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Prerequisite of Using the English Language 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 lower secondary 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 middle 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. In addition, to providing principles and guidelines for assessment, the AF also includes illustrative samples to help clarify how the former can be translated into practice. The framework also 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 National Curriculum Framework (NCF). 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 language, for grades VI to VIII.

Quality of Education

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 emphasizes 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

Assessment is an integral part of the quality of education offered to the students. It serves as a tool to measure outputs and outcomes of processes and practices. As such, assessment plays a central role in translating the key ideas in the quality definition into practice.

Erwin (1991) cited in NCF (Government of Pakistan, 2018b) defines assessment as:

…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.

NCF (Government of Pakistan, 2018b), emphasises the need to develop a variety of assessment mechanisms to assess students' competence as per curricula and the SLOs. A robust and coherent national assessment system can help in the realization of the aims, goals and purposes of education articulated in NCF and other policy documents. This can be achievable with the help of a comprehensive and coherent national assessment framework to guide and support education systems, schools and teachers in bringing about improvement in student assessment on a sustainable basis.

The Purpose of Developing Assessment Framework

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 above discussion signifies that the 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 *as* and *for* Learning**	**Assessment *of* 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 purpose of Developing an Assessment Framework for English Language

The English language curriculum has been designed, ostensibly, to meet the highest 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 engaging in social and cultural discourses at different platforms. The English language curriculum focuses on skill-based assessment instead of using the traditional method that promotes rote learning. The English Language Assessment Framework has consequently been developed in alignment with the English language curriculum.

In accordance with this alignment, the framework includes guidance on using different forms of formative and summative assessment along with the purpose for which each assessment is being introduced.

The English Language Assessment Framework for Grades VI-VIII, as in the case of the framework for Grades 1-V, also draws on task-based learning (Ellis, 2018; Long, 2015; Norris, 2016) and entails assessment being done through the use of tasks. Task-based learning has been selected because it allows for the developmental levels of students to be taken into consideration. This framework for Grades VI-VIII, in keeping with the framework for Grades 1-V, is also multi-dimensional. In consonance with Second Language Acquisition theory (SLA), it focuses on the development of all four language skills: listening, speaking, reading, and writing, through a competency-wise weightage which applies across concerned grade levels.

Clarity for this competency-wise weightage in the framework, has been provided in the form of table of specification along with the structure of formative and summative assessment, schedule of assessment and guidelines on giving feedback for improving performance. Additionally, this framework, the i.e., 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.

The Cyclic Assessment

Purposeful assessment is cyclic. There are many versions of cyclic assessment. The one presented here has been 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, as in the case of the framework document for English Language Curriculum for Grades I-V, will be unpacked in the subsequent sections of the framework.

CHAPTER TWO

PRE-ASSESSMENT

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 VI to VIII 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 General Science grades VI-VIII and are attached as appendices D, E and F. Curriculum mapping is based on Bloom's 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.

It should be noted that these curriculum maps were used to:

● 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 the 'Tables of Specifications' followed by 'List of Assessment Codes, SLOs and Assessment Strategies'.

Tables of Specification

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

Grade VI

Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	81%
Affective	7%
Psychomotor	12%

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	10%	4%	5%	19%
2	Competency B: Reading	23%	0%	1%	24%
3	Competency C: Vocabulary & Grammar	30%	0%	1%	31%
4	Competency D: Writing Skills	18%	3%	5%	26%
	Total (100%)	81%	7%	12%	100%

Table of Specification

Competency / Learning Domains	Competency A: Oral Communication Skills 19%	Competency B: Reading 24%	Competency C: Vocabulary & Grammar 31%	Competency D: Writing 25%	Total 100% 100%
Cognitive Domain					
Remember (4%)	1	1	1	1	4%
Understand (36%)	9	7	11	9	36%
Apply (21%)	4	5	7	5	21%
Analyse (8%)	2	2	2	2	8%
Evaluate (4%)	1	1	1	1	4%
Create (9%)	2	2	3	2	9%
Affective Domain					
Responding (3%)	1	0	1	1	4%
Valuing (4%)	1	1	1	1	4%
Psychomotor Domain					
Perception (2%)	-	-	1	1	2%
Set (1%)	-	-	-	-	-

Guided Response (8%)	2	2	2	2	8%
Mechanism (1%)	-	-	-	-	-
Total (100%)	23	21	31	25	100%

Grade VII

Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	**84%**
Affective	**13%**
Psychomotor	**3%**

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	**Competency A: Oral Communication Skills**	12%	9%	3%	24%
2	**Competency B: Reading**	24%	-	-	24%
3	**Competency C: Vocabulary & Grammar**	30%	-	-	30%
4	**Competency D: Writing Skills**	18%	4%	-	22%
	Total (100%)	84%	13%	3%	100%

Table of Specification

Competency Learning Domains	Competency A: Oral Communication Skills (24%)	Competency B: Reading (24%)	Competency C: Vocabulary & Grammar (30%)	Competency D: Writing (22%)	Total 100%
Cognitive Domain					
Remember (4%)	1	1	1	1	4
Understand (14%)	3	3	4	4	14
Apply (40%)	10	10	12	8	40
Analyze (9%)	2	2	3	2	9
Evaluate (2%)	1	-	-	1	2
Create (15%)	3	4	4	4	15
Affective Domain					
Receiving (1%)	-	-	1	-	1
Responding (5%)	1	1	2	1	5
Valuing (2%)	1	-	1	-	2
Organizing (4%)	1	1	1	1	4
Characterizing (1%)	-	1	-	-	1
Psychomotor Domain					
Perception (1%)	1	-	-	-	1
Mechanism (2%)		1	1	-	2
Total (100%)	24	24	30	22	100

Grade VIII

Total Percentage Share of the Three Domains for English

Domains	Share in Percentage
Cognitive	81%
Affective	17%
Psychomotor	02%

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Competency A: Oral Communication Skills	12%	11%	2%	25%
2	Competency B: Reading	25%	-	-	25%
3	Competency C: Vocabulary & Grammar	27%	-	-	27%
4	Competency D: Writing Skills	17%	6%	-	23%
	Total (100%)	81%	17%	2%	100%

Table of Specification

Competency Learning Domains	Competency A: Oral Communication Skills (25%)	Competency B: Reading (25%)	Competency C: Vocabulary & Grammar (27%)	Competency D: Writing (23%)	Total 100%
Cognitive Domain					
Remember (2%)	1	-	1	-	2
Understand (8%)	2	2	2	2	8
Apply (41%)	10	11	11	9	41
Analyse (10%)	2	3	3	2	10
Evaluate (3%)	1	1	1	-	3
Create (17%)	4	4	4	5	17
Affective Domain					
Receiving (2%)	1	-	-	1	2
Responding (6%)	1	2	2	1	6
Valuing (3%)	1	1	-	1	3
Organizing (6%)	1	1	2	2	6
Psychomotor Domain					
Perception (1%)	1	-	-	-	1
Mechanism (1%)		-	1	-	1
Total (100%)	25	25	27	23	100

List of Assessment Codes and Assessment Strategies

The following processes were used to develop codes.

- The first letters of **C**ognitive Domain "C", **R**emember Cognitive Dimension "R" and **F**actual Knowledge Dimension "F" to form the overall domain code as "**CRF**". Similarly, first letters of Cognitive Domain "C", **U**nderstand Cognitive Dimension "U" and **C**onceptual 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 NCP 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, NCP 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

List of Codes, SLOs and Assessment Strategies

Grade VI

Cognitive Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CRF Cognitive Remember Factual	E-06-C2-03	Sort the nouns by gender i.e., masculine, feminine, and common (e.g., baby), neuter (e.g., property).	CRFC2-03	MCQs
CRC Cognitive Remember Conceptual	E-06-B3-11	Recognize a paragraph as a meaningful unit of expression with its own topic sentence and supporting details.	CRCB3-11	Short questions, Quiz, reading
		Recognize features of an effective topic sentence using specific words and vivid verbs.		
		Identify the speaker of a poem or story (e.g., first-person, third person.		
CRP Cognitive Remember Procedural	E-06-A2-04	Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience.	CRPA2-04	Making a word bank, Listening and responding, reading, and explaining, CRQs, portfolio
	E-06-B1-01	Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes, and prefixes in the word to facilitate reading.	CRPB1-01	
		Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	CRPB1-05 CRPB1-02	
CUC Cognitive Understanding Conceptual	E-06-A1-01	Develop conversation for clarity and effect to engage a listener(c)	CUCA1-01	Debates and Discussions
	E-06-A1-02	Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.	CUCA1-02	

E-06-A1-03	Deduce, meaning from context in both short and extended talk on a range of general and curricular topics.	CUCA1-03	
E-06-A2-01	Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.	CUCA2-01	
E-06-A3-01	Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.	CUCA3-01	
E-06-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	CUCA3-02	
E-06-A4-01	Present an argument and viewpoint with clarity of purpose and a convincing manner.	CUCA34-01	
E-06-B2-02	Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification, and hyperbole.	CUC B2-02	MCQs, Role plays, creative writing (CRQ), writing an essay, poem letter writing, portfolio
E-06-B2-06]	Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.	CUC B2-06]	
E-06-B3-13	Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).	CUCB3-13	
E-06-B3-05	Skim the text to extract the main idea and relevant information from a text/paragraph.	CUCB3-05	
E-06-B3-06	Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.	CUCB3-06	
E-06-B3-07	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem-solution in a text (e.g., by linking an issue to its problem source).	CUCB3-07	
E-06-B3-09	Categorize literary works as fiction, nonfiction, poetry, or drama.	CUCB3-09	

		Present a response by retelling the story, rating the book, sharing opinions.	
	E-06-B3-15	Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) Procedures (e.g., lists, recipes, directions, instruction manuals) Information reports and texts (e.g., reports, fact sheets) Interpersonal texts (e.g., letter, notices, notes) Drama (speech bubble and cartoon strips, dialogues)	CUCB3-15
	E-06-C2-07	Form adjectives from nouns Identify adjectival phrases.	CUCC2-07
	E-06-C2-08	Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.	CUCC2-08
	E-06-C2-11	Recognize and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative, and interrogative sentences.	CUCC2-11
	E-06-C2-14	Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either…or…, neither…nor). Identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.	CUCC2-14
	E-06-C3-01	Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, and commas. Recognize and rectify faulty punctuation in a given text and own work.	CUCC3-01
	E-06-C4-02	Recognize the form, functions of present continuous tense.	CUCC4-02
	E-06-D1-01	Practice note-taking for different purposes in a legible and consistent	CUCD1-01

		handwriting.		
	E-06-D2-01	Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.	CUCD2-01	
	E-06-D4-02	Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	CUCD4-02	
	E-06-D4-04	Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft.	CUC D4-01	
	E-06-D4-06	Write informal letters to people in extended social and academic environments for various purposes. e.g., Thank you letter. Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style, and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)	CUCD4-06	
	E-06-D4-07	Write a formal letter/email (application, complaint).	CUC D4-07	
	E-06-D4-09	Write the main idea of a familiar and unfamiliar poem.	CUC D4-09	
CUP Cognitive	E-06-A2-03	Ask and respond to questions with correct language making meaning explicit.	CUP A2-03	Role plays, telling a script/story/ dialogue,

