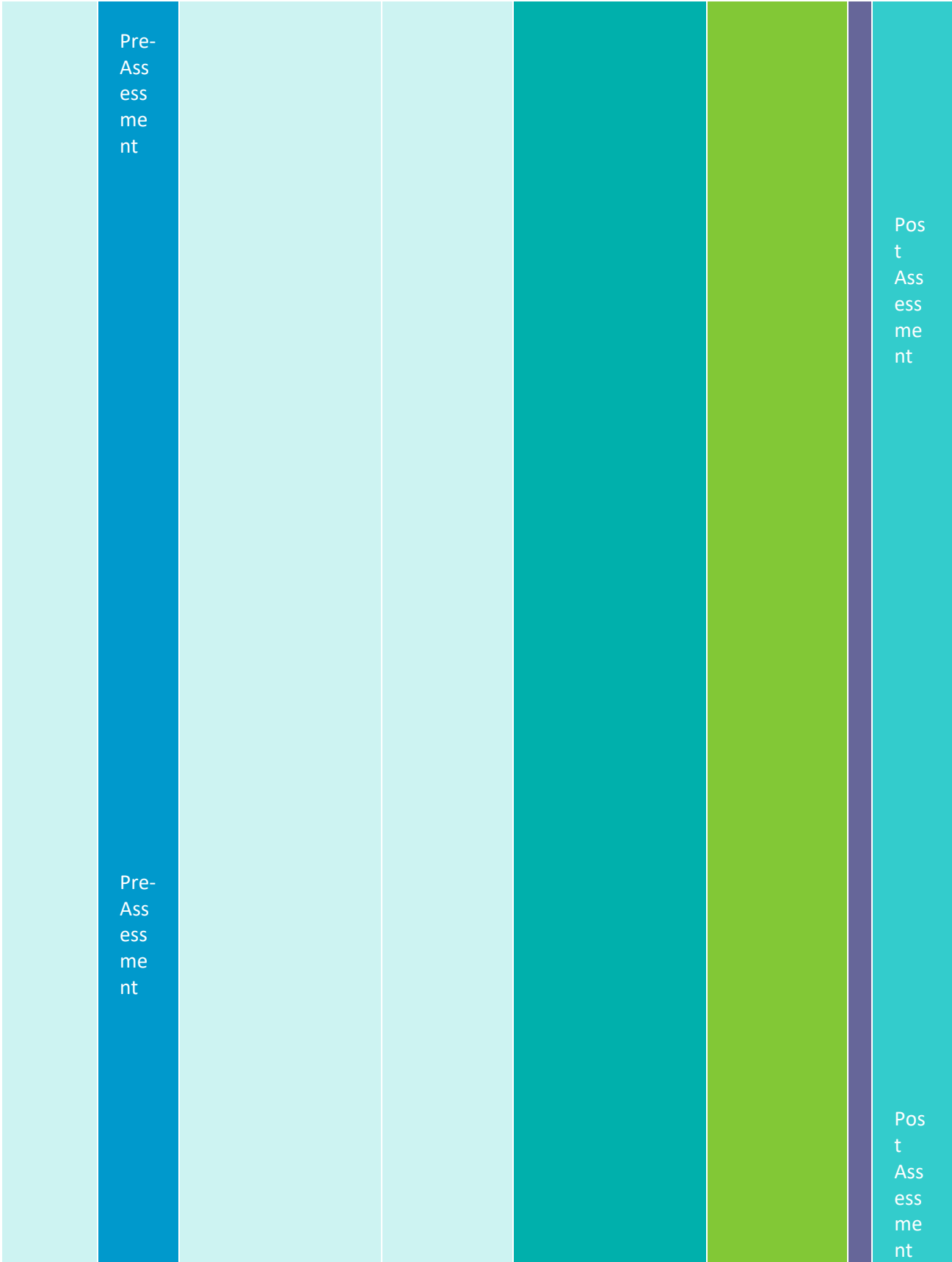
Overall Domain Code*	Assessment Schedule					
	One Month	Term I (4 Months)	One Month	Term II (4 Months)	One Month	One Month
CRF	Pre-					

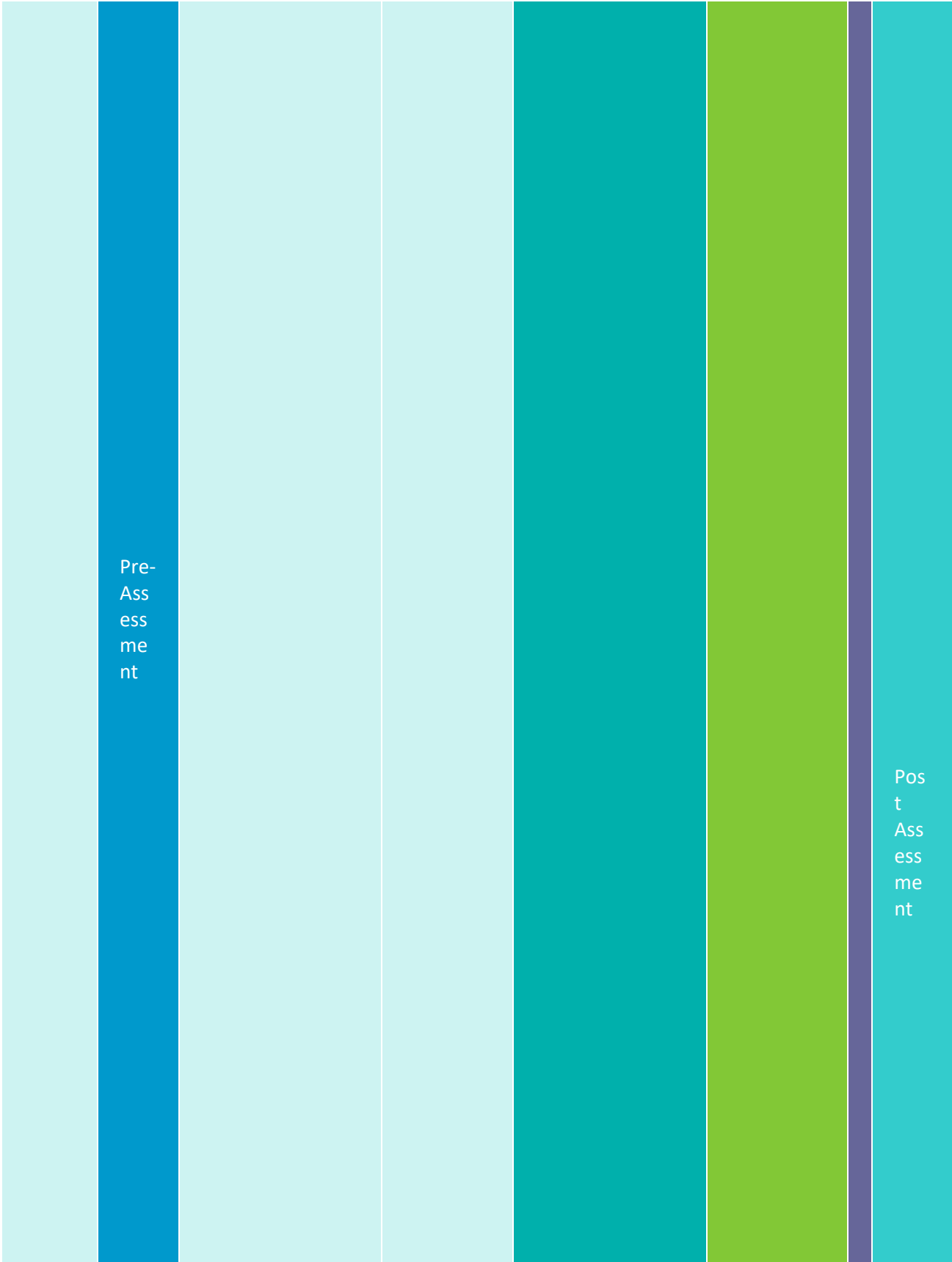
CRC	Assessment	Formative Assessment (40% Marks based on Ongoing)	School based Summative Assessment (60% Marks)			Post Assessment - One Month After Term II
CRP						
CRM						
CUF						
CUC						
CUP						
CUM						
CAF						
CAC						
AR						
ARE						
PGR						
CAP						
CAM						
CANF						
CANC						
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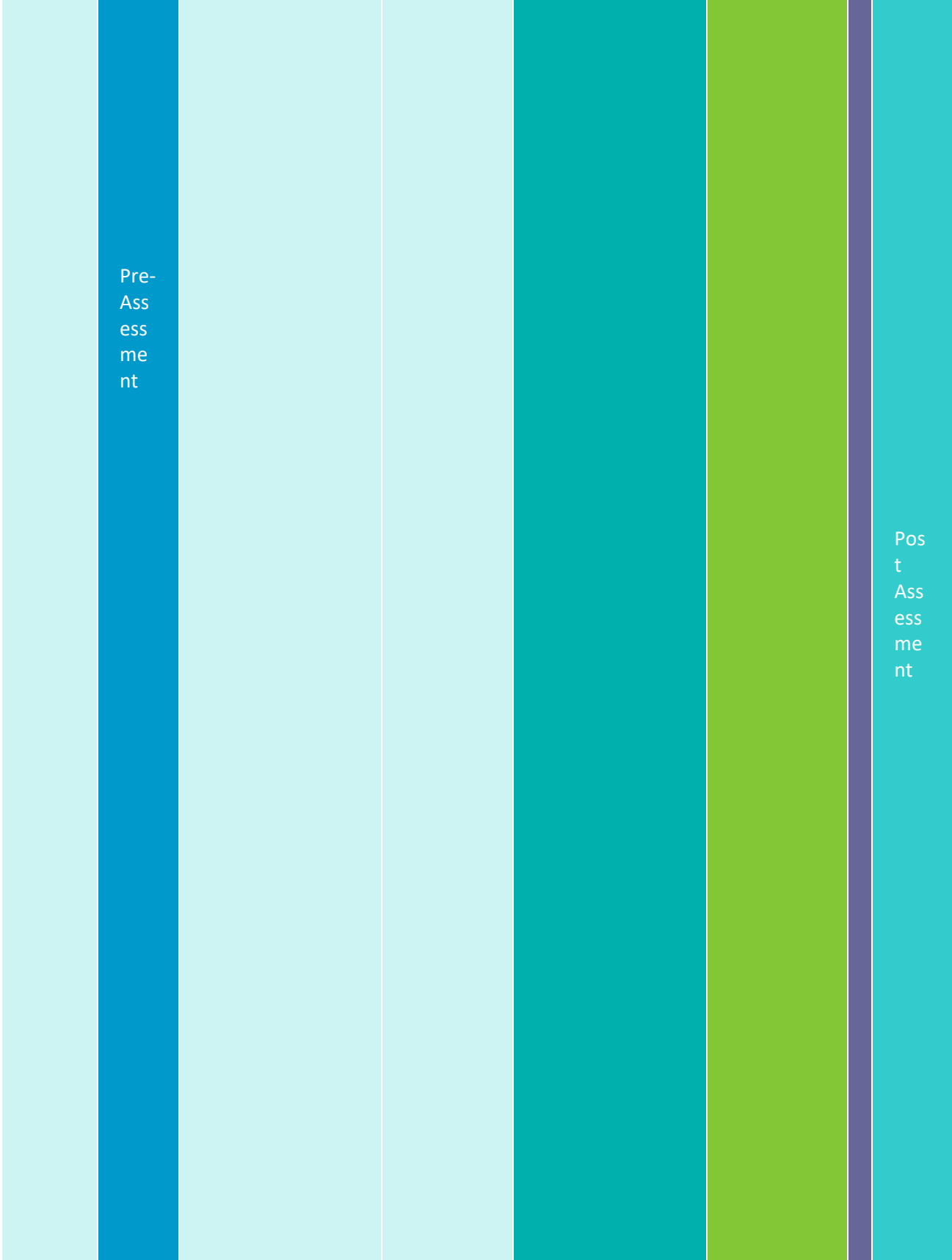