Understanding Procedural	E-06-A4-02	Participate in solo, paired and group assignments, including role play Show insight into texts and issues through choice of speech, gesture, movement, within role-play.	CUPA4-03	writing a summary and an essay and paragraphs
	E-06-B1-02	Read aloud short and simple texts (fiction and non-fiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting	CUP	
	E-06-B2-04	Explain how readers make choices about the texts they like reading, e.g., by author or genre	CUP B2-04	
	E-06-B3-01	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	CUP B3-01	
	E-06-B3-02	Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.	CUP B3-02	
	E-06-B3-04]	Distinguish between fact and opinion. Distinguish between positive and negative imperative language.	CUP B3-04]	
	E-06-B3-08	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. Use summary skills to: 1. extract salient points and develop a mind-map to summarize an expository text. 2. Transfer the written text to a table, diagram, flowchart, or work plan.	CUP B3-08	
	E-06-C4-01	Recognize the form, functions; and use of: Simple present tense,	CUP C4-01	
	E-06-D1-02	Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; spelt with –tious and cious. Exception: -xious; spelt with –tial, -cial and exceptions. Making analogies from familiar words.	CUP D1-02	
	E-06-D1-03	Spell and write accurately using knowledge of phonic elements, words	CUP D1-03	
	E-06-D2-03	Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea. Write a simple unified paragraph on a given topic: • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting details to complete the idea.	CUP D2-03	
	E-06-D4-03	Write opinion piece on topics or texts, supporting a point of view with reasons and information.	CUP D4-03	

		Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using correct words and phrases. Provide a concluding statement and analyse or section related to the opinion presented.		
CUM Cognitive Understanding Metacognitive	E-06-B1-05	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	CUM B1-05	Predicting stories, drawing conclusion, retelling stories, creating poems
CAF Cognitive Application Factual	E-06-C2-09 E-06-C5-02	Demonstrate the use of main verbs and helping verbs. Classify and use sentences with simple and compound structures Use simple pattern sentences: SV Subject-Verb (intransitive); SV0: Subject-Verb-Object; SVA- Subject-Verb-Adjective; SVA- Subject-Verb-Adverb; SVN-Subject-Verb-Noun	CAF C2-09 CAF C5-02	Short questions, Matching words, Quiz, reading
CAC Cognitive Application Conceptual	E-06-C1-01	Find out the meaning of words (dictionary meaning i.e., denotative, and contextual meaning i.e., connotative) Use dictionary / Thesaurus to **1**.Locate guide words. **2**. Locate entry word. **3**.Choose appropriate word definition To identify pronunciation of a word with the help of a pronunciation key. 1. Identify syllable division. Identify the part of speech of a word through abbreviation used. 2. Identify correct spellings. Use a thesaurus to locate synonyms/ antonyms. Identify phrases through keywords. Understand various abbreviations used in a dictionary.	CUC C1-01	Listening and responding, reading and explaining, CRQs, portfolio
	E-06-C1-03	Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycle, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words	CUC C1-03	
	E-06-C1-04	Recognize and use simple binomial pairs (neat and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts. Differentiate between homophones (whether/weather, seen/scene, herd/heard, hare/hair), they're/there/their) (c).	CUC C1-04	

		Understand and Identify homographs- words spelled the same, with different pronunciation(c)		
	E-06-C2-01	Use the types of nouns i.e., common, proper, collective, concrete, and abstract nouns. Use post modifiers to go after a noun (e.g., the man in the blue shirt).	CUC C2-01	
	E-06-C2-02	Recognize and use nouns that are written in plural form but are in fact singular e.g., scissors.	CUC C2-02	
	E-06-C2-04	Recognize and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal, and reflexive pronouns (this, that, one another, myself).	CUC C2-04	
	E-06-C2-10	Demonstrate the use of main verbs and helping verbs.	CUC C2-10	
	E-06-C2-12	Identify and use adverb phrases in writing for different purposes.	CUC C2-12	
	E-06-C2-13	Use prepositions of position, time, movement, and direction including since and for.	CUC C2-13	
	E-06-C3-02	Use apostrophe with nouns (singular, plural) ending with missing sounds e.g., Keats' poetry, Boys' college etc.	CUC C3-02	
	E-06-C4-03	Recognize and use the forms and functions of present perfect tense	CUC C4-03	
	E-06-C4-04	Recognize and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.	CUC C4-04	
	E-06-C4-05	Use past continuous in writing and past perfect for a past action occurring before another past action (e.g., I had done my homework before my father reached home)	CUC C4-05	
	E-06-C4-06	Recognize and use the forms and functions of future tense.	CUC C4-06	
CAP Cognitive Application Procedural	E-06-B1-03	Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.	CAP B1-03	Role play, group project, portfolio
	E-06-B1-04	Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark)	CAP B1-04	
	E-06-C2-05	Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.	CAP C2-05	
	E-06-C2-06	Recall and apply rules for use of articles 'a', 'and' 'an' and 'the' in	CAP C2-06	

		speech and writing.		
CAM Cognitive Application Metacognitive	E-06-C1-06	Understand and utilize figurative language: similes, metaphors, personification given in the text and make sentences.	CAM C1-06	Create portfolio, Group Project
	E-06-C1-ADD	Hyperbole, onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.	CAM C1-ADD]	
CANC Cognitive Analysis Conceptual	E-06-C1-05	Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing.	CANC C1-05	Mind mapping, Projects, and Portfolios
	E-06-C5-01	Differentiate between phrases and clauses.	CANC C5-01	
CANP Cognitive Analysis Procedural	E-06-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse(P)	CANPA2-02	
	E-06-B2-05	Identify the use of language structure, vocabulary, and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognize a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognize features of an effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through: • Definition, • example, and/or • evidence. Analyse organizational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. Problem- solution	CANP B2-05	
	E-06-B2-03	Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.	CANP B2-03	
	E-06-B2-01	Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text. (p)	CANP B2-01	
	E-06-B3-03	Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied.	CANP B3-03	
	E-06-B3-10	Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the	CANP B3-10	

		meaning of the text and impact on the reader.		
	E-06-C5-03	Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative, and imperative	CANP C5-03	
	E-06-C5-04	Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.	CANP C5-04	
CEP Cognitive Evaluation Procedural	E-06-B3-12	Select, collate, and summaries ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalizations (such as the moral of a story.	CEP B3-12	Role plays, Writing synopsis, dialogues and scripts, and paragraphs
	E-06-B3-14	Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation	CEP B3-14	
	E-06-B3-14	Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.	CEP B3-14	
CEM Cognitive Evaluation Metacognitive	E-06-D4-12	Proofread and edit texts for errors of •sentence structure. • Subject/verb agreement • noun/pronoun agreement. •connectives & •punctuation and spelling.	CEM D4-12	Blogs, self-evaluation, critiquing a written piece.
CCC Cognitive Creative Conceptual	E-06-D2-02	Write a short dialogue between two people.	CCC D2-02	Writing a script/story/ dialogue, an essay, letter writing, portfolio
CCP Cognitive Creative Procedural	E-06-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	CCPA2-05	Performance task, role play, creative writing (CRQ
	E-06-C5-ADD	Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost).	CCP C5-ADD	
	E-06-D2-04	Write the final draft after complete editing and proofreading.	CCP D2-04	
	E-06-D3-01	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation, and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a	CCP D3-01	

		final draft.		
	E-06-D3-01	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation, and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. Use chronological/sequential order of arranging detail/ Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. Focus on clarity of ideas that show cohesion, cause and effect relationship. Use words that express emotions. Decide purpose and audience. Check sentence variety and transitions. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.	CCP D3-01	
	E-06-D4-05	Write a short dialogue between two people.	CCP D4-05	
	E-06-D4-08	Write a poem describing objects or places.	CCP D4-08	
	E-06-D4-11	Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	CCP D4-11	
CCM **Cognitive** **Creative** **Metacognitive**	E-06-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	CCM D4-01	Narrative writing portfolios

Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
ARE Affective Responding	E-06-A1-01	Develop conversation for clarity and effect to engage a listener	ARE A1-01	Listening and speaking exercises
	E-06-D4-08	Write a poem describing objects or places.	ARE D4-08	Writing short poems, solo and role plays, debates and discourses
	E-06-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	ARE A3-02	
AV Affective Valuing	E-06-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements	AV A2-05	
	E-06-A4-02	Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play	AV A4-02	
	E-06-D2-02	Write a short dialogue between two people.	AV D2-02	
	E-06-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to	AV D4-01	Narrative, letter writing portfolios

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
		convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.		
	E-06-D4-07	Write a formal letter/email (application, complaint).	AV D4-07	

Psychomotor Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
	E-06-A2-01	Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.	PP A2-01	Listening and speaking exercises; listening for the main idea, sequencing, specific vocabulary, details, and functional language.
PS Psychomotor Set	E-06-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	PS A2-02	
PGR Psychomotor Guided Response	E-06-A2-03	Ask and respond to questions with correct language making meaning explicit.	PGR A2-03	Discussions, role-plays, simulations, storytelling and interviews
	E-06-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	PGR A2-05	
	E-06-A4-02	Participate in solo, paired and group assignments, including role play Show insight into texts and issues through choice of speech, gesture, movement, within role-play.	PGR A4-02	
	E-06-B1-05	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	PGR B1-05	
	E-06-C3-01	Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops,	PGR C3-01	

		apostrophes, and commas. Recognize and rectify faulty punctuation in a given text and own work.		
	E-06-D1-01	Practice note-taking for different purposes in a legible and consistent handwriting	PGR D1-01	
	E-06-D1-03	Spell and write accurately using knowledge of phonic elements, words.	PGR D1-03	
	E-06-D2-02	Write a short dialogue between two people.	PGR D2-02	
	E-06-D3-01	Complete a single paragraph using your own words, phrases, and complex sentences.	PGR D3-01	
PM Psychomotor Mechanism	E-06-D1-02	Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; S, spelt with –tious and cious. Exception: -xious; spelt with –tial, -cial and exceptions. Making analogies from familiar words.	PM D1-02	Writing paragraphs, exercises.
	E-06-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 the first draft, seeking peer feedback, developing a final draft.	PM D3-02	

List of Codes, SLOs and Assessment Strategies

Grade VII

Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CRF Cognitive Remember Factual	E-07-B3-15	Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes) Drama (a speech bubble, cartoon strips, play scripts and role plays) Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works)	CRFB3-15	Read aloud, providing books, reread to build fluency, talk about what they're reading. Group projects. Spelling Bee competition for SLO No. E-07-C1-02 Short story writing for SLO No. E-07-C4-02.
	E-07-C1-02	Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	CRFC1-02	
CRC Cognitive Remember Conceptual	E-07-C4-02	Recognize the form, and various functions of simple past tense	CRCC4-02	
CRP Cognitive Remember Procedural	E-07-C2-13	Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although),	CRPC2-13	MCQ's, short answer questions, precise paragraph writing by

		reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either…or…, neither…nor…) Recall the use of coordinating and subordinating conjunctions.		using transitional devices.
CUC Cognitive Understanding Conceptual	E-07-A2-04	Develop the ability to pose rhetorical questions for a range of audiences.	CUCA2-04	Mind mapping, reading for meaning making exercises, Think, Pair and Share strategies. Simulations, teacher led discussion, MCQs for SLO No. E-07-C5-01
	E-07-B3-01	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.	CUCB3-01	
	E-07-B3-02	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	CUCB3-02	
	E-07-B3-08	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment. Use summary skills to: 1. Extract salient points and develop a mind map to summarize a procedural and functional text. 1. Transfer the written text to a table, diagram, flowchart, or work plan.	CUCB3-08	
	E-07-C5-01	Identify and differentiate between sentences, clauses, and phrases	CUCC5-01	
CUP **Cognitive Understanding Procedural**	E-07-A2-01	Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.	CUPA2-01	Changing verb tenses, matching, rephrasing, conceptual maps, listening and drawing, short answer questions
CUM **Cognitive Understanding Metacognitive**	E-07-B1-05	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	CUMB1-05	MCQ's and question answering session followed by a reading. Group discussions and discourses and debates. Reading my favourite section of the newspaper.
	E-07-B3-03	Read and identify relevant points, collate, synthesize, and summarize ideas from different parts of the text to understand the contextual meaning of language.	CUMB3-03	

		Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.		CRQs, Precis writing and mini research project
	E-07-B2-04	Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts.	CUMB2-04	
	E-07-B2-03	Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.	CUMB2-03	
	E-07-B2-01	Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.	CUMB2-01	
	E-07-B2-06	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.	CUM B2-06	
	E-07-B3-05	Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, and antonyms.	CUMB3-05	
	E-07-B3-09	Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record, and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.	CUMB3-09	

	E-07-B3-14	Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation Application in new situation	CUMB3-14	
CAF Cognitive Application Factual	E-07-A4-02	Work effectively in skills in solo, paired and group assignments, including role-play and drama.	CAFA4-02	Solo and grouped role-plays. Listening and reading news on a daily basis
	E-07-B1-03	Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.	CAFB1-03	
CAC Cognitive Application Conceptual	E-07-B1-04	Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognize and rectify faulty punctuation in given passages and own work.	CACB1-04	Mini research project, portfolios fill-in-the-blank, multiple choice, sentence diagramming, composition-based and authentic assessment. Listening and reading news on a daily basis. Pros and poems given to identify provided figures of speech, story reading and written assignment, using of tense grid, conversation of sentences
	E-07-C1-03	Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -ism).	CACC1-03	
	E-07-C1-04	Comprehend and use idioms and proverbs in the different texts. Comprehend and use simple phrasal verbs and adverbial phrases. Differentiate between homophones and near homophones (Advice/advice). Correctly use frequently confused words (e.g., to, too, two; there, they're). Identify and use homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, and subject, intimate).	CACC1-04	
	E-07-C1-05	Distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types. Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.	CACC1-05	

E-07-C1-06	Understand and utilize similes, metaphor, personification, mood, alliteration and imagery	CACC1-06	
E-07-C1-ADD	Onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.	CACC1-ADD	
E-07-C2-01	Change compound nouns in plural form. (e.g., babysitter-babysitters)	CACC2-01	
E-07-C2-02	Use specific words for genders and gender-neutral terms where needed.	CACC2-02	
E-07-C2-03	Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative (e.g., this, that), interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody).	CACC2-03	
E-07-C2-04	Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e., Singular pronouns requires singular antecedent, plural pronouns required plural pronouns)	CACC2-04	
E-07-C2-05	Use articles correctly in speech and writing	CACC2-05	
E-07-C2-06	Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.	CACC2-06	
E-07-C2-07	Use different types of adjectives: regular, irregular, and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.	CACC2-07	
E-07-C2-08	Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession	CACC2-08	
E-07-C2-09	Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.	CACC2-09	
E-07-C2-10	Recognize and demonstrate function and use of would, need,	CACC2-10	

		could, might, shall, must, ought and dare in affirmative, negative, and interrogative sentences.		
	E-07-C2-11	Use adverbs, adverb phrases in their speech and writing.	CACC2-11	
	E-07-C2-ADD	Use adverb clauses as needed in their speech and writing.	CACC2-ADD	
	E-07-C2-12	Use prepositions of position, time, movement, and direction including since and for. Use compound prepositions and prepositional phrases.	CACC2-12	
	E-07-C3-01	Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.	CACC3-01	
	E-07-C3-02	Identify, apply and use apostrophe with nouns in reading and writing	CACC3-02	
	E-07-C4-01	Recognize the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for	CACC4-01	
	E-07-C5-ADD	Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost).	CACC5-ADD	
	E-07-C5-03	Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative and imperative	CACC5-03	
	E-07-D1-02	Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with –able, -ible, -ably, -ibly, Use of suffix –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed)	CACD1-02	
CAP Cognitive Application Procedural	E-07-A1-ADD	Practice speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas, and promote effective sharing of ideas	CAPA1-ADD	Listening Exercises Listening for the Main Idea, Detail, Sequence, Specific Vocabulary, Attitude and Opinions
	E-07-A2-02	Demonstrate 'attentive listening' skills towards others and be	CAPA2-02	

		sensitive to the rules of turn-taking and discourse.		and for Functional Language. Classroom activities, reading of short stories and articles, mini presentations, and conversion of dialogues into indirect speech.
	E-07-A3-01	Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.	CAPA3-01	
	E-07-B1-01	Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes, and root words to decode it, pronounce it correctly and read fluently.	CAPB1-01	
	E-07-B1-02	Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.	CAPB1-02	
	E-07-B2-06	Apply strategies to comprehend questions by marking keywords, verbs, and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.	CAPB2-06	
	E-07-B3-13	Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, and storyboard).	CAPB3-13	
	E-07-C1-01	Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. • Choose appropriate word definition. • identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds • identify syllable division • Identify the part of speech of a word through abbreviation used. • Identify correct spellings. • use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences • Identify phrases through keywords. • Understand various abbreviations and acronyms used in	CAPC1-01	

		a dictionary.		
	E-07-C5-02	Use sentences with direct and indirect objects. And sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC- Subject-Verb-Object (direct)-Complement	CAPC5-02	
	E-07-C5-04	Change tense in indirect speech (present, past, and perfect tenses in exclamatory sentences and paragraphs.	CAPC5-04	
	E-07-D1-01	Apply editing and proofreading skills to a range of different texts and contexts	CAPD1-01	
	E-07-D2-01	Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting and note-taking.	CAPD2-01	
	E-07-D4-09	Use paraphrasing skills to paraphrase stanzas in a poem.	CAPD4-09	
CAM Cognitive Application Metacognitive	E-07-A1-01	Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations.	CAMA1-01	Listening and responding, reading, and explaining, CRQs, portfolio, Simulations
	E-07-A1-03	Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	CAMA1-03	
	E-07-A2-03	Ask and answer questions of personal relevance, information, and variety of communicative purposes	CAMA2-03	
CANC Cognitive Analysis Conceptual	E-07-B2-05	Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details. Recognize features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs to identify sentences that support the main idea through: • illustration, • evidence, and/or • cause and effect. Analyse organizational patterns in a text: a. list/ sequence of ideas/ events; b. comparison-contrast; c. cause-effect; d. problem-solution	CANC B2-05	Extensive Response Questions (ERQs), Analogy explained by teacher and exercise of completion of sentences.
	E-07-B3-04	Identify fact and opinion (e.g., based on beliefs, assumptions),	CANC B3-04	

		generalized statements, and correct use of imperative language.		
	E-07-B3-07	Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, resolution)	CANC B3-07	
	E-07-B3-10	Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.	CANC B3-10	
	E-07-C1-ADD	Analyse analogies, complete analogies correctly.	CANC C1-ADD	
CANP Cognitive Analysis Procedural	E-07-B3-06	Explain how an author develops the point of view of the narrator or speaker in a text. Appreciate high rise and low-rise character development, development of plot and its resolution.	CANP B3-06	Group discussion, Portfolio, debate
	E-07-B3-12	Summarize complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalizations (such as the moral of a story) by: a. identifying the gist/ main idea and key details b. identifying general patterns from more than one source	CANPB3-12	
CANM Cognitive Analysis Metacognitive	E-07-B3-11	Identify different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	CANMB3-11	Review of a written piece of work, oral discourse, story, movie etc., portfolio
CEP Cognitive Evaluation Procedural	E-07-B2-02	Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole, and onomatopoeia, considering the impact on the reader.	CEPB2-02	Problem solving, interpreting a graph, a picture etc., mind mapping, elocution contest
	E-07-D4-12	Proofread and edit texts for errors of •sentence structure. • Subject/verb agreement. • Noun/pronoun agreement. •transitional devices •punctuation and spelling.	CEPD4-12	

CCC **Cognitive Creative Conceptual**	E-07-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	CCCA2-05	Role plays, simulations
	E-07-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	CCCA3-02	Debate, presentations, paragraph, and dialogue writing skills.
CCP **Cognitive Creative Procedural**	E-07-D2-02	Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	CCPD2-02	Writing a script/story/poems, dialogue, an essay, letter writing, portfolio, narration of eye witnessed events
	E-07-D2-03	Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.	CCPD2-03	
	E-07-D2-04	Write the final draft after complete editing and proofreading.	CCPD2-04	
	E-07-D3-01	Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft. Use chronological/sequential order of arranging detail. Write a composition of three or more paragraphs following conventions of essay writing: •Introductory paragraph • Body paragraphs • Concluding paragraphs Recognize that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence (example, definition or evidence) to develop the main idea.	CCPD3-01	

		The concluding paragraph contains a summary of the whole essay and a general concluding statement		
	E-07-D4-06	Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone, and style. · Revise for: • Correct format, layout. Write a formal letter of application to people within your environment (principal/ teacher).	CCPD4-06	
	E-07-D4-07	Write a formal letter/email (application, complaint, and acceptance/rejection).	CCPD4-07	
	E-07-D4-08	Write a poem narrating an event.	CCPD4-08	
	E-07-D4-11	Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	CCPD4-11	
CCM Cognitive Creative Metacognitive	E-07-A4-01	Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	CCMA4-01	Narrative, dialogue, prose, and paragraph writing exercises.
	E-07-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	CCMD4-01	Developing Rubrics to assess the write up. Mini research projects, essay writing on comparison and contrast. Character sketch writing
	E-07-D4-02	Write informative/explanatory texts to examine a topic and convey ideas and information.	CCMD4-02	

		Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented		
	E-07-D4-03	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.	CCMD4-03	
	E-07-D4-04	Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary, and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft	CCMD4-04	
	E-07-D4-05	Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	CCMD4-05	

Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
AR **Affective Receiving**	E-07-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	ARA2-02	Listening Exercises, listening for attitude and opinion.
ARE **Affective Responding**	E-07-A2-01	Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding	AREA2-01	Listening for multiple choice quizzes to check for meaning, use open-ended why questions, ask your students to fill in the blanks, letter writing portfolios.
	E-07-A2-03	Ask and answer questions of personal relevance, information, and variety of communicative purposes	AREA2-03	
	E-07-A3-01	Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.	AREA3-01	
	E-07-D4-06	Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone, and style. Revise for: • Correct format, layout. Write a formal letter of application to people within your environment (principal/ teacher).	ARED4-06	
	E-07-D4-07	Write a formal letter/email (application, complaint, and acceptance/rejection).	ARED4-07	
AV **Affective Valuing**	E-07-A1-01	Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations	AVA1-01	Speaking exercises including discussions, Presentations, debates, dialogues, extempore speeches, role plays and simulations and questioning sessions.
	E-07-A3-02	● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: ● follow rules for discussions, set specific goals and deadlines, and define individual roles as needed ● come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe	AVA3-02	

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
		and reflect on ideas under discussion		
AO Affective Organizing	E-07-A1-ADD	Practice speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas, and promote effective sharing of ideas	AOA1-ADD	
	E-07-A2-04	Develop the ability to pose rhetorical questions for a range of audiences.	AOA2-04	
	E-07-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	AOA2-05	
	E-07-D2-02	Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	AOD2-02	
	E-07-D4-05	Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	AOD4-05	
AC Affective Characterizing	E-07-A4-01	Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	ACA4-01	

Psychomotor Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
PP Psychomotor Perception	E-07-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	PPA2-02	Listening Exercises, listening for attitude and opinion, listening and responding exercises
PM Psychomotor Mechanism	E-07-A1-01	Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations.	PMA1-01	Role-plays, Simulations
	E-07-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	PMA2-05	Role plays, Simulations