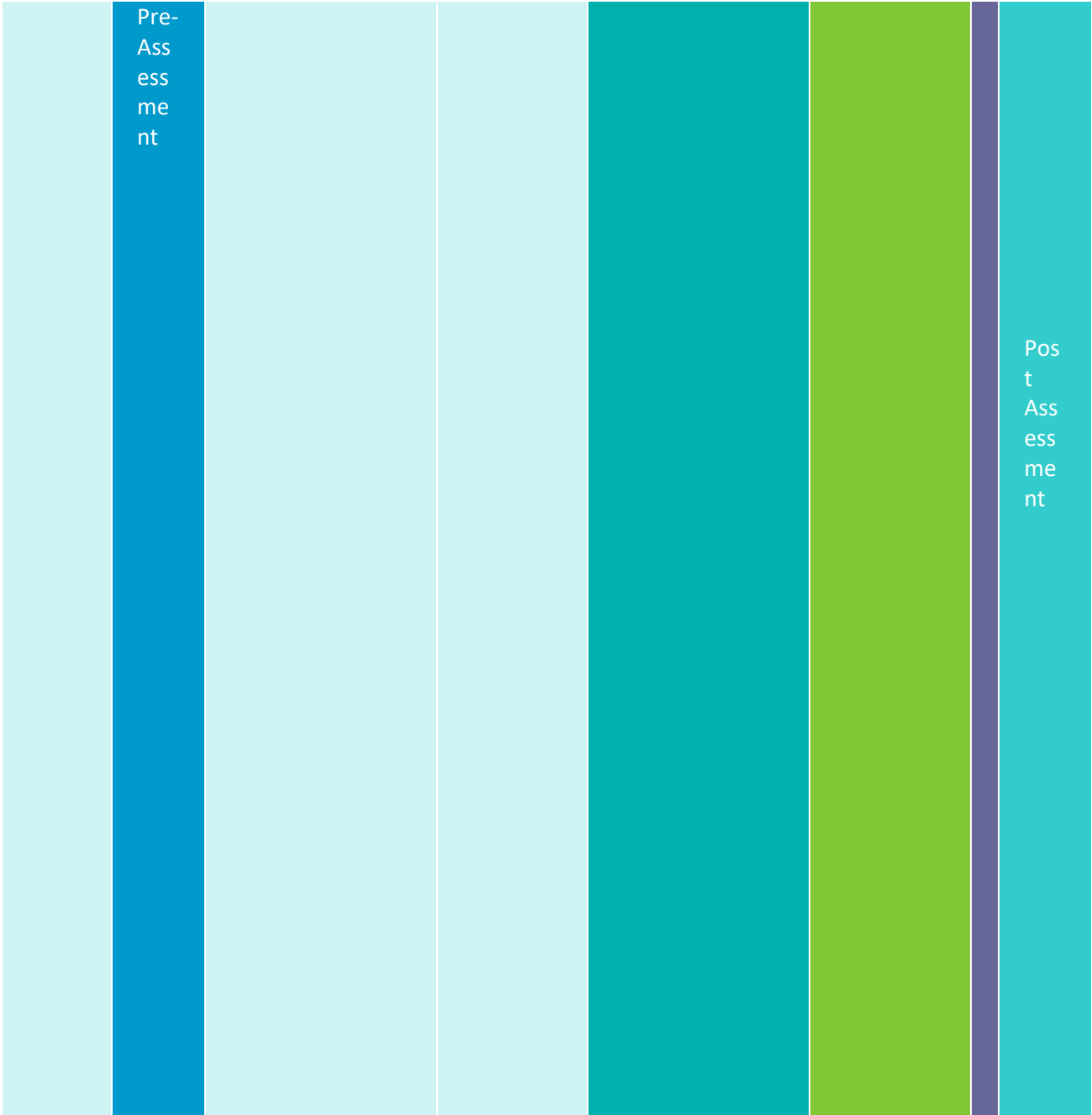


Pre-Assessment

Post Assessment







\* This includes all the SLOs contained within the Domain Code

## **Concluding Remarks – Exit to the Next Cycle**

The framework can be considered a blueprint of an assessment programme at the primary school level. It provides the broad overview of policy guidelines for assessment framework 2021 while guiding the alignment of student learning outcomes with assessment strategies. It identifies the learning targets, the deep learning approaches and the strategies for assessing the same. In doing this, it ensures that the assessments are interconnected and purposeful.

While the blueprint is necessary as an overarching guide, its enactment will require professional judgement. Its real purpose will be realised when teachers use it at the classroom level to modify their teaching to match students' learning needs, when school leaders use it to accomplish their goals more effectively by replacing some programmes or practices with better ones (Fullan, 2001) and when the public education departments use it to invest in practices that yield positive results. The education practices, redefined in this manner, are again put to the test and the process of ongoing purposeful assessment continues.

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## **Appendices**

## Bloom's Revised Taxonomy Model – Cognitive Domain

Cognitive Dimension	The Knowledge Dimension			
	<b>Factual</b> The basic elements a student must know to be acquainted with a discipline or solve problems in it.	<b>Conceptual</b> The interrelationships among the basic elements within a larger structure that enable them to function together.	<b>Procedural</b> How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	<b>Metacognitive</b> Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
<b>Remember</b> Recall or retrieve previous learned information from long-term memory	<b>List</b> primary and secondary colors.	<b>Recognize</b> action words.	<b>Recall</b> how to perform a sum based on four operations.	<b>Identify</b> strategies for retaining information
<b>Key Words (Verbs)</b>	Labels, lists, names, outlines, states	Defines, describes, identifies, knows.	Recalls, recognizes, matches.	Reproduces, selects.
<b>Sample Assessment</b>	MCQs, fill in the blanks, tables, rules.	Comprehension passage, CRQs, problem solving.	Solving maths sums, using words in sentences, performing experiments, hands on activities.	Retelling stories, word problems.
<b>Understand</b> Construct meaning from instructional messages, including oral, written and graphic communication.	<b>Summarize</b> features of a new product.	<b>Explain</b> the main ideas of a play or piece of literature.	<b>Explain</b> in one's own words the steps for performing a complex task.	<b>Predict</b> one's response to a performance.

<b>Key Words (Verbs)</b>	<b>Summarizing</b> (abstracting, generalizing) <b>Explaining</b> (constructing models)	<b>Classifying</b> (categorizing, subsuming) <b>Exemplifying</b> (illustrating, instantiating)	<b>Interpreting</b> (clarifying, paraphrasing, representing, translating) <b>Comparing</b> (contrasting, mapping, matching)	<b>Inferring</b> (concluding, extrapolating, interpolating, predicting)
<b>Sample Assessment</b>	Write an essay	Group Work/Cooperative Learning	Project Work	Story telling
<b>Apply</b> Carry out or use a procedure in a given situation.	<b>Respond</b> to frequently asked questions.	<b>Provide</b> advice to juniors.	<b>Divide</b> one whole number by another whole number, both with multiple digits.	<b>Use</b> techniques that match one's strengths. <b>Use</b> class rules in situations in which it is appropriate.
<b>Key Words (Verbs)</b>	Demonstrates, discovers.	Constructs, relates.	Computes, demonstrates, manipulates, operates, prepares, produces, solves.	Changes, discovers, modifies, predicts, uses.
<b>Samples Assessment</b>	Responds to questions.	Match, complete sentences.	Solves sums; role play.	Create a blog.
<b>Analyze</b> Break material into its constituent parts & determine how the parts relate to-one another and to an overall structure or purpose.	<b>Select</b> the most complete list of activities.	<b>Distinguish</b> between relevant and irrelevant numbers in a mathematical word problem.	<b>Compare and contrast</b> four ways of serving foods made with apples and examine which ones have the highest health benefits.	<b>Determine</b> the point of view of the author of an essay.
<b>Key Words (Verbs)</b>	Focusing, selecting	Differentiating (discriminating, distinguishing).	Organizing (finding, coherence, integrating, outlining, structuring).	Attributing (deconstructing)
<b>Samples Assessment</b>	Library search.	Developing an argument; debating.	Summarizing data in the form of graphs, pictures, tables, etc.	Review of a written piece of work, oral discourse, story, movie, etc.

<b>Evaluate</b> Make judgments based on criteria and standards.	<b>Select</b> the most complete list of activities.	<b>Determine</b> which kinds of apples are best for baking a pie, and why.	<b>Judge</b> which of the two methods is the best way to solve a given problem.	<b>Reflect</b> on one's progress.
<b>Key Words (Verbs)</b>	Describes, explains.	Checking (coordinating, detecting, monitoring, testing).	Interprets, justifies, relates, summarizes, supports.	Critiquing (judging).
<b>Sample Assessment</b>	Group discussion.	Survey.	Interpreting a graph, a picture, etc.	Blogs; self-evaluation.
<b>Create</b> Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	<b>Generate</b> a log of daily activities.	<b>Compose</b> a story.	<b>Design</b> an efficient project workflow.	<b>Inventing</b> a product.
<b>Key Words (Verbs)</b>	Compiles, explains, reorganizes, summarizes,	Planning (designing).	Producing (construct).	Generating (hypothesizing).
<b>Sample Assessment</b>	Game; network with others.	Write a story.	Create a new model.	Create a learning portfolio.



## Bloom's Revised Taxonomy Model – Affective Domain

Dimension	Affective Domain		
	Examples	Key words/Verbs	Sample Assessment
<b>Receiving</b> The lowest level. Awareness of feelings, emotions, ideas, material and phenomenon, etc. Passively paying attention.	Demonstrates a willingness to participate in the activity.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses, acknowledges, attentive, courteous, dutiful, follows, listens, understands.	Listening exercises; Listen for and remember the name of newly introduced people; watch a movie or another student's presentation, and then write a summary.
<b>Responding</b> The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.	Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, tells, practices, presents, reads, recites, reports, selects, writes.	Completion of class tasks/homework; participation in class/group discussion; presentation; response to questions; compliance with class rules and certain procedures.
<b>Valuing</b> The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment.	Simpler acceptance could be being part of the team; while a more complex level of commitment may include being responsible for the overall improvement of the team.	Appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares. Completes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, studies, works.	Write an opinion piece on any issue, explaining one's own stance and reasons supporting that stance; seeking out information in popular media related to a particular topic; proposing a plan to improve team skills.
<b>Organizing</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and	The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has	Compares, relates, synthesizes, adheres, alters, arranges, combines, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares.	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes and compares different cultures, evaluating the differences

synthesizing values.	been learned.		between them.
<b>Characterizing</b> Highest level. Internalizing values. Student has a value system that controls his or her behavior. The behavior is pervasive, consistent, and predictable.	Shows self-reliance when working independently; cooperates in group activities (displays teamwork); uses an objective approach in problem solving; follows rules and regulations on daily basis.	Acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies.	Group work and group project.