List of Codes, SLOs and Assessment Strategies

Grade VIII

Cognitive Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CRF Cognitive Remember Factual	E-08-B3-15	Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures f. Interpersonal texts (e.g., informal, and formal letter, notices, to email) g. Factual recounts (e.g., eye-witness accounts, news bulletins) h. Drama (play scripts) i. Explanations (e.g., how something works) j. Expositions (e.g., reviews, arguments)	CRFB3-15	Reading Assessment Strategies including text-to-text, text-to-self, or text-to-world connection, Think-Pair-Share, Exits Tickets, One Minute Summaries. Portfolio and group projects.
	E-08-C1-02	Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	CRFC1-02	Making Word wall or Bank
CUF Cognitive Understanding Factual	E-08-C2-01	Understand the difference between singular and plural countable and uncountable nouns (E.g., The scissors are on the table. vs. There is a pair of scissors on the table. The news is not very good).	CUFC2-01	Fill in the blanks, quizzes, MCQs
CUC Cognitive Understanding	E-08-A2-04	Develop the ability to pose rhetorical questions for a range of audiences.	CUCA2-04	

Conceptual				
CUM Cognitive Understanding Metacognitive	E-08-B1-05	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	CUMB1-05	Group Discussions, Brainstorming, Skimming Scanning, Multiple choices, Matching, True-false Cloze Short–answers, Word recognition lists and sentence completion.
	E-08-B2-01	Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.	CUMB2-01	
	E-08-B2-03	Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.	CUMB2-03	Text Comprehension Tests, Reading self-assessment
	E-08-B2-04	Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.	CUMB2-04	
	E-08-B3-01	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	CUMB3-01	
	E-08-B3-14	Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Understand explicit meanings, through literal and vocabulary questions. Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft	CUMB3-14	
CAF Cognitive Application Factual	E-08-A1-01	Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening	CAFA1-01	Short questions, Matching words, Quiz, reading
	E-08-B1-03	Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.	CAFB1-03	
CAC Cognitive Application	E-08-B1-04	Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses).	CACB1-04	A fill-in-the-blank exercise, multiple choice, sentence diagramming, quiz, and a

Conceptual		Recognise and rectify faulty punctuation in given passages and own work and correct others' work.		cloze test, true false a short answer questioning technique
	E-08-C1-03	Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and suffixes (e.g., semi-, quad, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.	CACC1-03	
	E-08-C1-04	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech. Identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks. Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth Use homographs in writing.	CACC1-04	Rubrics and Performance Criterion Tests
	E-08-C1-06	Understand and utilize similes, metaphors, personification, imagery, scheme, alliteration	CACC1-06	
	E-08-C1-ADD	Hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also. Analyse and create analogies correctly in tasks.	CACC1-ADD	
	E-08-C2-02	Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.	CACC2-02	
	E-08-C2-03	Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	CACC2-03	
	E-08-C2-04	Apply the rules and correct usage of articles through reading, speech and writing.	CACC2-04	
	E-08-C2-05	Identify the varying position of adjectives in sentences and apply in their writing.	CACC2-05	

		Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.	
	E-08-C2-06	Analyse and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.	CACC2-06
	E-08-C2-07	Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.	CACC2-07
	E-08-C2-08	Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession	CACC2-08
	E-08-C2-10	Use adverbs, adverb phrases, and recognize adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs.	CACC2-10
	E-08-C2-11	Identify and use compound prepositions and prepositional phrases in writing	CACC2-11
	E-08-C2-12	Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. "Recognize and use correlative conjunctions including pairs such as ""both/and,"" ""either/or,"" ""neither/nor,"" ""not/but"" and ""not only/but also.""	CACC2-12
	E-08-C3-01	Punctuate paragraphs and longer pieces of text correctly.	CACC3-01
	E-08-C3-02	Identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing	CACC3-02
	E-08-C5-03	Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative, and imperative	CACC5-03
	E-08-D1-02	Use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately	CACD1-02

		spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string –ough words and homophones 'I' before 'e', except after 'c' rule with exceptions.		
CAP Cognitive Application Procedural	E-08-A1-ADD	Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.	CAPA1-ADD	Role plays, Debate, mini research project, portfolio, Games, cooperative learning, conferencing, Listening and responding, reading and explaining, brainstorming and decoding, CRQs, portfolio
	E-08-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	CAPA2-02	
	E-08-A3-01	Speak confidently and fluently in a wide range of contexts to fulfil different purposes.	CAPA3-01	
	E-08-A4-02	Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence	CAPA4-02	
	E-08-B1-01	Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.	CAPB1-01	Oral presentation, precise paragraph writing restricted to limited words, short response questions
	E-08-B1-02	Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.	CAPB1-02	
	E-08-B2-06	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference, and personal response.	CAPB2-06	
	E-08-B3-03	Read and use inference and deduction to recognize implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge.	CAPB3-03	

		Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why	
	E-08-B3-13	Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)	CAPB3-13
	E-08-C1-01	Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Look for the etymology of the word. • Choose appropriate word definition according to the context. • Identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. • Identify syllable division and stress patterns. • Identify the part of speech of a word through abbreviation used. • Use thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing. • Identify phrases through keywords. • Use abbreviations and acronyms correctly.	CAPC1-01
	E-08-C4-01	Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.	CAPC4-01
	E-08-C5-02	Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes.	CAPC5-02
	E-08-C5-ADD	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.	CAPC5-ADD

	E-08-C5-04	Change tense in indirect speech (present, past, and perfect tenses, future, modals, time and questions, orders, requests, suggestions, and advice) in speech and writing.	CAPC5-04	
	E-08-D1-01	Apply editing and proofreading skills to a range of different texts and contexts	CAPD1-01	
	E-08-D4-09	Use paraphrasing skills to paraphrase stanzas in a poem	CAPD4-09	
	E-08-D4-12	Proofread and edit texts for errors of: •sentence structure. • Subject/verb agreement. • Noun/pronoun agreement. • Reference words, connectives/transitional devices. • Punctuation and spelling.	CAPD4-12	
CAM Cognitive Application Metacognitive	E-08-A1-03	Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	CAMA1-03	
	E-08-A2-01	Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	CAMA2-01	
	E-08-A2-03	Ask and answer questions of personal relevance, information, and variety of communicative purposes.	CAMA2-03	
	E-08-C2-09	Use modals correctly in speech and writing to create an effect and impact on the reader.	CAMC2-09	
CANC Cognitive Analysis Conceptual	E-08-B2-05	Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. Recognize features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through. • evidence, • cause and effect, and/or • comparison and contrast. Analyse organizational patterns in a text: • list/ sequence of ideas/ events comparison-contrast	CANC B2-05	Graphic organizers, vocabulary pre-view, scaffolding instructions, skimming scanning, script writing, selected response items, questioning, mini research project, reading of fictional text.

		• cause-effect • problem-solution • reasons/ assumptions-conclusion		
	E-08-B3-04	Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs, and biases), generalized statements from evidence-based information with specific reference to informational texts.	CANC B3-04	
	E-08-B3-05	Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	CANCB3-05	
	E-08-B3-07	Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems. Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)	CANC B3-07	
	E-08-C1-05	Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	CANC C1-05	
	E-08-C5-01	Identify and differentiate between a variety of phrases and clauses.	CANC C5-01	
CANM Cognitive Analysis Metacognitive	E-08-B3-02	Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.	CANM B3-02	One-minute summaries, synopsis writing, Think Pair and Share.
	E-08-B3-06	Analyse how an author develops and contrasts the points of view of different characters or narrators in a text. Criticize the plot development with respect to different aspects of the story.	CANM B3-06	
	E-08-B3-08	Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Use summary skills to:	CANM B3-08	

		1. Extract salient points and develop a mind map to summarize a variety of informational texts. 2. Transfer the written text to a table, diagram, flowchart, or work plan.		
	E-08-B3-11	Identify different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.	CANMB3-11	
CEP **Cognitive** **Evaluation** **Procedural**	E-08-B2-02	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	CEPB2-02	Asking students to identify figurative language examples from their favourite songs and deducing the contextual meaning of figurative language. Detailed critique
	E-08-B3-09	Give an informed personal response to a text and provide some textual reference in support. Reading to structure and analyse descriptive/argumentative/persuasive essays. Reading to identify, analyse and structure an application/letter/report/summary/biography/autobiography.	CEPB3-09	
	E-08-B3-10	Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.	CEPB3-10	
CCF Cognitive Creative Factual	E-08-B3-12	Summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words, and relevant punctuation marks. Make inferences to draw conclusions from, e.g., a. contextual information b. writer's viewpoint c. implied information	CCFB3-12	RAP Strategy (Read, Ask and Put), Use of RAP Sheet, role-play, presentations, discussions and debates, graphic organizers
	E-08-D4-10	Use summary skills to write an objective summary of the given text and poems.	CCFD4-10	
CCC Cognitive Creative Conceptual	E-08-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	CCCA2-05	
	E-08-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas	CCCA3-02	

		and expressing their own clearly:		
		• follow rules for discussions, set specific goals and deadlines, and define individual roles as needed		
		• come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion		
	E-08-D2-01	Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.	CCCD2-01	
CCP Cognitive Creative Procedural	E-08-D2-02	Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone, and style appropriate to context and relationship between addresser and addressee.	CCPD2-02	Dialogues, essays, stories, letters, application, email and paragraph writing portfolios.
	E-08-D2-03	Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.	CCPD2-03	
	E-08-D2-04	Write the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.	CCPD2-04	
	E-08-D3-01	Write multiple paragraph essays/stories; multi-stanza poems or play script using correct punctuation and spelling, grammar, grade-level vocabulary, and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre-writing, editing and final draft stages.	CCPD3-01	
		• Use chronological/sequential order of arranging detail.		
		• Present comparison and contrast		
		• State opinions with reasons to support perspective and give appropriate conclusions.		
		• Add adequate supporting detail to the topic sentence		

		(example, definition, data, illustration, or evidence) to develop the main idea.		
	E-08-D4-06	Compare and write informal and formal letters to people in extended social and academic environments for various purposes.	CCPD4-06	
	E-08-D4-07	Write a formal letter/email (application, complaint, acceptance/rejection, and condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	CCPD4-07	
	E-08-D4-08	Write a poem narrating an event or a story.	CCPD4-08	
	E-08-D4-11	Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	CCPD4-11	
CCM Cognitive Creative Metacognitive	E-08-A4-01	Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	CCMA4-01	Debates, discussions, letters and Narrative Writing Portfolios, mini research project, biography/autobiography and script writing
	E-08-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. ● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time frame or setting to another. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide a conclusion that follows from the narrated experiences or events.	CCMD4-01	

	E-08-D4-02	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from the information or explanation presented.	CCMD4-02
	E-08-D4-03	Write arguments to support claims with clear reasons and relevant evidence. ● Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented.	CCMD4-03
	E-08-D4-04	Write a descriptive composition (giving physical description	CCMD4-04

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
		and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.		
	E-08-D4-05	Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	CCMD4-05	

Affective Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
AR Affective Receiving	E-08-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	ARA2-02	Listening Exercises, listening for attitude and opinion, listening, and responding exercises,
	E-08-A4-02	Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence	ARA4-02	
ARE Affective Responding	E-08-A1-03	Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	AREA1-03	Think Pair and Share, MCQ's and Letter Writing Portfolios
	E-08-A2-01	Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	AREA2-01	
	E-08-A2-03	Ask and answer questions of personal relevance, information, and variety of communicative purposes	AREA2-03	
	E-08-A3-01	Speak confidently and fluently in a wide range of contexts to fulfil different purposes.	AREA3-01	
	E-08-D4-06	Compare and write informal and formal letters to people in extended social and academic environments for various purposes.	ARED4-06	

	E-08-D4-07	Write a formal letter/email (application, complaint, acceptance/rejection, and condolence), letters to the editor, police report using vocabulary, tone, and style appropriate to context and relationship between addresser and addressee.	ARED4-07	
AV Affective Valuing	E-08-A1-01	Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.	AVA1-01	Role-plays, Presentations, Discussions and Discourse
	E-08-A1-ADD	Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.	AVA1-ADD	
	E-08-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: ● follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	AVA3-02	
AO Affective Organizing	E-08-A2-04	Develop the ability to pose rhetorical questions for a range of audiences.	AOA2-04	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-08-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	AOA2-05	
	E-08-A4-01	Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	AOA4-01	
	E-08-D2-02	Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone, and style appropriate to context and relationship between addresser and addressee.	AOD2-02	
	E-08-D4-01	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	AOD4-01	

		● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
		● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
		● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time frame or setting to another.	
		● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
		● Provide a conclusion that follows from the narrated experiences or events.	
	E-08-D4-03	Write arguments to support claims with clear reasons and relevant evidence. ● Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. ● Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.	AOD4-03
	E-08-D4-05	Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone, and style appropriate to context and relationship between addresser and addressee.	AOD4-05

Psychomotor Domain

Overall Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
PP Psychomotor Perception	E-08-A2-02	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	PPA2-02	Reading expressions.
PM Psychomotor Mechanism	E-08-A2-05	Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	PMA2-05	Performance test (performance indicators). Performance in a game. Solving a problem, using pre-set procedures

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 summarized below.