Sources:

<https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf>

<https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives>

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### Bloom's Revised Taxonomy Model – Psychomotor Domain

Dimension	Affective Domain		
	Examples	Key words/Verbs	Sample Assessment
<b>Perception (awareness)</b> The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.	A game of dodgeball; reading expressions.
<b>Set</b> Readiness to act. Mental, physical, and emotional dispositions that make one respond in a certain way to a situation.	Knows and acts upon a sequence of steps in a process. Shows desire to learn a new process Attend project exhibition. Observe demonstrations through audio, videos, visuals. Set-up lab equipment for experiments.	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.	Pre-lab assessment; self-criteria; summary of demonstration and set-up process.
<b>Guided Response</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Performs a mathematical equation as demonstrated. Follows instructions to build a model.	Copies, traces, follows, react, reproduce, responds.	Evaluate accuracy with criteria on standard performance. Run for 25 minutes steadily. Determine the density of a group of sample metals with regular and irregular shapes.
<b>Mechanism (basic proficiency)</b> This is the intermediate stage in	Use a personal computer. Repair a toy. Drive a bicycle.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes,	Performance test (performance indicators). Self-evaluation on

learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence & proficiency.	Holding a pencil.	grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.	performance (based on progress and confidence) Performance in a game (football, hockey). Solving a problem, using pre-set procedures.
<b>Complex Overt Response</b> Performs task or objective in a confident, proficient, and habitual manner	Control and use correct movements when playing instruments; drawing with pencil and painting proficiently. Operate and run machines (e.g. computer) efficiently. Use equipment with confidence.	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.	Clinical exams. Final project (ex. Create project exhibition). Performance in a role play.
<b>Adaptation</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.	Use tools for situations outside typical discipline. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.	Field based tasks. Revise and improve procedures of movements; written responses. Portfolio.
<b>Origination</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Constructs a new theory/story. Develops a new teamwork approach. Creates a new project; a new programme.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.	Story writing; project work; models; work plans.

Sources:

<https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf>

<https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy>

[http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor\\_domain.html](http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor_domain.html)

Appendix D

Curriculum Mapping

Grade I

COGNITIVE DOMAIN

From Low Order to High Order Taxonomies (Cognitive)												
Remember	No of times	Understand	No of times	Apply	No of times	Analyze	No of times	Evaluate	No of times	Create	No of times	Overall Total
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>												
Recognize and identify consonants and vowels in the English alphabets using common consonant blends (/bl/,	01	<b>Articulate</b> the sounds of letters of the alphabet in series and in random order. (C)  Pronounce	01	<b>Change</b> the first sound of a word to make rhyming words such as van, ran etc. (P)  Demonstrate	01  01	Pronounce and match the initial and the final sound of common words depicted	01	Articulate, recognize and use some formulaic expressions to -: • offer and respond to	01			

/cl/,/br/ and /dr/) and digraphs (/th/, /ph/, /ch/). (C )		and match spoken words with the written words. (P)	<b>01</b>	common conventions and dynamics of oral interactions in group to (M):		in pictures with their corresponding letters (F)		basic routine greetings					
Recognize and pronounce some common consonant digraphs in initial position. (P)	<b>01</b>			<ul style="list-style-type: none"> <li>• express basic emotions (happiness, sadness, anger, etc.)</li> <li>• exchange basic routine greetings</li> </ul>		Recognize that as letters of words change, so do the sounds. (C)	<b>01</b>	<ul style="list-style-type: none"> <li>• express and offer a few basic social courtesies</li> <li>• listen and respond to a few commands</li> <li>• express limited needs.</li> </ul>					
Identify words that begin or end with the same sound. (C)	<b>02</b>			<ul style="list-style-type: none"> <li>• exchange some social courtesies</li> <li>• introduce themselves</li> <li>• participate in conversation</li> </ul>		Recognize and produce individual sounds, and blend the individual. (P)	<b>01</b>						
Pronounce familiar one-syllable words and common irregular sight words. (P)	<b>01</b>			<ul style="list-style-type: none"> <li>• take turns</li> <li>• express needs</li> <li>• express joy while playing</li> <li>• recite poems.</li> </ul>									
Recognize words ending with/s/and /z/ sounds in the													

plural form of a word. (C)	01											
Recognize individual sounds in a word e.g. /p/, /i/, /n/ in pin, etc. (C)												
<b>Total Frequency</b>	<b>07</b>		<b>02</b>		<b>02</b>		<b>03</b>		<b>01</b>			<b>15</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>												
Identify naming words. (C)	01	Identify, recognize and articulate common two to three lettered sight words and words with common spelling patterns. (P)	01	Read aloud three letter words with reasonable level of accuracy in pronunciation. (F)	01			Respond orally in yes or no and their likes or dislikes about the story/ characters. (P)	01	Respond to the text (post reading) to:	01	
Identify initial consonant clusters. (C)	01									• express likes / dislikes about the story		
Identify digraphs in initial and final position in a word. (C)	01		01	Recognize and practice that words combine to make sentences. (F)	01					• express understanding of story through pantomime. (P)		
Identify action words. (C)	01	Read common naming and action words and match with pictures. (P)		Interact with the text and use reading strategies (while reading) to:	01							
Point out specific information in a calendar like name of the	01		01									

<p>month, and Days of the week using sight reading strategies. (F)</p> <p>Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc. (F)</p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher. (F)</p>	<p>02</p> <p>01</p>	<p>Identify punctuation marks in sentence (e.g, Capitalization, comma, full stop, question mark, etc.) (C)</p> <p>Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence. (C)</p> <p>Use pre-reading strategies to predict a story by looking at picture(s) in the text. (M)</p>	<p>01</p> <p>01</p> <p>01</p>	<p>(M) locate specific factual information</p> <ul style="list-style-type: none"> <li>• use pictures or rebus in texts to increase understanding</li> <li>• guess what follows in a story</li> <li>• follow sequence in a simple procedure or a picture map.</li> </ul> <p>Brainstorm to gather ideas for various activities/tasks. (M)</p> <p>Recite short poems or nursery rhymes with actions. (P)</p> <p>Read aloud the same story/fairy-tale</p>	<p>01</p> <p>01</p> <p>01</p>									
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		Arrange a list of words in alphabetical order. (F)	01	themselves. (F)								
		Identify a book by looking at its title. (M)	01									
		Locate texts/ lessons by looking at titles and pictures. (M)	01									
		Identify names and characters. (F)										
<b>Total Frequency</b>	<b>08</b>		<b>09</b>		<b>06</b>				<b>01</b>		<b>01</b>	<b>25</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>												
Recognize the different categories of some: • simple action	<b>01</b>	Articulate and identify simple rhyming words	<b>01</b>	Articulate, recognize and use some common phrases and formulaic	<b>01</b>	Recognize and change the number of	<b>01</b>			Use naming words in speech and writing.	<b>01</b>	



Provide the missing letter in simple one/two syllable words. (P)	01	Recognize that plural nouns do not take the articles <i>a</i> or <i>an</i> . (C)	<i>I</i> <i>am</i> . (P)	01									
Recall and match common naming words with pictures (from immediate environment). (P)	01		Use some describing words showing quality, size and colour <i>e.g. soft, big, yellow</i> . (P)	01									
Identify <i>a</i> or <i>an</i> as articles. (C)			Identify and use words showing possession <i>e.g. my, your, his, her, our</i> and <i>their</i> . (P)	01									
			Apply capitalization to the initial letter of the first word of a sentence. (P)	01									



				wh-questions. (P)								
<b>Total Frequency</b>	<b>06</b>		<b>03</b>		<b>17</b>		<b>03</b>		<b>01</b>		<b>01</b>	<b>30</b>
<b>Competency 4: Writing Skills</b>												
<b>Recognize</b> that English is written from left to right, (F)	<b>01</b>	Write appropriate naming and action word(s) to identify an object or an action in a picture. (C)	<b>01</b>	Write small and capital letters in series and in random order. Take dictation of alphabets.(P)	<b>01</b>							
Fill in missing information to complete simple sentences. (P)	<b>01</b>	List items of similar category from a given text.(C)	<b>01</b>	Trace and write simple one syllable words with correct spelling. Leave regular spaces between words. (P)	<b>01</b>							
Recognize and write rhyming words from a poem. (C)	<b>01</b>	Show a series of actions in a picture by writing action verbs. (C)	<b>01</b>	Write numbers from 1 to 10 in words. (F)	<b>01</b>							
Identify and fill in speech bubbles with given appropriate words and	<b>01</b>				<b>01</b>							

<p>formulaic expressions.(P )</p>			<p>Write date and captions on page top. (F)</p> <p>Write name and phone number. (F)</p> <p>Trace and write simple sentences leaving spaces between words using correct capitalization, punctuation and spelling. (C)</p> <p>Construct simple sentences of three/four words using correct capitalization, punctuation and spelling.(P)</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>							
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			<p>Recognize the conventions of a greeting card and make/fill in through guided activity, simple greeting cards:</p> <ul style="list-style-type: none"> <li>• Draw illustrations to make greeting cards</li> <li>• Write names of addressee and sender</li> <li>• Write appropriate words and formulaic expressions</li> </ul> <p>(P)</p> <p>Identify and revise written work for spelling and punctuation.</p> <p>(M)</p>	01								
<b>Total</b>	<b>04</b>			<b>03</b>								<b>16</b>

<i>Frequency</i>												
<i>Overall Total</i>	24		17		34		06		03		02	86

## AFFECTIVE DOMAIN

From Lower Order to Higher Order Taxonomies										
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times	Overall Total
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>										
		<i>Demonstrate common conventions and dynamics of oral interactions in group</i> to: - expressing basic emotions (happiness, sadness and anger) - offer and respond to basic routine greetings - offer a few basic social	01							



		courtesies - listen and respond to a few commands - express limited needs - introduce themselves - participate in conversations - take turns - express joy while playing - recite poem								
<b>Total Frequency</b>			<b>01</b>							<b>01</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>										
				Respond to the text (post reading) to: <ul style="list-style-type: none"> <li>• express likes / dislikes about the story</li> </ul>	<b>01</b>					
<b>Total Frequency</b>					<b>01</b>					<b>01</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>										
		Articulate, recognize and use some common	<b>01</b>							

		phrases and formulaic expressions to:												
		<ul style="list-style-type: none"> <li>offer and respond to basic routine greetings/ courtesies</li> <li>express limited needs.</li> </ul>												
<b>Total Frequency</b>			<b>01</b>											<b>01</b>
<b>Competency 4: Writing Skills</b>														
		<b>Making</b> greeting cards.	<b>01</b>											
<b>Total Frequency</b>			<b>01</b>											<b>01</b>
<b>Overall Total</b>			<b>03</b>				<b>01</b>							<b>04</b>

## PSYCHOMOTOR DOMAIN

From Low Order to High Order Taxonomies														
Perception	No of Times	Set	No of times	Guided Response	No of Times	Mechanism	No of Times	Complex Overt Response	No of Times	Adaptation	No of Times	Origination	No of Times	Overall Total
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>														
						Use of appropriate	<b>01</b>							

						body language or sign for different communicative functions; playing games														
<b>Total Frequency</b>							<b>01</b>													<b>01</b>
<b>Competency 4: Writing Skills</b>																				
						Practise holding a pencil correctly.	<b>01</b>													
						Trace and draw vertical, horizontal, slanted and curved lines forwards and backwards. Trace and draw circles, curves and strokes.	<b>01</b>													
						Colour within lines and create simple patterns	<b>01</b>													
<b>Total</b>							<b>03</b>													<b>03</b>

<b>Overall Total</b>								<b>04</b>										<b>04</b>
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## CURRICULUM MAPPING

## Grade II

## COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)					
Remember	No of times	Understand	No of times	Apply	No of times	Analyze	No of times	Evaluate	No of times	Create	No of times
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>											
Recognize and identify consonants and vowels in the English alphabets <b>(C)</b>	<b>01</b>	Recognize and identify consonants and vowels in English alphabets using common consonant clusters (/gr, /st, /sp. <b>(F)</b>	<b>01</b>	Articulate the sounds of letters of the alphabet in random order. <b>(F)</b>	<b>01</b>	Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters. <b>(F)</b>	<b>01</b>	Articulate, recognize and use some formulaic expressions to <b>(F)</b> :  -offer and respond to basic routine greetings -express and offer a few basic social courtesies -introduce self and	<b>01</b>		
Identify words that begin with the same sound. <b>(C)</b>	<b>01</b>		<b>01</b>	Recognize and pronounce simple words with one or more syllables. <b>(C)</b>	<b>01</b>						
Identify words that end with the same sound, e.g. /ng/. Identify and classify one and two	<b>01</b>	Identify and pronounce with reasonable accuracy common consonant clusters in initial		Pronounce the weak forms of “a”, and “the” in simple phrases and of “be” in contractions. <b>(F)</b>	<b>01</b>	Identify /classify words that begin with	<b>01</b>				