Surface Approach	Strategic Approach	Deep Approach
Reproducing Intention – merely to cope with course requirements by: - Treating the course as unrelated bits of knowledge - Memorizing facts and carrying out procedures routinely - Finding difficulty in making sense of new ideas presented - Seeing little value or meaning in either courses or tasks set - Feeling undue pressure and worry about work	**Reflective Organising Intention** - to achieve the highest possible grades by: - Putting consistent effort into studying - Managing time and effort effectively - Finding the right conditions and materials for studying - Monitoring the effectiveness of ways of studying - Being alert to assessment requirements and criteria - Using previous exam papers and assessments to predict questions	**Seeking Meaning Intention** - to understand ideas by: - Relating ideas to previous knowledge and experience - Looking for patterns and underlying principles - Examining logic and argument cautiously and critically - Actively interacting with the course content - Reading and studying beyond the course requirements - Taking interest

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.

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/Matching/True & False)

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 portfolio assessment can in essence be a compilation of students' engagement with different genres of writing. The samples given below illustrate how this can be done for the concerned grades. It includes a sample detailing type of texts and genres to be included in the portfolio, expectations, and rationale. Sample marked/annotated student drafts from the portfolio have also been included for further reference and clarification.

A Sample of Introduction to the Portfolio

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 _____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

Student's signature: _____

Sample 1B Marked Grade 6 Student Draft

Persuasive text: Too much money is spent on toys and games.

.

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

Sample 1 C- Brainstorming Grade 6 Student Draft

Planning

Your daily entry will be read in Year 6 in 2062. Your diary entry needs to provide detail to engage your reader's senses so they can imagine what it was like to live in 2023.

- Use this diagram to help you plan your ideas.

- Choose your event and write down the details (event, place, time)

- Write down some details about the sights, sounds, tastes, feelings, and smells of your event.

Annotations

Creates a detailed plan to guide writing.

A Sample of Periodic Student Self-Reflection

Prompts to activate Self-Reflection

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

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.

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**
Sources of Learning *Experiences relevant to learning outcomes*	Documentation and description of learning experiences related to course learning outcomes are *lacking or substantially inadequate*	Documentation and description of learning experiences are related to course learning outcomes are *not effectively or completely presented*	Documentation and description of learning experiences related to course learning outcomes are *appropriate and effectively presented*	Documentation and description of learning experiences related to course learning outcomes *exceed expectations*	
Demonstration of Learning *Artefacts*	The portfolio's materials and artefacts are *not appropriate and/or adequate*, and are not supported by the presentation	The portfolio materials and artefacts are *not fully supported* by or connected to the course's learning outcomes	The portfolio includes *appropriate* artefacts that support the demonstration of learning outcomes	The presentation of artefacts is *convincing*, with *strong support* for the course's learning outcomes	
Evidence of Learning *Competencies*	The portfolio shows *little or no evidence* of learning tied to sound educational theory	The portfolio documents some, but *not sufficient*, learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio *adequately* documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides *clear evidence* of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
Mastering Knowledge & Skills *Application of Learning*	The portfolio provides *little evidence* 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 *limited*	The portfolio documents the *acquisition* of knowledge and skills for the course learning outcomes, with *some ability* to apply them in practice	The portfolio demonstrates the student has *mastered* the knowledge and skills for the course learning outcomes and can *apply them in practice*	
Reflection on Learning *Aligned with course learning outcomes*	The portfolio provides *little or no evidence of reflection* to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides *inadequate evidence of reflection* to increase learning aligned with the course learning outcomes for which credit is being sought.	The portfolio provides *evidence of reflection* to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with *substantial depth* upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought.	
Presentation *Completeness and quality of the portfolio presentation*	Assembly instructions have *not been followed* with critical portfolio elements *not* included; the quality of written, visual and/or digital presentation *does not meet postsecondary standards*	*Most of the expected elements* are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with *too many errors* in spelling, grammar and punctuation	The portfolio is *well organized* with all critical elements included; the quality of written, visual and/or digital the presentation is *competent* with minor errors in spelling, grammar and punctuation	The portfolio is *well organized* with all critical elements included; learning is *well-documented* with writing and production skills that *exceed* those of most students	
Overall Assessment	The recommended cut score for a successful (i.e., passing) portfolio is **12**, with a score of **at least 2 in each of the 6 assessment criteria**.				TOTAL

Name of Assessor (print):_____   Date: _____

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

Portfolio Assessment Rubric (Alternative)

Category	Exemplary (20 pts)	Proficient (15 pts)	Partially Proficient (10 pts)	Incomplete (5 pts)
Selection of Artefacts	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.
Use of Graphics	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.
Reflections	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.
Creativity and purpose of the Index	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
Organization	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

Group projects can be of different kinds and involve both the production of spoken, written as well multi-modal (mixed media) texts. This framework seeks to give assessors guidelines on group project assessment via providing examples illustrating how these can be engaged. The following example does this by drawing on one of the SLOs given for Grade VII students in the NCP Curriculum.

Example from English Language NCP Curriculum Grade VII: Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. One of the ways of designing an assessment to address this SLO is through having students do a group presentation. This would involve teachers providing students clear guidance on how to engage with the developing the group presentation as well as clear assessment rubrics. Samples of these have been given below:

Sample 2 a – Example of Group Presentation Assessment Guidelines for Grade VII

Planning your group presentation

- What are we going to present?

- What will overall structure look like?

- How are we going to divide up the presentation, and who is going to present what?

- What audio-visual aids or handouts will we need?

- How will we introduce the presentation, link the parts together and conclude?

- How are we going to keep the audience interested, active and involved?

Adapted from G.Gibbs (1994), *Learning in Teams, A Student Manual*, Oxford, Oxford Brookes University, Oxford Centre for Staff, p.49

**Sample 2 B Example of Group Presentation Assessment Guidelines for Grade VII
        Checklist for Group presentations**

In planning our presentation, we have:

- Found ways to keep the audience interested.
- Avoided including too much content.
- Made it clear where we are going (at the start, linking sections etc.)
- Made sure that each presenter states how their section fits in with the rest.
- Developed clear and appropriate visuals (PowerPoint slides, diagrams etc.) and handouts.
- Worked out ways to involve the audience (such as inviting comments, encouraging questions, or including an activity).
- Allowed time for questions and thought through what people might ask.
- Summarized appropriately, outlining key points.
- Worked out how we are going to gauge what the audience already knows.
- Rehearsed our presentation and given each other feedback (checked timing etc.)
- Prepared an outline of points to refer to (rather than reading notes in full).

  (Adapted from Gibbs, Learning in Teams, 1994 pp. 50-51)

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)
Organization	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.
Subject Knowledge	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.
Graphics	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.
Mechanics	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.
Eye Contact	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.
Elocution	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
Focus on the Task	3 points Stays on task all of the time without reminders.	2 points Stays on task most of the time. Group members can count on each other.	1 point Stays on task some of the time. Group members must sometimes remind this person to do the work.	0 points Hardly ever stays on task. Let others do the work.	___/3
Work Habits	3 points Members are on time for meetings, turns in all work when it is due. Completes assigned tasks and does not depend on others to do the work.	2 points Members are usually on time for meetings, turns in most work when it is due. Completes most assigned tasks.	1 point Members are sometimes late for meetings, often turns in work late. Does not follow through on most tasks and sometimes counts on others to do the work	0 points Members are late for all or most meetings, and late turning in work. Does not complete tasks. Depends on others to do all of the work.	___/3
Listening, Questioning and Discussing	3 points Members respectfully listen, discuss, ask questions and help direct the group in solving problems.	2 points Members respectfully listen, discuss and ask questions.	1 point Members have trouble listening with respect, and take over discussions without letting other people have a turn.	0 points Members do not listen with respect, argue with teammates, and do not consider other's ideas. Blocks group from reaching agreement.	___/3

	3 points	2 points	1 point	0 points	
Research and Information-Sharing	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.	___/3
Group/Partner Teamwork	Works to complete all group goals. Always has a positive attitude about the task(s) and the work of others All team members contributed equally to the finished 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.	Usually helps to complete group goals. Usually has a positive attitude about the task(s) and the work of others. Assisted group/partner in the finished project. 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.	Occasionally helps to complete group goals. Sometimes makes fun of the task(s) or the work of other group members. Finished individual task but did not assist group/partner during the project. 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.	Does not work well with others and shows no interest in completing group goals. Often makes fun of others' work and has a negative attitude. Contributed little to the group effort during the project. 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.	___/3

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
Equal Work	Did a full share of work or more	Did an equal share of work	Did almost as much work as others	Did little or no work
Cooperation	Took an initiative in helping the group get organized	Worked agreeably with partners	Could be persuaded to cooperate	Did not cooperate
Participation	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
Support	Assisted other partners	Offered encouragement to other partners	Seemed preoccupied with own work	Took little interest in others' work
Communication	Clearly communicated ideas	Usually shared ideas	Rarely expressed ideas	Never expressed any ideas

Other comments:

Rubric for Assessing Collaboration Fluency (Individual)

Criteria	Phase 1 (awareness, connection, remembering) (4 points)	Phase 2 (Understanding, applying) (8 points)	Phase 3 (Analysing, evaluating) (12 points)	Phase 4 (Evaluating, creating) (16 points)

Interacts with others to generate ideas and develop products	Listens to others' input & occasionally combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue.	Frequently, 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.	Listens to others' 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.	Listens to others' input and 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.
Develops and implements effective plans	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.
Works collaboratively toward a common, shared goal or objective	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.
Revisits, reflects and revises group process	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 progress.

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

Guideline One - All answer choices should be plausible and homogeneous.	
Example	**Non-Example**
Read this sentence from the article: 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. What does peaked mean? - was sharp - was at its height - was mountainous - was rising	Read this sentence from the article: 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. What does peaked mean? - was pale - was at its height - was hot - was beautiful
Guideline Two - Answer choices should be similar in length and grammatical form.	