<p>syllable words that rhyme. <b>(C)</b></p> <p>Identify and pronounce familiar two and three syllable words and common irregular sight words. <b>(P)</b></p> <p>Recognize sounds in the plural form of a word. <b>(C)</b></p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>positions e.g. str and thr, etc. <b>(F)</b></p> <p>Pronounce and match spoken words with the written words. <b>(P)</b></p> <p>Familiarize themselves with rhythm, stress, and intonation of English language. <b>(F)</b></p> <p>Comprehend simple stories and poems read aloud in class. <b>(C)</b></p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p><b>C)</b></p> <p>Demonstrate common conventions and dynamics of oral interactions in group to <b>(M)</b>:</p> <ul style="list-style-type: none"> <li>• exchange some routine greetings</li> <li>• exchange some social courtesies</li> <li>• introduce themselves and others</li> <li>• participate in conversation</li> <li>• take turns</li> <li>• use polite expressions to seek attention</li> <li>• express likes and dislikes</li> <li>• express needs and feelings</li> <li>• express joy while playing</li> <li>• recite poems</li> <li>• describe things and objects in</li> </ul>	<p><b>01</b></p> <p>consonant or vowel sounds. <b>(C)</b></p> <p>Recognize that as letters of words change, so do the sounds. <b>(F)</b></p> <p>Differentiate between words ending with /s/, /z/ and /iz/. <b>(C)</b></p>	<p><b>01</b></p>	<p>talk about family -listen and respond to more commands</p> <p>express limited needs and feelings</p> <p>seek permission to do something.</p>					
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				surroundings.								
<b>Total</b>	<b>05</b>		<b>05</b>		<b>04</b>		<b>04</b>		<b>01</b>			<b>19</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>												
Identify initial and final consonant clusters. <b>(C)</b>	<b>01</b>	Read more naming, action and describing words and match with pictures. <b>(P)</b>	<b>01</b>	Identify, recognize and articulate three or more lettered sight words <b>(C)</b>	<b>01</b>	Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word. <b>(F)</b>	<b>01</b>	Respond orally and in writing, in a sentence, their likes or dislikes about the story/ characters . <b>(P)</b>	<b>01</b>	Respond to the text (postreading) to:	<b>01</b>	
Locate specific, simple information in a clock (by the hour) by looking at the position of the hands of the clock <b>(P)</b>	<b>01</b>	Identify punctuation marks in sentence (e.g, Capitalization, comma, full stop, question mark, etc.) <b>(C)</b>	<b>01</b>	Read aloud words and simple sentences with reasonable level of accuracy in pronunciation. <b>(F)</b>	<b>01</b>	Recognize and practice that words in a sentence join to make sense in relation to each other. <b>(F)</b>	<b>01</b>			<ul style="list-style-type: none"> <li>express likes / dislikes about the story</li> <li>express understanding of story through pantomime and simple role play. <b>(P)</b></li> </ul>		
Locate month and day in a calendar by reading across and down. <b>(P)</b>	<b>01</b>	Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence. <b>(P)</b>	<b>01</b>	Read tables and charts in the classroom <b>(F)</b>	<b>01</b>							
Read familiar words appearing on a variety of reading material such as food labels,	<b>01</b>	Use pre-reading	<b>01</b>	Interact with the text and use reading strategies (while reading) to <b>(M):</b> locate specific		Identify						

<p>advertisements, coins, currency notes, etc. <b>(F)</b></p> <p>Identify title and table of contents of a book.<b>(P)</b></p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher. <b>(C)</b></p>	<p><b>01</b></p> <p><b>01</b></p>	<p>strategies to predict story by looking at picture(s) in the text. <b>(M)</b></p> <p>Identify names and characters. <b>(F)</b></p>	<p><b>01</b></p>	<p>factual information to answer simple short questions in a word or two • use pictures or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.</p> <p>Use first and second letter to arrange words in alphabetical order. <b>(F)</b></p> <p>Brainstorm to gather ideas for various</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>paragraph as a graphical unit of expression. <b>(F)</b></p>						
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			<p>activities/tasks <b>(M)</b></p> <p>Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary. <b>(C)</b></p> <p>Use textual aids such as table of contents to locate a particular text/lesson. <b>(P)</b></p> <p>Read and recite short poems or nursery rhymes with actions. <b>(P)</b></p> <p>Read aloud the same story/fairy-tale themselves.</p>	01								
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				(F)								
<b>Total Frequency</b>	<b>06</b>		<b>05</b>		<b>10</b>		<b>03</b>		<b>01</b>		<b>01</b>	<b>26</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>												
Spell simple two/three syllable words. <b>(P)</b>	<b>01</b>	Recognize and classify into different categories, of some <b>(P)</b> :	<b>01</b>	Articulate and use simple rhyming words in writing. <b>(C)</b>	<b>01</b>	Classify naming words into different categories such as person, pet, animal, place or thing. <b>(F)</b>	<b>01</b>					
Take dictation of familiar words learnt in class. <b>(M)</b>	<b>01</b>	• simple action words • naming words from pictures and		Articulate, recognize and use some formulaic expressions to: <b>(M)</b>	<b>01</b>							
Provide the missing letter in simple two/three syllable words. <b>(P)</b>	<b>01</b>	immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home. •		• offer and respond to basic routine greetings/ courtesies •			<b>01</b>					
Recognize and match common	<b>01</b>	colours,		introduce self and talk about family • seek		Recognize and use that some words substitute particular and						

<p>singular naming words (from immediate environment) . <b>(P)</b></p> <p>Identify and recognize the rules for the use of a, an and the. <b>(F)</b></p> <p>Identify a or an as articles. <b>(F)</b></p> <p>Recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark. <b>(F)</b></p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>shapes, multi-step directions (left/right&amp; up/ down) and numbers in words (cardinal and ordinal 1-10) etc.</p> <p>Recognize more particular names of people, pets, and places <b>(C)</b></p> <p>Recognize and Use words that point to something: these, those. <b>(P)</b></p> <p>Choose between a or an. <b>(P)</b></p> <p>Recognize that plural nouns do not take the articles a or an. <b>(C)</b></p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>permission to do something.</p> <p>Use naming words in their speech and writing.<b>(C)</b></p> <p>Identify and change the number of simple naming words by adding or removing “s” and “es”. <b>(C)</b></p> <p>Identify and classify gender of naming words from immediate environment (masculine/fe mi nine) <b>(C)</b></p> <p>Illustrate the use of substitution words learnt earlier as subjective case. <b>(C)</b></p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>general naming words. <b>(C)</b></p> <p>Distinguish between and use the substitution words. <b>(C)</b></p> <p>Use has, have to show possession <b>(C)</b></p> <p>Identify and match some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small,</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>						
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		Use and respond to simple sentences showing requests and command, both physically and in their speech. <b>(P)</b>	<b>01</b>	Recognize and Use substitution words as objective case: me, us, you, him, her, them, it. <b>(C)</b>	<b>01</b>	black-white. <b>(F)</b>	<b>01</b>						
		Comprehend and respond to simple wh-questions. <b>(C)</b>	<b>01</b>	Use questioning words: what, who, where, when, why. <b>(P)</b>	<b>01</b>	Recognize , identify and use a few words showing position e.g. to/from, up/down here/there (preposition of location), a few words showing position e.g. in, on, to, with <b>(F)</b>	<b>01</b>						
				Identify and use common action words. <b>(C)</b>	<b>01</b>	Recognize and add comma for series of items in a sentence and after							
				Use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am .... <b>(P)</b>	<b>01</b>								

				Identify and use words showing possession e.g. my, your, his, her, our, their and its <b>(P)</b>	<b>01</b>	Yes and No in short formal dialogues, e.g. yes, thank you, etc. <b>(F)</b>						
				Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places. <b>(P)</b>	<b>01</b>							
<b>Total Frequency</b>	<b>07</b>		<b>07</b>		<b>12</b>		<b>07</b>		<b>00</b>		<b>00</b>	<b>33</b>
<b>Competency 4: Writing Skills</b>												
Write numbers from 1 to 50 in words. <b>(P)</b>	<b>01</b>	Use the texts they read as models for their own writing. <b>(P)</b>	<b>01</b>	<b>Trace and write</b> simple one syllable words with correct spellings. Leave regular spaces between words. <b>(C)</b>	<b>01</b>	Fill in missing information to complete a simple paragraph. <b>(F)</b>	<b>01</b>	Replace rebus with words to complete a given story. <b>(P)</b>	<b>01</b>	Write 3-5 simple, meaningful sentences of their own on a given	<b>01</b>	
Write numbers in 10's in words. <b>(P)</b>	<b>01</b>	Write a few sentences to describe a picture and a	<b>01</b>					Complete the story	<b>01</b>			

Identify position of objects using ordinal numbers. <b>(C)</b>	<b>01</b>	series of pictures. <b>(C)</b>		Write small and capital letters in random order following appropriate writing models of regular shape and size. <b>(C)</b>	<b>01</b>			with given words. <b>(P)</b>		topic with different sentence beginnings. <b>(C)</b>	<b>01</b>	
Write date and captions on page top. <b>(P)</b>	<b>01</b>	Recognize the function of selected question words <b>(C)</b>	<b>01</b>	Write simple two/three syllable words with correct spelling. Leave spaces between words e.g. what, when, to write answers to simple questions. <b>(F)</b>	<b>01</b>					Write a few sentences to describe a picture and a series of pictures.	<b>01</b>	
Write actions or describing words using a series of action pictures. <b>(P)</b>	<b>01</b>			Write ordinal numbers "first to tenth" in words. <b>(C)</b>	<b>01</b>					.	<b>(F)</b>	
Recognize and write rhyming words from a poem. Write more rhyming words. <b>(C)</b>	<b>01</b>			Write name, phone number, and	<b>01</b>					Fill in speech bubbles and cartoon strips with appropriate formulaic expressions		

			address (F)						ons or a simple dialogue (F)		
			Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling. (P)	01							
			Revise and edit written work for spelling and punctuation. (M)								
<b>Total Frequency</b>	06			07		01		02		03	22
<b>Overall Total</b>	24		20	33		15		04		04	100

## AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies									
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>									
		Demonstrate common conventions and dynamics of oral	01						

***interactions in group***

to:

- exchange some routine greetings
- exchange some social courtesies
- introduce themselves and others
- participate in conversation
- take turns
- use polite expressions to seek attention
- express likes and dislikes
- express needs and feelings
- express joy while playing

Articulate, recognize and use some formulaic expressions to:

**01**

- offer and respond to basic routine greetings
- express and offer a few basic social courtesies
- introduce self and talk about family
- listen and respond to



		more commands							
<b>Total Frequency</b>			<b>02</b>						<b>02</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>									
				Respond to the text (postreading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.	<b>01</b>				
<b>Total Frequency</b>					<b>01</b>				<b>01</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>									
		Articulate, recognize and use some formulaic expressions to: <b>(M)</b> • offer and respond to basic routine greetings/ courtesies • introduce self and talk about family • seek permission to do something.	<b>01</b>						
<b>Total</b>			<b>01</b>						<b>01</b>

### Competency 4: Writing Skills

					Make/write simple greeting cards: Draw illustrations to make greeting cards using cursive writing • Write names of addressee and sender • Write appropriate words and formulaic expressions.	01							
<b>Total Frequency</b>						01							01
<b>Overall Total</b>	00				03	02							05