Example	Non-Example
Read this sentence from the article: The scrub jay's numbers are dwindling so rapidly that some fear it soon may be found nowhere at all. What does the word dwindling mean? ● multiplying ● dividing ● growing smaller ● growing larger	Read this sentence from the article: The scrub jay's numbers are dwindling so rapidly that some fear it soon may be found nowhere at all. What does the word dwindling mean? ● multiplying ● dividing ● growing smaller ● it means scrub jays are disappearing

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

Example	Non-Example
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? ● 81 ounces ● 86 ounces ● 91 ounces ● 96 ounce	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? ● 91 ounces ● 81 ounces ● 96 ounces ● 86 ounces

Guideline Four – Avoid using "All of the Above" options

Example	Non Example
How was the Grand Canyon formed? ● The canyon once had a waterfall. ● Big rainstorms washed rocks out of the canyon. ● A flowing river cut into the rocks to form the canyon. ● The canyon was formed from rocks that came from other places.	How was the Grand Canyon formed? ● The wind eroded many of the rocks. ● By the movement of large plates of rocks -- many years ago. ● A flowing river cut into the rocks to form the canyon. ● All of the above.

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	**Cannot** 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 **no** spelling or grammar mistakes		
14	Task can be completed by the students in the assigned time		
	Stem/ Case		
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		
	Lead-in		
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		
	Options		
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'		
10	Avoid vague terms such as 'usually' and 'frequently'		
11	Avoids key terms from the stem or lead-in		
12	The key is clearly the best/ correct option for the level of the learners		
13	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 organize 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 synthesize.

Sample CRQ 01

Write an essay of **300-400 words** on any **one** of the following topics.

a. Climate change
b. A school field trip
c. 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

You want to learn a language. There is a teacher near to where you live.

Write a letter to the teacher. In the letter:

Suggested outline:

- say how you came to know about him/her

- explain why you want to learn

- ask what help they can offer

Rubric for Assessing Writing Proficiency

Criteria	Unacceptable (0 Mark)	Acceptable (1 Mark)	Good (2 Mark)	Exemplary (3 Mark)	Score
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, organization, or coherence.	Has minimal organization, digresses, and rambles.	Uses a variety of sentence structure and word choices.	Fluent writing; shows involvement with the text.	__/3
Grammar/ Mechanics	Many violations of standard grammar and mechanics.	Limited sentence structure and word choices; consistent errors in grammar.	Uses a variety of sentence structures and word choices, a few errors in grammar and mechanics.	Uses multiple sentence structures and word choices; few, if any, errors in grammar and mechanics.	__/3
Total Score					

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

In addition, rubrics given in the NC document for Grades VI-VIII for assessing proficiency in writing can also be drawn on.

Sample English Language Test Papers

This section includes sample test paper adapted excerpts from national as well similar international EL (English Language) learning contexts for Grade 8. These excerpts have been selected and adapted based on their alignment with the NCP English Language Curriculum 2020 SLOs and aim to illustrate how language skills can be assessed at the elementary levels.

English Language Test Paper

Grade VIII

Max Marks: 60   Max Time: 2.5 Hours

Name: _____ Section: _____ Roll no: _____Date: _____

Q1. Read the passage carefully and answer the questions that follow. (8)

First introduces in 1927, The Hardy Boys Mystery Stories are a series of books about the adventure of brothers Frank and Joy Hardy, teenage detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year –old detective named Nancy Drew. The cover of each volume of Hardy Boys states that the author of the series in Franklin W Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W Dixon and Carolyn Keene are not real people. If Franklin W Dixon and Carolyn Keene never existed, then who wrote the Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and Nancy Drew books were written through a process called ghost-writing. A ghost-writer writes a book according to a specific formula, while ghost-writers are paid for writing the books, their authorship is not acknowledged, and their names do not appear on published books. Ghost-writers can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as the Hardy Boys and the Nancy Drew series.

The initial idea for both the Hardy Boys and the Nancy Drew series was developed by a man names Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer notices that increasing popularity of mysteries among adults, and surmised that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghost-writer to convert it into a book of slightly over 200 pages. After the ghost-writer had written a draft of a book, he or she would send it back to Stratemeyer, who made make a list of corrections and mail it back to the ghost-writer. The ghost-writer would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

1. **According to the passage, the Nancy Drew mystery series was introduced in_____** (01)

   a) 1925
   b) 1927
   c) 1929
   d) 1930

2. **Which of the following would be the best title for the passage?** **(01)**

   a) Ghost-writing; A Way of Life
   b) Who were Leslie McFarlane and Mildred A, Wirt?
   c) The Hardy Boys and Nancy Drew; Ghost-writing a Series
   d) The Dubious yet Profitable Practice of Ghost-writing

3. **According to the passage, which of the following people was a real writer?** **(01)**

   a) Carolyn Keene
   b) Franklin W, Dixon
   c) Leslie McFarlane
   d) Tom Hardy

4. **According to the passage, a ghost-writer is someone who** **(01)**
   I. Writes about mysteries or strange events
   II. Does not receive credit as the author
   III. Bases his or her book on predetermined guidelines
   a) I only
   b) I and II only
   c) II and III only
   d) I, II and III

5. **As used in paragraph 3, which is the best definition for surmised?** **(01)**

   a) guessed
   b) questioned
   c) knew
   d) proved

6. **According to the passage, The Hardy Boy and Nancy Drew books were created based on the idea that.** **(01)**
   I. Mystery books for adults are popular
   II. Children enjoy reading about characters that can relate to
   III. Girls and boys are not interested in the same things
   a) I only
   b) I and II only
   c) II and III only
   d) I, II and III

7. **Based on the information in the passage, it can be inferred that Leslie McFarlane and Mildred, A, Wirt** **(01)**

   a) disliked writing according to a specific formula
   b) respected the art of ghost writing
   c) were unsuccessful in their previous occupations

d) found it helpful to write from personal experience

8. According to the passage, some teachers and librarians objected to ghost-written books such as The Hardy and Nancy Drew Mystery Stories because   **(01)**
   a) disapproved of mystery stories
   b) though the books were so expensive
   c) believed the books were not quality literature
   d) dislikes Edward Stratemeyer's questionable business practices

9. What is the author's attitude is described toward the Hardy Boys and Nancy Drew book series?   **(05)**

_____

_____

_____

10. Describe the structure of the passage?   **(06)**

_____

_____

_____

SECTION B	CREATIVE WRITING	TOTAL MARKS 20

Q1. Write a story on the following topic.   **(20)**
 "It's a freezing cold night. You find a homeless family on your doorstep and invite them into your home to sleep. But in the morning, the entire family cannot be found. They have left the only a broken mirror in the place of you gave them; it is a strange mirror…"

Ans. _____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____ _____

| **SECTION B** | **GRAMMAR** | **TOTAL MARKS 20** |

Q1. Complete the following sentences by putting the missing punctuation Marks. **(06)**

a) I like English

b) I like all towns London Paris and Rome while we stayed in good neighbourhoods

c) Charles beats his opponent fairly he was very enthusiastic and it showed through his happy attitude

Q2. Complete the sentences by using the correct form of verb given verbs in the brackets.

(05)

a) David.............. a hockey stick for a birthday present (choose).

b) Maximus.................... the bell which jangled all the way down into the corridor in the heart of the big house (ring).

c) The maid ....the wet clothes and put them before the fire. (wring)

d) Philip's................... all the doughnuts in the box. (devour)

e) Charles................... Ronald's in the English test. (beat)

Q3. Change the following sentences to indirect speech and vice versa. **(10)**

a) "Have you posted your thesis, Jonathan?" asked Mrs. Hawkins.

_____.

b) "It is raining heavily for three hours now", remarked Uncle Robert.

_____.

c) "I will get late arriving at the office for the appointment", exclaimed Philip's

_____.

d) "School will reopen on September 21st", announced the principal.

_____.

e) "Jane", called her mother", will you help me in the kitchen?"

_____.

f) "It is the end of winter holidays, I have not done any homework assigned", he shamefully admitted.

_____.

g) Grandpa complained that he could not walk down the steep staircase without support.

_____.

h) Wilson said that he is tired.

_____.

i) Seamen reported that the cabins were flooded.

_____.

j) Mrs. William's remarked that she would be ninety next birthdays.

_____..

Tests need to be constructed carefully. National Curriculum English Language Grade VI-VIII 2020 give clear guidelines on test construction and marking with sample rubrics for assessing listening, speaking, reading, and writing.

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 operationalized.

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 analysing 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

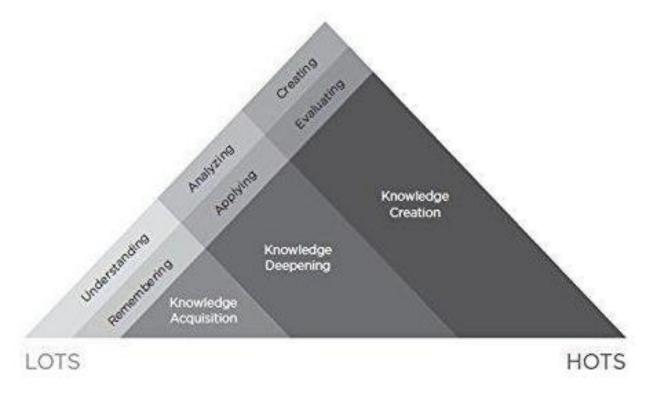# SUPPORTING RESPONSIVE TEACHING AND LEARNING THROUGH FEEDBACK

Chapter Four

Supporting Responsive Teaching and Learning through Feedback

Feedback is a compelling influence on learner achievement. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged- then teaching and learning can be synchronized and powerful (Hattie, 2009).

Feedback to Students

Helping students succeed in the 21st century world, requires teachers to 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 personalized. 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.

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
• Being positive • Even when criticizing, being constructive • Making suggestions (not prescriptions or pronouncements)	• Finding fault • Describing what is wrong and offering no suggestions about what to do. • Punishing or denigrating students for poor work

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. Education in the 21st Century focuses on not just academic learning but holistic development (Hare, 2006; Miller, 2019). Therefore, report cards at the elementary/middle school 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 visually accessible and comprehensible and 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.

(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				
Works independently and asks for help when needed.				
Actively participates in learning.				
Completes assignments and homework.				
Presents work clearly.				
Teachers' Comment:				

Your child's social and personal development				
Works, shares, plays respectfully and cooperatively.				

Exercises self-control and follows rules and directions. Demonstrates organizational skills.						

Teachers' Comments:

(Second inside Leaflet – Sample for Grades VI-VIII)

	Key Competencies	Child's Performance					
		Term I Marks			**Term II Marks**		
		Formative	**Summative**	**Total**	**Formative**	**Summative**	**Total**
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:

Attendance	Punctuality

Teacher's Signature: _____   **Date:** _____

Principal's Signature: _____   **Date:** _____

Parent's Signature: _____   **Date:** _____

CHAPTER FIVE

POST ASSESSMENT: REDEFINED GOALS/CURRICULUM

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 summarizes the use of the two types of assessments across three levels – the classroom, school, and district/province.