## PSYCHOMOTOR DOMAIN

### From Low Order Taxonomies to High Order Taxonomies

Perception	No of Times	Set	No of times	Guided Response	No of Times	Mechanism	No of Times	Complex Overt Response	No of Times	Adaptation	No of Times	Origination	No of Times
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>													
						Use appropriate body language for	01	Colour within lines and create	01				

						different communicative functions.		simple patterns.					
<b>Total Frequency</b>							<b>01</b>		<b>01</b>				<b>02</b>
<b>Competency 4: Writing Skills</b>													
						Make/write simple greeting cards: Draw illustrations to make greeting cards using cursive writing • Write names of addressee and sender • Write appropriate words and formulaic expressions.	<b>01</b>						
						Coloring, tracing and writing, making greeting cards)	<b>01</b>						
<b>Total Frequency</b>							<b>02</b>		<b>01</b>				<b>02</b>



CURRICULUM MAPPING

Grade III

COGNITIVE DOMAIN

Remember	No	Understand	No	Apply	No	Analyze	No	Evaluate	No	Create	No	Total
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>												
				Articulate hard and soft sounds of letters c and g. <b>(F)</b>	01	Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons. <b>(P)</b>	01	Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:	01			
				Pronounce and spell simple words with silent letters such as 'w' in write and 'k' in know. <b>(F)</b>	01	Classify words that begin or end with the same two-consonant clusters. <b>(P)</b>	01	• offer and respond to greetings				
				Recognise and pronounce with reasonable accuracy, common two and three consonant		Identify and differentiate between vowel letters and sounds.	01	• express and show gratitude • express regret • introduce self and talk about family • listen and				

			clusters in initial and final positions. <b>(C)</b>	01	<b>(C)</b>		respond to commands • express likes and dislikes • express needs and feelings express opinions in simple sentences •				
			Pronounce long and short vowel sounds in pair of words e.g. /a/ as in 'bat', /ai/ as in rain, /e/ as in 'bed' and /ee/ as in 'feet'. <b>(C)</b>	01	Recognize that ed has three sounds i.e. /d/, /t/, /id/ as in looked, danced, and landed. <b>(C)</b>	01	• express needs and feelings express opinions in simple sentences •				
			Recognize and pronounce the weak forms of 'do' and 'have' in contractions	01	Recognize, demarcate and pronounce three and four syllable words. <b>(P)</b>	01	respond to simple instructions and directions. <b>(F)</b>	01			
			Produce in speech, appropriate patterns of rhythm, stress and intonation of English language		Recognize 'stress' and 'intonation' patterns and differentiate among them as used in statements and questions. <b>(C)</b>	01	Identify and use appropriate tone and non-verbal cues for different communicative functions. <b>(F)</b>				

			introduced through listening to stories and poems read aloud in class. <b>(C)</b>	01								
			Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender and status of the addressee. <b>(P)</b>	01								
			Demonstrate conventions and dynamics of oral interactions in group to: • exchange									

				routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/disagree politely • lead and follow • express likes and dislikes • express needs and feelings express joy, sadness and anger • describe things and objects in surroundings . (P)							
<b>Total</b>					<b>08</b>		<b>06</b>		<b>02</b>		<b>16</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>											



Identify and utilize effective study skills e.g. brainstorming for ideas. <b>(M)</b>	01	Recognize specific parts of words including common inflectional endings. <b>(C)</b>	01	Identify and Articulate words containing digraphs and tri-graphs in initial, middle and final position <b>(C)</b>	01	Identify and utilize effective study skills e.g. brainstorming for ideas. <b>(M)</b>	01	Recognize specific parts of words including common inflectional endings. <b>(C)</b>	01	Identify and Articulate words containing digraphs and tri-graphs in initial, middle and final position <b>(C)</b>	01			
		Recognize and understand that: • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other. • Identify paragraph as a larger meaningful unit of expression representing unity of thought. <b>(C)</b>	01		Read aloud for accurate reproduction of sounds of letters and words <b>(F)</b>			01	Recognize and understand that: • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other. • Identify paragraph as a larger meaningful unit of expression representing unity of thought. <b>(C)</b>		01		Read aloud for accurate reproduction of sounds of letters and words <b>(F)</b>	01
		Describe events in a	01		Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. <b>(C)</b>			01	Describe		01		Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. <b>(C)</b>	01

	<p>picture or an illustration. <b>(P)</b></p> <p>Explain simple position on a picture, illustration or a map. <b>(F)</b></p> <p>Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title. <b>(M)</b></p> <p>Predict what follows in the text using context. <b>(M)</b></p> <p>Familiarize themselves with a dictionary in preparation</p>	<p>01</p> <p>01</p> <p>01</p> <p>01</p> <p>01</p>	<p>Locate specific simple information in a clock (by half and full hour). <b>(C)</b></p> <p>Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc. <b>(F)</b></p> <p>Apply while reading strategies to interact with text to: • skim through common graphical features such as pictures and tables in texts to increase</p>	<p>01</p> <p>01</p> <p>01</p>	<p>events in a picture or an illustration. <b>(P)</b></p> <p>Explain simple position on a picture, illustration or a map. <b>(F)</b></p> <p>Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title. <b>(M)</b></p> <p>Predict what follows in the text using context. <b>(M)</b></p> <p>Familiarize themselves with a dictionary in</p>	<p>01</p> <p>01</p> <p>01</p> <p>01</p>	<p>in a picture map. <b>(P)</b></p> <p>Locate specific simple information in a clock (by half and full hour). <b>(C)</b></p> <p>Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc. <b>(F)</b></p> <p>Apply while reading strategies to interact with text to: • skim through common graphical</p>	<p>1</p> <p>0 1</p> <p>0 1</p> <p>0 1</p>
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		for its use. <b>(F)</b>	understandin g • locate/scan specific factual information to answer short questions based on the text <b>(P)</b>	01			preparation for its use. <b>(F)</b>	01	features such as pictures and tables in texts to increase understandi ng • locate/scan specific factual information to answer short questions based on the text <b>(P)</b>		
			Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: • factual • personal response • interpretive. <b>(M)</b>	01					Apply strategies to comprehen d questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: •	0 1	
			Use summary skills to	01							

			provide the missing words in a gapped summary. <b>(C)</b>	01				factual • personal response • interpretive. <b>(M)</b>		
			Read simple keys/legends on picture maps. <b>(F)</b>	01				Use summary skills to provide the missing words in a gapped summary. <b>(C)</b>	0 1	
			Read tables and charts in the classroom. <b>(F)</b>					Read simple keys/legends on picture maps. <b>(F)</b>		
			Recite poems with actions. <b>(P)</b>					Read tables and charts in the classroom. <b>(F)</b>	0 1	
								Recite poems with actions. <b>(P)</b>		0 1

											0 1	
<b>Total Frequency</b>	<b>01</b>		<b>07</b>		<b>12</b>		<b>05</b>		<b>01</b>		<b>0 2</b>	<b>28</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>												
Recall changing number of simple naming words by adding and removing 's' and 'es'. Identify and change the number of nouns by adding 'ies' and 'es' after words ending in y, o, etc. (M)	01	Recognize and generate rhyming strings in writing. (P)	01	Provide the missing letter in simple two/three syllable words. (C)	01	Recognise and Classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment. (P)	01	Identify and make simple sentences with the verbs be, done, do, and have as main verbs. (F)	01	Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern. (C)	0 1	
Recall and use words that point to something: this, that, these, those. (P)	01	Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use. (C)	01	Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class. (F)	01			Demonstrate the use of verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.	01			
		Recognize and apply spelling change in plural forms of nouns and regular verb forms. (P)	01	Spell some words studied in class both								

Recall and apply the rules for the use of a, an and the. (F)	01	Recognize and apply spelling change in plural forms of nouns and regular verb forms. (P)	01	orally and in writing. (F)	01	Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:	01	(F)				
Choose between a or an as identified articles. (P)	01	Recognize naming words as nouns. Demonstrate use of some nouns (from immediate and extended environment ) (P)	01	Take dictation of familiar words studied in class. (M)	01	• express and show gratitude • express regret • express likes, dislikes and opinions in sentences • express needs and feelings • respond to simple instructions and directions. (C)		Recognize, articulate and use forms of be, do and have, and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms. (F)				
Identify a or an as articles. Identify and use the definite article 'the'. (P)	01	Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter). (P)	01	Change the number of irregular nouns. (P)	01	Make anagrams from simple one syllable words. (P)			01			
Recall and recognize that plural nouns do not take the articles a or an. (F)	01		01	Recognize substitution words as pronouns. Identify and use pronouns in sentences. (P)	01	Identify the word class of a given word		Recognize and use apostrophes to show possessions and exclamation mark to express strong feelings. (F)				
Recognize doing words as verbs. Use action verbs in speech and				Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs	01							

writing. (P)	01	Recognize general naming words as common nouns and particular naming words as proper nouns. (C)	01	after the nouns. (P)		in context. (F)	01						
Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. (P)	01	Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.) (C)	01	Recognise and use words my, your, his, her, its, our, their before nouns to show possession. (P)	01	Recognize and use words similar and opposite in meaning. (C)	01						
Recognise and use words showing possessions as possessive adjectives, eg. his coat, her bag. (P)	0101	Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their correspondi	01	Illustrate the use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc. (F)	01	Locate, identify, differentiate between, and use some simple pairs of words including homophones (C)	01						
Illustrate use of some words showing position. (P)	01			Identify and use the structure of simple Present Tense for	01	Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech. (P)	01						
Illustrate the use of words showing positions learnt earlier.	01						01						

<p>(M)</p> <p>Use capitalization according to the rules learnt earlier. (M)</p> <p>Use punctuation according to the rules learnt earlier. (M)</p>	01	<p>ng pronouns (I, we, you, he, she, it, they). (P)</p> <p>Recognize the function of joining words. (C)</p> <p>Recognize that sentences comprise of Subject + Predicate (C)</p> <p>Recognize the function of simple wh forms used in questions. (C)</p>	01	<p>habitual actions and for timeless and universal statements. (C)</p> <p>Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking. (C)</p> <p>Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time. (C)</p> <p>Recognise</p>	01	<p>Identify and differentiate between countable and uncountable nouns. (P)</p> <p>Recognize and use that pronouns agree with their nouns in gender and number (C)</p> <p>Recognize that action takes place in time (present, past or future). Tense indicates time of action. (C)</p> <p>Use joining words and, or and but to show addition, alternative and contrast within a sentence. Use</p>	01							
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			<p>and use words e.g. with, in, over, at, from, into and out of. (P)</p> <p>Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups. (F)</p> <p>Demonstrate the use of subject-verb agreement according to person and number(C)</p> <p>Identify and use simple sentences that show instructions, commands</p>	<p>because to express reason. (C)</p>	<p>01</p> <p>01</p>						
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				and requests. (F)								
				Identify simple sentences that show strong feelings. (F)								
				Respond to, and ask simple wh questions. (P)								
				Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were. (P)								
<b>Total Frequency</b>	<b>13</b>		<b>12</b>		<b>19</b>		<b>11</b>		<b>04</b>		<b>01</b>	<b>60</b>
<b>Competency 4: Writing Skills</b>												
Write numbers from 50 to 100 in words. (P)	01	Recognize the function of different question words to write short	01	Write multi-syllable words with correct spelling. (P)	01	Make a list of items (e.g. vocabulary) required for a given task/topic. (P)	01	Make sentences by replacing words and phrases in given	01	Write sentences of their own using correct capitalizatio	01	

		answers (C)		Write ordinal numbers “first to thirtieth” in words (F)	01	Identify the basic elements of a story: Beginning, middle and end Characters Place and time. (C)	01	Fill in the missing information to complete a simple paragraph. (F)	01	n, punctuation, and spelling. (F)		
				Use the reading texts as models for their own writing. (F)	01			Complete a simple paragraph using the given words, phrases and sentences. (P)	01	Write with reasonable accuracy, some sentences of their own on a given topics. (C)	0	1
				Read short notes written for selected purposes to write guided short notes of their own to friends and family members. (M)	01	Revise written work for layout, legibility, and punctuation. (M)	01			Write a few simple sentences to describe/show sequence in a picture/series of pictures. (C)	0	1
				Write guided short informal invitations to friends and family members to demonstrate the use of the following	01					Write simple descriptive and narrative paragraphs. (C)	0	1

				<p>conventions: Purpose Date and time Venue Name of addressee and sender. (P)</p> <p>Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. (P)</p>	01					<p>Use appropriate vocabulary and tense to write a simple guided paragraph by; (C)</p> <ul style="list-style-type: none"> <li>• giving general physical description of a person/object</li> <li>• narrating an activity from immediate surroundings</li> <li>• writing an expository paragraph explaining a process or procedure</li> <li>• replacing rebus with words to complete a given story</li> <li>• filling in</li> </ul>	1
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									words to change or complete a given story		
									Write a guided story using these elements. (F)	0 1	
									Write a simple guided poem using a list of given rhyming words. (C)	0 1	
<b>Total</b>	<b>01</b>		<b>01</b>		<b>06</b>		<b>03</b>		<b>03</b>	<b>0 7</b>	<b>21</b>
<b>Overall Total</b>	<b>15</b>		<b>20</b>		<b>45</b>		<b>25</b>		<b>10</b>	<b>1 0</b>	<b>125</b>

## AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies									
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>									
		Demonstrate conventions and dynamics of oral interactions in	01	Identify and use previously learnt and more formulaic	01				

	<p>group to: • exchange routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely • lead and follow • express likes and dislikes • express needs and feelings express joy, sadness and anger • describe things and objects in surroundings.</p>	<p>expressions of greetings and some routine social courtesies according to the age, gender and status of the addressee.</p> <p>Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> <li>• offer and respond to greetings • express and show gratitude</li> <li>• express regret • introduce self and talk about family • listen and respond to commands • express likes and dislikes •</li> </ul>	01					
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				express needs and feelings express opinions in simple sentences • respond to simple instructions and directions.					
<b>Total</b>			<b>01</b>		<b>02</b>				<b>03</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>									
		. Express and show gratitude . Express regret . express likes, dislikes and opinions in sentences . express needs and feelings . respond to simple instructions and directions.	01						
<b>Total</b>			<b>01</b>						<b>01</b>
		Writing: - sentences and stories of their notes - notes and invitations to	<b>01</b>						

		family and friend.											
<b>Total Frequency</b>			<b>01</b>										<b>01</b>
<b>Overall Total</b>	<b>00</b>		<b>03</b>				<b>02</b>						<b>05</b>

## PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies													
Perception	No of Times	Set	No of times	Guided Response	No of Times	Mechanism	No of Times	Complex Overt Response	No of Times	Adaptation	No of Times	Origination	No of Times
		Identify and use appropriate tone and non-verbal cues for different communicative functions.	01										
<b>Total</b>			<b>01</b>										<b>01</b>
Competency 3: Formal and Lexical Aspects of Language													
						Recite poems with actions	01						
							<b>01</b>						<b>01</b>
Competency 4: Writing Skills													
						Writing Practicing skills	02						



<b>Total</b>							<b>02</b>						<b>02</b>
<b>Overall</b>							<b>03</b>						<b>04</b>
<b>Total</b>													

DRAFT

**CURRICULUM MAPPING**

**Grade IV**

**Appendix G**

**COGNITIVE DOMAIN**

Remember	No	Understand	No	Apply	No	Analyze	No	Evaluate	No	Create	No
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>											
Recognize and practice that 'ed' has three sounds i.e. /d/ /t/, /id/through context. (P)	01	<b>Classify</b> words that begin or end with the same three-consonant clusters (C)	01	<b>Pronounce and practice</b> simple words with more silent letters such as 'b' in <i>lamb</i> .(C)	01	<b>Identify and Differentiate</b> the use of 'the' with words starting with consonant and vowel sounds.(C)	01	Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. (F)	01		
Recognize and use the conventions to demarcate three and four syllable words. (M)	01	Identify and classify words that begin with vowel sounds. (C)	01	Recognize and pronounce with reasonable accuracy, common three-consonant clusters in initial positions. (F)	01	Listen to and identify intonation patterns (rising and falling) in sentences. (C)	01	Use appropriate expressions in conversation to: (F)	01		
Practise and use appropriate tone and non-verbal cues for different communicative functions.	01			Pronounce long vowel sounds, /i/ as in 'kite', /o/ as in 'boat', /u/ as in cute. (F) Pronounce short vowel sounds	01			• express regret • • express likes and dislikes • • express needs and feelings • • express opinions •	01		

(M)			<p>/i/as in bit, /o/ as in cot, /u/ as in sun (F)</p> <p>Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases. (C)</p> <p>Recognize and use the convention to mark these intonation patterns. (P)</p> <p>Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>			<p>seek permission to do something • show ability/inability to do something • respond to instructions and directions.</p>				
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			<p><b>(M)</b></p> <p>Demonstrate conventions and dynamics of oral interactions in group to: (P)</p> <ul style="list-style-type: none"> <li>• introduce self and others</li> <li>• engage in conversation</li> <li>• take turns</li> <li>• use polite expressions to seek attention</li> <li>• agree/ disagree politely</li> <li>• lead and follow</li> <li>• express needs and feelings</li> <li>• express joy, sadness and anger</li> <li>• describe local events.</li> </ul> <p>Pronounce and practise long and short vowels and diphthongs as</p>										
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**01**

				they occur in practice items and sentences in reading lessons and in speech. (P)								
	03		02		09		02		02			18
<b>Competency 2: Reading and Critical Thinking Skills</b>												
Articulate and practice words containing digraphs, tri-graphs, and silent letters. (M)	01	Recognize specific parts of words including common inflectional endings and compound words (C)	01	<b>Read aloud</b> for accurate reproduction of sounds of letters and words.(F)  <b>Apply:</b> - punctuation rules to assist in developing accuracy and fluency through reading aloud.(P)	01	Highlight relationships between sentences in a paragraph. (F)	01	Scan a simple text for specific information (C)	01	Generate questions to understand text. (F)	01	
Follow instructions in maps, short public notices and signs (M)	01	<b>Read silently</b> for comprehension.(C)  Recognize and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional	01	Describe a series of events in a picture or an illustration. (F)	01	Explain position and direction on a picture, illustration or a map. (C)  <b>Read to compare information</b> given in a pie chart and a bar graph(P)	01	Apply while reading strategies to interact with text to: (MC) • skim through common graphical features such as pictures, tables, and illustrations in texts to increase understanding • locate/scan specific information	01	Retell a story in a few simple sentences. (F)	01	
Recite poems with actions.	01			Read and use	01	Use alphabetical order to						

<b>(F)</b>	devices. <b>(C)</b> • Identify paragraph as a larger meaningful unit of expression representing unity of thought.		symbols and directions in a picture/story map. <b>(P)</b>	<b>01</b>	locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. <b>(F)</b>	<b>01</b>	to answer short questions • predict what follows in the text using context and prior knowledge • guess meaning of difficult words from context • use context to infer missing words • identify facts in the text (as indicated through these words; day, date, place, etc.) • identify an opinion in the text (as indicated through these words; think, feel, believe, etc.) (MC)				
	Identify and recognize the function of : • pronouns • pronouns, i.e. subjective, objective • transitional devices (next /then /again) <b>(C)</b>	<b>01</b>	Use post reading strategies to respond to the text by: <b>(P)</b> • Applying world knowledge and own opinion to the text read • relating what is read to their own feelings and experiences • expressing an understanding of story through role play.		<b>01</b>		Identify and utilize effective study skills e.g. brainstorming for ideas, using illustrations and note-taking. <b>(P)</b>	<b>01</b>			
	Locate specific information in a clock (quarter to and quarter past). <b>(C)</b>	<b>01</b>	Apply strategies to comprehend questions for appropriate		Read tables and charts in textbooks. <b>(F)</b>	<b>01</b>	<b>01</b>				
	Locate specific information in a calendar and a class	<b>01</b>					<b>01</b>				



	03		09		08		06		04		02	32	
<b>Competency 3: Formal and Lexical Aspects of Language</b>													
<b>Recognize</b> alphabetical arrangement of words as a preparation for glossary or dictionary use - function of simple 'wh' forms used in questions. <b>(F)</b>	<b>01</b>	Provide the missing letter in simple two/three syllable words. <b>(F)</b>	<b>01</b>	Locate, provide and use words similar and opposite in meaning <b>(P)</b>	<b>01</b>	<b>Classify</b> into different categories of, and use more naming, action and describing words, from pictures, signboards, advertisements, labels etc. in their immediate and extended environment . <b>(P)</b>	<b>01</b>	<b>Use</b> appropriate expressions in conversation to: • express regret, likes and dislikes, needs and feelings and opinions • show ability/inability to do something • respond to instructions and directions. <b>(P)</b>	<b>01</b>	<b>Create</b> a short poem using the suggested rhyming words. <b>(MC)</b>	<b>01</b>		
		Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board. <b>(P)</b>	<b>01</b>	<b>Spell</b> some words studied in class both orally and in writing. <b>(F)</b>	<b>01</b>		<b>Take dictation</b> of familiar words studied in class. <b>(F)</b>		<b>01</b>		<b>Use</b> common compound words in speech and own writing. <b>(P)</b>		<b>01</b>
	<b>01</b>	<b>Recognize</b> meaning of common adjectives in relation to each other e.g. huge-big. <b>(C)</b>	<b>01</b>	<b>Apply</b> spelling change in plural forms of regular and irregular nouns and regular verb forms; the rules for the use of a, an	<b>01</b>		Make anagrams from simple one/two syllable words. <b>(F)</b>		<b>01</b>		Recognise and use: <b>(C)</b> • I, we, you, they, it, etc. as subjective case • Me, us, you, them, it, etc. as objective case, and		<b>01</b>
Illustrate use of pronouns	<b>01</b>	<b>Organize</b> vocabulary items	<b>01</b>										



learnt earlier. <b>(MC)</b>		learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family. (P)		and the' <b>(M)</b>		a given word. <b>(C)</b>		Mine, ours, yours, them, etc. as possessive case of personal pronouns.		(subject and verb) and SVO (subject, verb, object) pattern. (C)		
Practice use of words my, our, your, his, her, etc. to show possession. <b>(P)</b>	<b>01</b>			Recognize and practice that pronouns agree with their nouns in gender and number. <b>(F)</b>	<b>01</b>	Locate, identify, differentiate between, and use some simple pairs of words including homophones. <b>(F)</b>	<b>01</b>					
Recall some more rules for the use of a, an and the. (MC)	<b>01</b>	Identify countable and uncountable nouns. Demonstrate use of some nouns (from immediate and extended environment) as countable and uncountable nouns. <b>(C)</b>	<b>01</b>	Recognize and use sentences beginning with words that point to something, i.e. this, that, these, those, it, etc. to describe picture(s), object(s), person(s), place(s), thing(s), etc. <b>(C)</b>	<b>01</b>	Break up some common compound words into words they are made of. <b>(F)</b>	<b>01</b>	Illustrate the use of can/cannot and, may/may not. Identify and use should/should not to express permission and prohibition. (F)	<b>01</b>	Identify and practice making simple sentences to show instructions, commands, requests and strong feelings. (C)		<b>01</b>
Recall, articulate and use forms of more common regular and irregular verbs, i.e. base, s/es,	<b>01</b>	Recognize and use nouns with no change in number. <b>(C)</b>	<b>01</b>	Illustrate the use of question words learnt earlier.	<b>01</b>	Locate difference between the two parts of a compound word. <b>(C)</b>	<b>01</b>	Demonstrate the use of subject-verb agreement according to person and number. (C)	<b>01</b>			
						Use some common similes in	<b>01</b>					

present participle (-ing), past, and past participle forms, and forms of be, do, and have regular verbs. (MC)		Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.) (C)	01	Identify and use question words when, how many, and how much, etc. (F)	01	speech and writing using “like” and “as __ as”. e.g. as black as coal. (C)						
Illustrate the use and structure of previously learnt tenses in their speech and writing. (MC)	01	Choose between a or an and the before words that start with mute consonant letters. (C)	01	Choose between a or an and the before words that start with mute consonant letters. (F)	01	<b>Change</b> the number of regular and irregular nouns. (P)	01					
Use punctuation according to the rules	01	Recognize helping verbs as aiding the main verbs. (C)	01	Recognize and use more action verbs from extended environment. including other academic subjects in speech and writing. (C)	01	Classify and change the gender (masculine, feminine) and common and proper nouns.(P)	01					
		Identify the use of verbs be, do, -ing and have along with their negative forms as helping verbs (C)	01	Illustrate the use of different positive and negative	01	<b>Distinguish</b> between and use the pronouns as subject, object and for possession.(P)	01					