Elements of a Balanced Assessment System

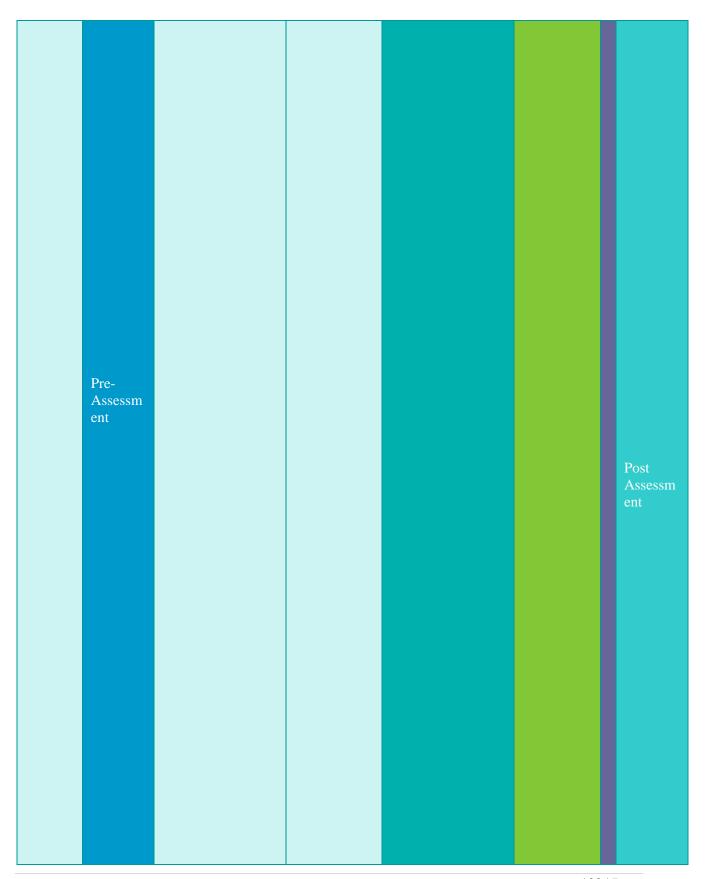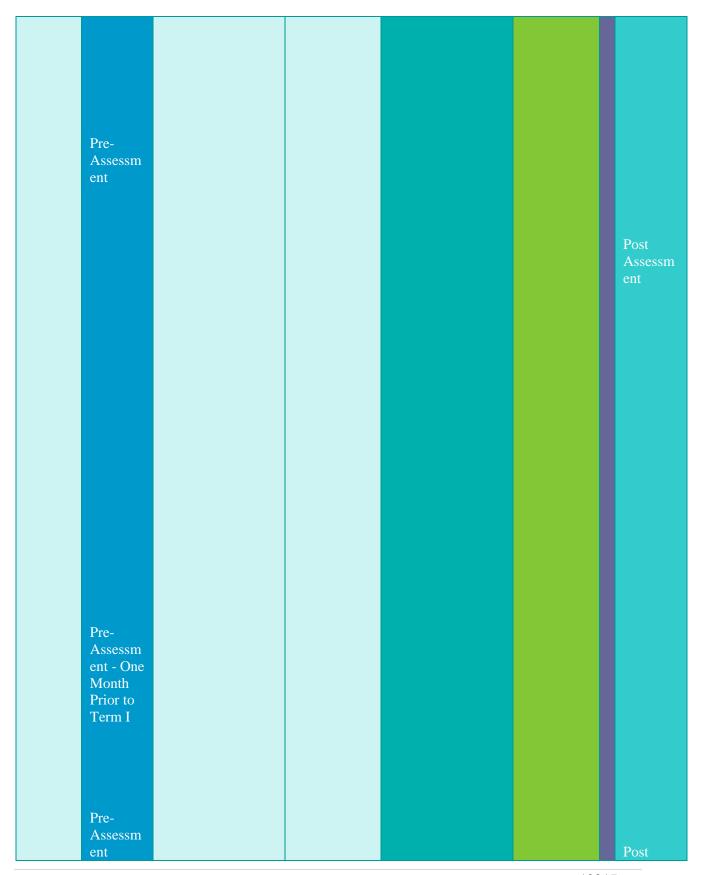| Level of Assessment	Purpose of Assessment	User of Information	How the Results can be Used for Enhancing Performance
Classroom assessment	To measure the level of student achievement on learning targets taught. To diagnose student strengths and areas needing further work.	Teacher Teacher student	Summative: To determine grades for reporting purposes. Formative: To revise teaching plans for next year/semester. Formative: To plan further instruction. Formative: To provide feedback to students. Formative: To self-assess and set goals for the next steps(s).
School based exam	To measure the level of student achievement on pre-set 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.
District, provincial or national large-scale assessments	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.
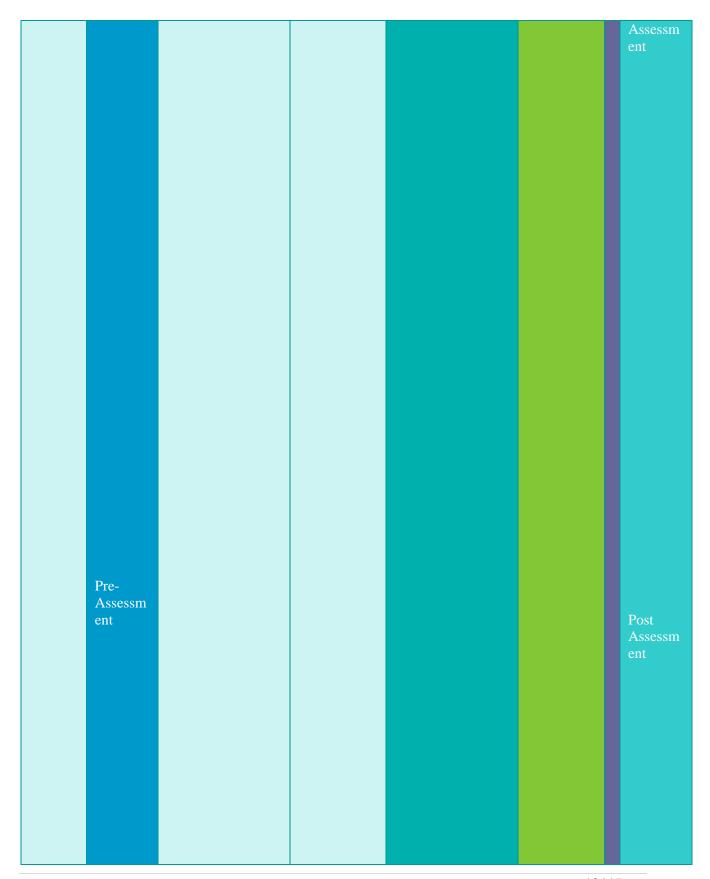
The following section presents schedules of assessment for grades I to V to illustrate how the three streams or levels of assessment can be employed in a balanced manner during an academic year. The schedule is also aligned with the SLOs.
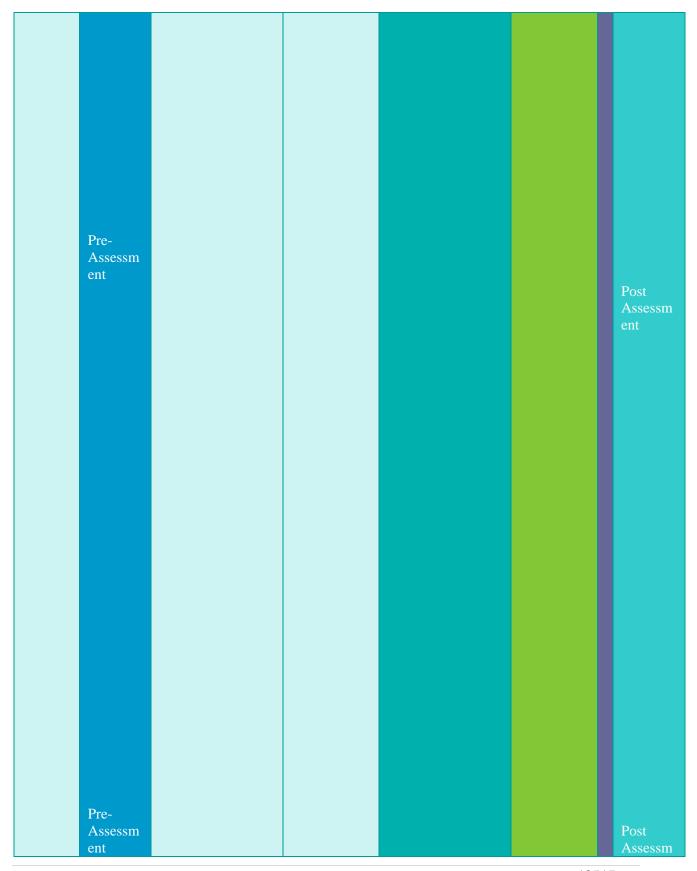
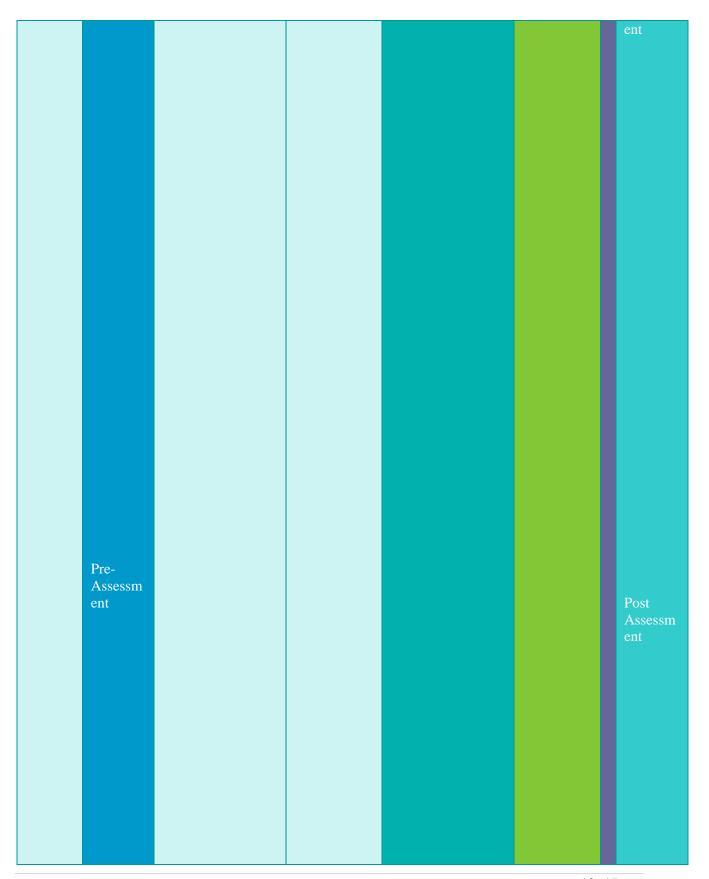**Balanced Assessment Schedule for Grades VI-VIII**

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

Pre-Assessment

Post Assessment

Pre-Assessment

Post Assessment

Pre-Assessment - One Month Prior to Term I

Pre-Assessment

Post

Pre-Assessment

Assessment

Post Assessment

Pre-Assessment

Post Assessment

Pre-Assessment

Post Assessm

Pre-Assessment
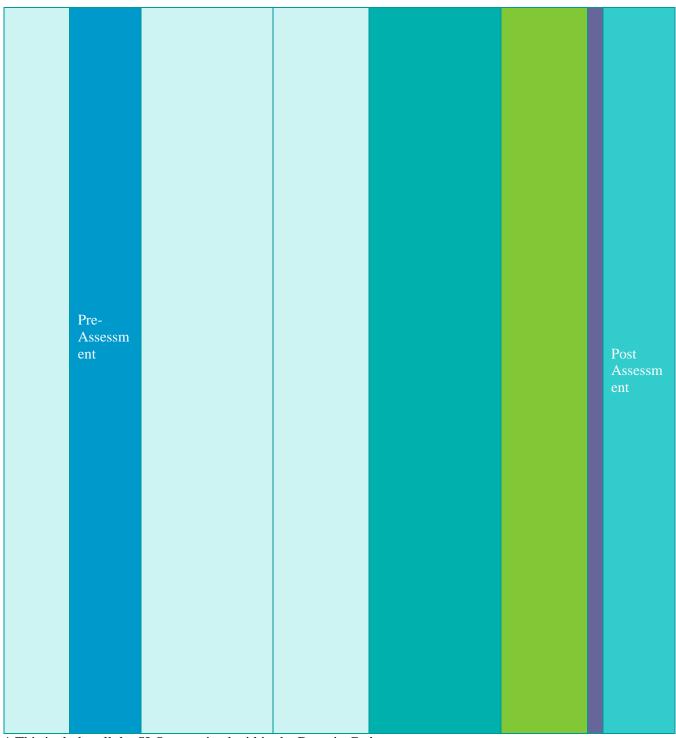
Post Assessment

ent

Pre-Assessment

Post Assessment

* This includes all the SLOs contained within the Domain Code

Concluding Remarks – Exit to the Next Cycle

The assessment framework elaborated on this document can be considered a blueprint of an assessment programme for elementary/middle school level. In its role as an extension of the framework developed from Grades I-V, the assessment framework for Grades VI-VIII aims to provide a broad overview of policy guidelines for assessment framework 2022 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. Therein it ensures that the assessments are interconnected and purposeful.