<p>learnt earlier. (MC)</p> <p>Recall and practise that sentences comprise of Subject + Predicate (MC)</p>	<p><b>01</b></p>	<p>Recognise and use the structure of future simple tense for expressing actions in future. (P)</p> <p>Recognize that an adverb qualifies verbs, adjectives and other adverbs. (C)</p> <p>Recognize the function of more joining words. (C)</p> <p>Recognize the function of more wh forms used in questions. (C)</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>forms of the be, do and have with their corresponding pronouns (I, we, you, he, she, it, they) (C)</p> <p>Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving a descriptive background to a narrative/record. (C)</p> <p>Recognise and use adjectives of origin. (C)</p> <p>Articulate,</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>Differentiate between use the of definite and indefinite articles. (C)</p> <p>Distinguish between be, do, and have as main and helping verbs. (C)</p> <p>Classify adjectives of quantity, quality, size, shape, colour and origin. (C)</p> <p>Use words such as first, second, next and then to show a sequence (C)</p> <p>Recognize and apply capitalization to the initial letter</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>					
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			<p>identify and use degrees of regular adjectives (C)</p> <p>Identify and use simple adverbs of manner and time. (C)</p> <p>Use some words showing position, time and movement. (P)</p> <p>Demonstrate the use of and, or and but (F)</p> <p>Respond to, and ask more wh questions. (C)</p> <p>Respond to, and ask simple questions</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	<p>of proper nouns: names of holidays, special events, and groups. (F)</p> <p>Recognize and use full stop with some abbreviations, apostrophe with contractions and hyphen with common compound words. (C)</p>	<b>01</b>					
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				starting with do, does and did. (C)								
	09		14		18		16		04		05	66
<b>Competency 4: Writing Skills</b>												
Revise written work for: (MC) • correct spelling and punctuation • pronoun antecedent agreement • subject-verb agreement • tenses.	01	<b>Recognize</b> that: • a simple paragraph comprises a group of sentences that develop a single main idea • the main idea of a paragraph is given in the topic sentence • other sentences in the paragraph support the topic sentence (C) Recognize the function of different question words and key	01	<b>Write:</b> - multi-syllable words with correct spelling. (C)  Use the reading texts as models for their own writing. (F)  Complete a simple paragraph using the given words, phrases and sentences. (P)  Read short notes written for different purposes to write short notes of their own to	01	Use some strategies to gather ideas for writing, such as brainstorming, mind mapping, etc. (P)  Use appropriate conjunctions e.g. and, but, or, and because to join sentences within a paragraph. (P)	01	Make sentences by replacing words and phrases in given sentences. (F)  Write sentences of their own using correct capitalization, punctuation, and spelling. (F)  Identify and write the central idea of a given poem in simple language. (P)	01	Write a guided paragraph using ideas gathered and organized through various strategies. (C)  Use the above organizing principles of paragraph writing to write a meaningful and guided paragraph. (P)  Classify items (e.g. vocabulary) required for a given	01	
Revise written work for layout, legibility and vocabulary. (MC)	01		01		01	<b>Classify</b> items (e.g. vocabulary) required for a	01		01		01	

		words to write appropriate short answers. (C)		friends and family members (MC)	given task/topic.(C )	<b>01</b>		task/topic (C)	<b>01</b>	
					Identify the elements of a story: (F) <ul style="list-style-type: none"> <li>• Plot</li> </ul> Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting.	<b>01</b>		Write simple descriptive and narrative paragraphs. (C)	<b>01</b>	
					Demonstrate the use of conventions of letter writing: (P) <ul style="list-style-type: none"> <li>• Address •</li> <li>Date •</li> <li>Salutation •</li> <li>Body •</li> <li>Closing</li> </ul>	<b>01</b>		Use appropriate vocabulary and tense to write a simple paragraph by; (P) <ul style="list-style-type: none"> <li>• giving description of a person/ object/ place •</li> <li>narrating an activity from immediate surroundings •</li> <li>explaining a process or procedure •</li> </ul>	<b>01</b>	
					Write short	<b>01</b>		writing an	<b>01</b>	

						<p>texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. (F)</p>			<p>expository paragraph explaining a process or procedure.</p> <p>Write a guided story using the elements of story writing. (C)</p> <p>Write a short passage, anecdote, fable, etc., for pleasure and creativity (C)</p> <p>List rhyming words and write a poem. (MC)</p> <p>Write short informal invitations to friends, family</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	
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									members and teachers to demonstrate the use of the following conventions : • Purpose • Date and Time • Venue • Name of addressee and sender. (F)	01	
									Write guided replies accepting the invitation. (C)	01	
									Write a guided informal letter (C)		
	02		02		04		06		03	10	27
<b>Overall Total</b>	<b>17</b>		<b>27</b>		<b>39</b>		<b>30</b>		<b>13</b>	<b>17</b>	<b>143</b>

**AFFECTIVE DOMAIN**



Receiving	No	Responding	No	Valuing	No	Organizing	No	Characterizing	No
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>									
		<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: <ul style="list-style-type: none"> <li>• introduce self and others</li> <li>• engage in conversation</li> <li>• take turns</li> <li>• use polite expressions to seek attention</li> <li>• describe local events.</li> </ul>	01	<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: <ul style="list-style-type: none"> <li>• agree/disagree politely</li> <li>• express needs and feelings</li> <li>• express joy, sadness and anger</li> </ul>	01	<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: <ul style="list-style-type: none"> <li>• lead and follow</li> </ul>	01		
			01		01		01		03
<b>Competency 3: Formal and Lexical Aspects of Language</b>									
				<i>Use</i> appropriate expressions in conversation to: <ul style="list-style-type: none"> <li>• express likes and dislikes</li> <li>• express Opinions</li> </ul>	01				
					01				01
<b>Overall Total</b>			01		02		01		04

## PSYCHOMOTOR DOMAIN

<b>From Low Order Taxonomies to High Order Taxonomies</b>													
Perception	No	Set	No	Guided Response	No	Mechanism	No	Complex Overt	No	Adaptation	No	Origination	No
						<i>Practise and</i>	01						



## CURRICULUM MAPPING

## Grade V

## COGNITIVE DOMAIN

Remember	No	Understand	No of times	Apply	No	Analyze	No	Evaluate	No	Create	No	
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>												
Recognize and practice that 'ed' has three sounds i.e. /d/, /t/, /id/through context. (P)	01	<b>Classify</b> words that begin or end with the same consonant clusters;	01	<i>Pronounce and practice</i> more words with more silent letters such as 't in switch and 'g' in high ; long and short vowels and diphthongs; common three-consonant clusters in initial and final positions with reasonable accuracy; the weak form of <i>will/shall</i> and <i>not</i> in	01	Identify and practice the use of 'the' with words starting with consonant and vowel sounds. (F)	01	Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. (F)	01			
Practise and use appropriate tone and non-verbal cues for different communicative functions. (M)	01	more words that begin with vowel sounds.(C)  Classify more words that begin with vowel sounds. (C)	01		01	<b>Find out</b> how many syllables a word has.  Listen and respond appropriately to the sentences with rising and falling intonation	01					

			contractions.		patterns. (F)						
			Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial and final positions. (F)	01							
			Identify and practice pronouncing long and short vowel sounds in different words (a, e, i, o, u). (F)	01							
			<i>Use:</i> - a dictionary to find out how words are divided into syllables;	01							
			Pronounce the weak form of will/shall and not in								

			<p>contractions. (P)</p> <p>Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee. (MC)</p> <p>Use appropriate expressions in conversation to: (MC)</p> <ul style="list-style-type: none"> <li>• express and respond to opinion</li> <li>• offer and accept apology</li> <li>• request and respond to requests</li> <li>• give</li> </ul>	01								
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and respond to simple instructions and directions.

Demonstrate conventions and dynamics of oral interactions in group to: (MC)

- introduce self and others
- engage in conversation
- take turns
- use polite expressions to seek attention
- agree/ disagree politely
- lead and follow
- express needs, feelings, and ideas
- express joy, sadness and anger
- make polite requests for personal reasons
- take leave
- describe

				national events.								
	<b>02</b>		<b>02</b>		08		<b>03</b>		<b>01</b>			<b>16</b>
<b>Competency 2: Reading and Critical Thinking Skills</b>												
Locate specific information in a calendar and a class timetable, and a report card. (M)	<b>01</b>	Recognize specific parts of words including common inflectional endings, compound words, and affixes. (C)	<b>01</b>	<b>Articulate and Practice</b> syllabify words containing digraphs and tri-graphs and silent letters.	<b>01</b>	Explain position and direction on a picture, illustration or a map. (F)	<b>01</b>	Skim a simple text for specific information. (C)	<b>01</b>			
Follow a process of procedure to provide the missing information in the gapped summary. (MC)	<b>01</b>	Read silently for comprehension. (M)	<b>01</b>	<b>Read aloud for</b> accurate reproduction of sounds of letters and words.	<b>01</b>	<b>Read to compare information</b> given in a pie chart and a bar graph.	<b>01</b>	Use post reading strategies to respond to the text by: (F) • Applying world knowledge and own opinion to the text read Relate their feelings and experiences to what is read. • Expressing an understanding of story through role	<b>01</b>			
Recite poems with actions. (MC)	<b>01</b>	Locate specific information in a 24-hour clock (Digital/ Analogue). (F)	<b>01</b>	Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. (F)	<b>01</b>	Apply while reading strategies to interact with text to: (M) • skim common graphical features such as pictures, tables, illustrations, maps and graphs etc. in						
Retell a story briefly and sequentially. (MC)		Read a paragraph as a larger meaningful unit	<b>01</b>	Identify and recognize the function of (F): • pronouns •								

	<p>of expression to recognize that:</p> <ul style="list-style-type: none"> <li>• The main idea in a paragraph is carried in a sentence called the topic sentence</li> <li>• Other sentences in the paragraph support the topic sentence, V</li> </ul> <p>• Recognize each paragraph in a text as a separate meaningful unit of expression.</p> <p>Use pre-reading strategies to:</p> <ul style="list-style-type: none"> <li>• Predict the content of a</li> </ul>		<p>pronouns, i.e. subjective, objective, possessive • transitional devices (therefore / however/ whereas/for example). • Show relationships between sentences in a paragraph, and between paragraphs.</p> <p>Describe a series of events or sequence in a picture, an illustration or a diagram (F)</p> <p>Read and use symbols and directions in a map/picture. (P)</p> <p>Recognize and use cardinal</p>	<p>01</p> <p>01</p> <p>01</p>	<p>texts to increase understanding • locate/scan specific information to answer short questions • make simple inferences using context of the text and prior knowledge • guess meaning of difficult words from context • use context to infer missing words • identify facts in the text(as indicated through these words; day, date, place, etc.) • identify an opinion in the text (as indicated</p>	<p>01</p>	<p>play. Express opinion about them (C)</p>	<p>01</p>			
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		<p>text from topic/ pictures, title/ headings etc., by using prior knowledge. (M)</p> <p>Use textual aids such as table of content and glossary for greater comprehension of texts. (P)</p>	<p><b>01</b></p>	<p>directions. (C)</p> <p>Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: (MC)</p> <ul style="list-style-type: none"> <li>• factual •</li> <li>interpretive •</li> <li>inferential •</li> <li>personal response •</li> <li>open-ended.</li> </ul> <p>Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. (P)</p>	<p><b>01</b></p>	<p>through these words; think, feel, believe, etc.) distinguish fact from opinion • follow instructions in maps, short public notices and signs • generate questions to understand text.</p> <p>Use summary skills to mark important points and develop a mind map to summarize a text. (F)</p> <p>Identify and utilize effective study skills e.g. brainstorming for ideas,</p>	<p><b>01</b></p>						
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				Read simple keys/legends on maps. (F)		using illustrations, note-taking and making a mind map. (P)	<b>01</b>					
				Recognize and describe briefly story elements: • tell when and where the story is set • describe the characters in a story • express preferences about them. (P)		Read tables and charts in textbooks. (F)						
						Summarize a short folktale through gapped summary exercise. (P)						
	<b>04</b>		<b>06</b>		<b>11</b>		<b>07</b>		<b>03</b>			<b>31</b>
<b>Competency 3: Formal and Lexical Aspects of Language</b>												
<b>Recognize:</b> alphabetical arrangement of words as a preparation for glossary or dictionary use (F)	<b>0</b>	Recognize meaning of common adjectives and verbs in relation to each other. (C)	<b>01</b>	Locate, provide, connect and use words similar and opposite in meaning. (P)	<b>01</b>	<b>Classify</b> into different categories of, and use more naming, action and describing words, from pictures, signboards, advertisements,	<b>01</b>	<b>Use</b> appropriate expressions in conversation to: • express regret, likes and dislikes, needs and feelings and opinions	<b>01</b>	<b>Create</b> a short poem using the suggested rhyming words on a given topic.	<b>01</b>	
Recall, and demonstrate use of more	<b>0</b>	<b>Organize</b> vocabulary items	<b>01</b>	Locate, provide, connect and use words						Join some words to make	<b>01</b>	

common/proper nouns, countable/uncountable nouns and collective nouns (from immediate and extended environment). (MC)		learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.		similar and opposite in meaning. (P)	01	labels etc. in their immediate and extended environment. Make anagrams from simple two/three syllable words. (F)		• show ability/inability to do something • respond to instructions and directions.	01	common compound words and use them in speech and writing. (C)	01
Illustrate use of pronouns learnt earlier. (MC)	01	Recognize and identify the common gender used for both male and female. (C)	001	Use common compound words in their own speech and writing e.g. milk shake, bed room, airport, gold fish and sunshine. (P)	01	Change part of speech of a given word. (F)	01	Illustrate the use of can /cannot and, may/may not and should/should not to express permission, prohibition, doubt, and obligation. (F)	01	Practise and use simple SVO pattern sentences. (F)	01
Recall and apply the rules for the use of a, an and the. (MC)	01	Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.), countable /uncountable nouns. (C)		<i>Spell</i> some words studied in class both orally and in writing.	01	Locate, identify, differentiate between, and use some simple pairs of words including homophones. (C)	01	Recognize the function of more joining words such as for example, for instance,		Identify and practice making sentences to show instructions, commands, requests and strong feelings. (F)	
Recall, Identify and use the definite article 'the'. (MC)	01		01	<i>Take dictation</i> of familiar words studied in class.	01	Analyse and use some analogies and more similes in speech and writing using	01			Identify and write sentences that state/negate something or ask a question. (C)	01
Demonstrate the use of joining				<i>Apply</i> spelling change in plural forms of regular and irregular nouns and regular verb	01						

words learnt earlier (MC)	01		01	forms; the rules for the use of a, an and the'. <b>M</b>		"like" and "as ___ as". <b>(P)</b>		to introduce and give example, etc (F)					
Use capitalization according to the rules learnt earlier. (P)	01	Recognize that pronouns agree with their nouns in gender and number. <b>(C)</b>		Recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself. <b>(C)</b>	01	Locate an entry word in a glossary of a dictionary. <b>(F)</b>	01						
Recall the rules of punctuation learnt earlier. (MC)	01	Choose between a or an and the before words that start with mute consonant letters. (C)	01			<b>Change</b> the number of regular and irregular nouns. <b>(P)</b>	01						
Recall and practise that sentences comprise of Subject + Predicate (P)		Recognize and use be, and do to make interrogative sentences. (C)	01	Demonstrate correct use of my-mine, your-yours, etc. <b>(P)</b> Use the pronouns as subject, object and for possession <b>(C)</b>	01	Classify and change the gender (masculine, feminine, neuter) of more nouns from immediate and extended environment (masculine, feminine, neuter). <b>(P)</b>							
		Recognize verbs as regular and irregular and use forms of more regular and irregular verbs. (C)	01	Recognize and construct sentences beginning with words that point to	01	Differentiate between use of definite	01						

		Recognize the function of wh forms used in questions. (F)	something, i.e. this, that, these, those, it, etc. to describe picture(s), object(s), person(s), place(s), thing(s), etc (P)	01	and indefinite articles. (F)	01						
			Illustrate the use of question words learnt earlier. Identify and use question words why and how often, etc. (F)	01	Classify and use adjectives of quantity, quality, size, shape, colour and origin. (F)							
			Recognize and use more action verbs from extended environment. including other academic subjects in speech and writing. (F)	01								

			<p>Demonstrate the use of be, do, -ing and have along with their negative forms as main or helping verbs in sentences. (C)</p>	01								
			<p>Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future tense) in their speech and writing. (F)</p>	01								
			<p>Articulate, identify and use degrees of regular</p>	01								

			adjectives (F)									
			Identify and use adverbs of manner, time, place and frequency. (C)	<b>01</b>								
			Demonstrate use of prepositions showing position, time, movement and direction. (F)	<b>01</b>								
			Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books. (MC)	<b>01</b>								
			Recognize and use hyphen to join numbers, quantities, and fractions. (C)	<b>01</b>								
			Demonstrate									

				the use of subject-verb agreement according to person and number (P)								
				Respond to, and ask more wh questions. (F)								
				Respond to, and ask simple questions starting with be, do and have. (F)								
	<b>09</b>		<b>09</b>		<b>22</b>		<b>10</b>		<b>03</b>		<b>05</b>	<b>58</b>
<b>Competency 4: Writing Skills</b>												
Revise written work for: (MC)	<b>01</b>	Classify items (e.g. vocabulary) required for a given task/topic (C)	<b>00101</b>	<b>Write:</b> - multi-syllable words with correct spelling. (F)	<b>01</b>	Select and use some strategies, e.g. brainstorming, mind mapping, or making outlines, etc. to gather and organize ideas for their own writing. (P)	<b>0101</b>	Write sentences of their own using correct capitalization, punctuation, and spelling. (F)	<b>01</b>	Write a guided paragraph using ideas gathered and organized through various strategies. (C)	<b>02</b>	
• correct spelling and punctuation				Use the reading texts as models for their own writing. (F)	<b>01</b>			Identify and write the central idea	<b>01</b>	Analyse and use the	<b>01</b>	
• pronoun antecedent agreement		Recognize the function of different question words and key words to write		Read short notes written	<b>01</b>							
• subject-verb agreement												
• tenses.												
Revise	<b>01</b>											



<p>written work for layout, legibility and vocabulary. (MC)</p>		<p>appropriate short answers. (C)</p> <p>Complete a simple paragraph using the given words, phrases and sentences. (P)</p>		<p>for different purposes to write short notes of their own to friends and family members (MC)</p> <p>Demonstrate the use of conventions of letter writing: (P)</p> <ul style="list-style-type: none"> <li>• Address •</li> <li>Date •</li> <li>Salutation •</li> <li>Body •</li> <li>Closing.</li> </ul>	<p><b>01</b></p>	<p>Analyse a simple paragraph to recognize that: • a paragraph comprises a group of sentences that develop a single main idea • the main idea of a paragraph is given in the topic sentence • other sentences in the paragraph support the topic sentence (F)</p> <p>Analyse and use conjunctions (e.g. and, but, or, and because) Transitional words (e.g.</p>	<p><b>01</b></p>	<p>of a given poem in simple language. (P)</p>	<p>above organizing principles of paragraph writing to write a meaningful and unified paragraph. (P)</p> <p>Use appropriate vocabulary and tense to write a simple paragraph by; (P)</p> <ul style="list-style-type: none"> <li>• giving physical description and character traits/ characteristics of a person/object /place, moving from general to specific • narrating an</li> </ul>	<p><b>01</b></p>	
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					<p>for example, for instance, therefore) and sequence markers, (e.g. first(ly), second(ly), then, next, etc). (P)</p> <p>Analyse descriptive, narrative and expository paragraphs to note differences. (P)</p> <p>Identify the elements of a story: (F)</p> <ul style="list-style-type: none"> <li>PlotBeginning , middle and end of a story with conflict &amp; resolution</li> <li>Human, animal, imaginary characters and their roles</li> </ul>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>		<p>activity from immediate and extended surroundings</p> <ul style="list-style-type: none"> <li>explaining a process or procedure</li> <li>writing an expository paragraph explaining a process or procedure.</li> </ul> <p>Write a story using the elements of story writing. (F)</p> <p>Write a short passage, anecdote, fable, etc., for pleasure and creativity. (C)</p> <p>Write a</p>	<p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p> <p><b>01</b></p>	
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						Setting.  Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. (F)			paragraph to describe/show sequence in a picture/series of pictures. (C)  List rhyming words and write a poem based on the same central idea. (MC)	<b>01</b>	
									Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations. (F)	<b>01</b>	
									Write replies accepting or	<b>01</b>	

									declining the invitation. (C)		
									Write an informal letter and formal letter of application. (C)		
									Write a reply to a short informal letter from friends and family		
	02		03		04		06		02		12 29
Overall Total	17		20		45		26		09		17 134

**AFFECTIVE DOMAIN**

Receiving	No	Responding	No	Valuing	No	Organizing	No	Characterizing	No
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>									
		<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: • introduce self	01	<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: • agree/	01 01	<i>Demonstrate conventions and dynamics of oral interactions in group</i> to: • lead and	01	Use appropriate <i>expressions in conversation</i> to: • express and respond to opinion • offer and	01

		and others • engage in conversation • take turns • use polite expressions to seek attention • describe national events.		Disagree politely • express needs and feelings • express joy, sadness and anger		follow • use polite expressions to seek attention • make polite requests for personal reasons • take leave • Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.		accept apology • request and respond to requests • give and respond to simple instructions and directions.		
			01		02		01		01	05
<b>Competency 2: Reading and Critical Thinking Skills</b>										
								<i>Expressing an understanding of story through role play.</i>	01	
									01	01
<b>Total</b>			01		02		01		02	06

## PSYCHOMOTOR DOMAIN

Perception	No	Set	No	Guided Response	No	Mechanism	No	Complex Overt Response	No	Adaptation	No	Origination	No
<b>Competency 1: Oral Communication Skills - Listening and Speaking</b>													
						<i>Practice and Use</i> appropriate tone and non-verbal cues for different communicative functions.		01					
								01					01
<b>Competency 4: Writing Skills</b>													
						Practice Writing;  <i>Use appropriate expressions</i> in conversation to: <ul style="list-style-type: none"> <li>• express and respond to opinion</li> <li>• offer and accept apology</li> <li>• request and respond to requests</li> <li>• give and respond to simple instructions and directions.</li> </ul>		01					

								01							01
<b>Total</b>								02							02

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