While the blueprint is necessary as an overarching guide, its enactment, as in the case of enactment of any curriculum and related assessment framework, 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			
	Factual The basic elements a student must know to be acquainted with a discipline or solve problems in it.	**Conceptual** The interrelationships among the basic elements within a larger structure that enable them to function together.	**Procedural** How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	**Metacognitive** Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
Remember **Recall or retrieve previous learned information from long-term memory**	**List** primary and secondary colours.	**Recognize** action words.	**Recall** how to perform a sum based on four operations.	**Identify** strategies for retaining information
Key Words (Verbs)	Labels, lists, names, outlines, states	Defines, describes, identifies, and knows.	Recalls, recognizes, matches.	Reproduces, selects.
Sample Assessment	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.
Understand **Construct meaning from instructional messages, including oral, written, and graphic communication.**	**Summarize** features of a new product.	**Explain** the main ideas of a play or piece of literature.	**Explain** in one's own words the steps for performing a complex task.	**Predict** one's response to a performance.
Key Words (Verbs)	*Summarizing* (abstracting, generalizing) *Explaining* (constructing models)	*Classifying* (categorizing, subsuming) *Exemplifying* (illustrating, instantiating)	*Interpreting* (clarifying, paraphrasing, representing, translating) *Comparing* (contrasting, mapping, matching	*Inferring* (concluding, extrapolating, interpolating, predicting)
Sample Assessment	Write an essay	Group Work/Cooperative Learning	Project Work	Story telling

Apply Carry out or use a procedure in a given situation.	Respond to frequently asked questions.	Provide advice to juniors.	Divide one whole number by another whole number, both with multiple digits.	Use techniques that match one's strengths. Use class rules in situations in which it is appropriate.
Key Words (Verbs)	Demonstrates, discovers.	Constructs, relates.	Computes, demonstrates, manipulates, operates, prepares, produces, solves.	Changes, discovers, modifies, predicts and uses.
Samples Assessment	Responds to questions.	Match, complete sentences.	Solves sums; role play.	Create a blog.
Analyse Break material into its constituent parts & determine how the parts relate to-one another and to an overall structure or purpose.	Select the most complete list of activities.	Distinguish between relevant and irrelevant numbers in a mathematical word problem.	Compare and contrast four ways of serving foods made with apples and examine which ones have the highest health benefits.	Determine the point of view of the author of an essay.
Key Words (Verbs)	Focusing, selecting	Differentiating (discriminating, distinguishing).	Organizing (finding, coherence, integrating, outlining, structuring).	Attributing (deconstructing).
Samples Assessment	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.
Evaluate Make judgments based on criteria and standards.	Select the most complete list of activities.	Determine which kinds of apples are best for baking a pie, and why.	Judge which of the two methods is the best way to solve a given problem.	Reflect on one's progress.
Key Words (Verbs)	Describes, explains.	Checking (coordinating, detecting, monitoring, testing).	Interprets, justifies, relates, summarizes, supports.	Critiquing (judging).
Sample Assessment	Group discussion.	Survey.	Interpreting a graph, a picture, etc.	Blogs; self-evaluation.
Create Put elements together to form a coherent or functional whole; reorganize elements	Generate a log of daily activities.	Compose a story.	Design an efficient project workflow.	Inventing a product.

into a new pattern or structure				
Key Words (Verbs)	Compiles, explains, reorganizes, summarizes,	Planning (designing).	Producing (construct).	Generating (hypothesizing).
Sample Assessment	Game; network with others.	Write a story.	Create a new model.	Create a learning portfolio.

Bloom's Revised Taxonomy Model – Affective Domain

Affective Domain			
Dimension	**Examples**	**Key words/Verbs**	**Sample Assessment**
Receiving **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.
Responding **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.
Valuing **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.
Organizing **Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.**	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 been learned.	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 between them.
Characterizing **Highest level. Internalizing values. Student has a value system that controls his or her behaviour. The**	Shows self-reliance when working independently; cooperates in group activities (displays teamwork); uses an	Acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies.	Group work and group project.

behaviour is pervasive, consistent, and predictable.	objective approach in problem solving; follows rules and regulations on daily basis.		

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Bloom's Revised Taxonomy Model – Psychomotor Domain

Affective Domain			
Dimension	**Examples**	**Key words/Verbs**	**Sample Assessment**
Perception (awareness) **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.
Set **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, and reacts, shows, states, volunteers.	Pre-lab assessment; self-criteria; summary of demonstration and set-up process.
Guided Response **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.
Mechanism (basic proficiency) **This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence & proficiency.**	Use a personal computer. Repair a toy. Drive a bicycle. Holding a pencil.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes and sketches.	Performance test (performance indicators). Self-evaluation on performance (based on progress and confidence) Performance in a game (football, hockey). Solving a problem, using pre-set procedures.
Complex Overt Response **Performs task or objective in a confident, proficient, and habitual**	Control and use correct movements when playing instruments; drawing with pencil	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats,	Clinical exams. Final project (ex. Create project exhibition).

manner	and painting proficiently. Operate and run machines (e.g. computer) efficiently. Use equipment with confidence.	manipulates, measures, mends, mixes, organizes and 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.	Performance in a role play.
Adaptation **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 and varies.	Field based tasks. Revise and improve procedures of movements; written responses. Portfolio.
Origination **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:

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

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Curriculum Mapping

Grade VI

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Competency A: Oral Communication Skills												
A1. Listening and viewing												
		Develop conversation for clarity and effect to engage a listener. (c)	01									
		Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. (c)	01									
		Deduce, meaning from context in both short and extended talk on a range of general and curricular topics. (c)	01									
Total Frequency			03									03
A2. Listening and Speaking Readiness												
		[Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. (c)	01	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse. (p)	1							

		Ask and respond to questions with correct language making meaning explicit. (P)	01									
Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience. (p)	01											
										Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech,	01	

									gestures, and movements. (p)		
Total Frequency	01		02		01					01	05

A3. Listening and Speaking for Different Purposes

	Speak confidently using complex vocabulary and longer sentences to fulfil different purposes. (c)	1	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed. Come to discussions prepared, having read or studied required material;	1	

	explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (c)											
Total Frequency		**02**										**02**
A4. Listening and speaking for different audience												
	Present an argument and viewpoint with clarity of purpose and a convincing manner. (C)	01										
	Participate in solo, paired and group assignments, including role play Show insight into texts and issues through choice of speech, gesture, movement, within role-play. (P)	01										
Total Frequency		**02**										**02**
COMPETENCY B- READING												
B1. Reading Readiness and Fluency												
Use familiar patterns (such as	01	Read aloud short and simple texts (fiction and non-fiction)	01	Use knowledge of previously learnt rules of silent letters	01							

digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes, and prefixes in the word to facilitate reading. (P)	frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting. (P)		in tricky words and learn to read new words. (P)									
	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? (m)	01	Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark) (p)	01								
Total Frequency	01		02		02							05

B2. Reading for Understanding

	Identify the use of language structure, vocabulary, and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification, and hyperbole. (c)	01			Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text. (p)	01				
	Explain how readers make choices about the texts they like reading, e.g., by author or genre. (p)	01			Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text. (p)	01				
	Apply strategies to comprehend questions by	01	01		Identify the use of language	01				

		marking keywords, verbs and tenses in literal/factual questions and Tag Questions. (C)			structure, vocabulary, and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognize a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognize features of an effective topic sentence					

				using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through: • definition, • example, and/or • Evidence. Analyse organizational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. Problem-solution. (P)						
Total Frequency		**03**			**03**				**06**	
B3. Reading for Meaning										
Identify the	01	Determine the	01		01	Scan to	1	Select,	01	

speaker of a poem or story (e.g., first-person, third person. (c)	meaning of words and phrases as they are used in a text, including figurative. Language such as metaphors and similes. (p)				answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied.	collate, and summarize ideas from texts by paraphrasing them in the simple but correct language. (p) Draw conclusions and make simple generalizatio ns (such as the moral of a story. (P)				
	Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points. (p)	01				Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation (p)	01			
	Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, and storyboard). (C)	01								
				Analyse	01					

					rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader. (p)						
	Distinguish between fact and opinion. Distinguish between positive and negative imperative language. (p)	01										
	Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture,	01										

	title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement). (C)										
	Identify different points of view in stories/poems. Differentiate between developing and static characters in the story. (c)	01									
	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem-solution in a text	01									

	(e.g., by linking an issue to its problem source). (c)									
	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. Use summary skills to: 1. Extract salient points and develop a mind map to summarize an expository text. 2. Transfer the written text to a table, diagram, flowchart, or work plan. (p)	01								
	Categorize literary works as fiction, nonfiction, poetry, or drama. Present a response by retelling the story, rating the book, sharing opinions. (c)	01								
	Read and view a variety of reading-	01								

		age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) Procedures (e.g., lists, recipes, directions, instruction manuals) Information reports and texts (e.g., reports, fact sheets) Interpersonal texts (e.g., letter, notices, notes) Drama (speech bubble and cartoon strips, dialogues) Lists (c)									
Total Frequency	01		10		01		02		02		16

COMPETENCY C: VOCABULARY & GRAMMAR										
C1. Vocabulary										
Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal). (p)	01			Find out the meaning of words (dictionary meaning i.e., denotative, and contextual meaning i.e., connotative) Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition. To identify pronunciation of a word with the help of a pronunciation key. Identify syllable division. Identify the part of speech of a word through abbreviation used. Identify correct spellings. Use a thesaurus to locate synonyms/ antonyms. Identify phrases	01						

			through keywords. Understand various abbreviations used in a dictionary. (c)							
			Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multi-syllabic words. (c)	01	Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing. (c)	01				
			Recognize and use simple binomial pairs (neat and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts. (c) Differentiate between homophones	01						

				(whether/weather, seen/scene, herd/heard, hare/hair), they're/ there/their). (c) Understand and Identify homographs- words spelled the same, with different pronunciation. (c)									
				Understand and utilize figurative language: similes, metaphors, personification given in the text and make sentences. Comprehend the role of compound words in vocabulary building and make compound words. (c)	01								
				Add hyperbole, onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing. (m)	01								
Total Frequency	**01**					**05**		**01**					**07**
C2. Grammar													

Sort the nouns by gender i.e., masculine, feminine, and common (e.g., baby), neuter (e.g., property). (f)	01	Form adjectives from nouns Identify adjectival phrases. (c)	01	SLO: E-06-C2-01] Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use post modifiers to go after a noun (e.g., the man in the blue shirt). (c)	01						
		Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives. (c)	01	Recognize and use nouns that are written in plural form but are in fact singular e.g., scissors. (c)	01						
		Recognize and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations,	01	Recognize and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one	01						

		requests, prohibition, doubt, obligation etc. in affirmative, negative, and interrogative sentences. (c)		another, myself). (c)							
		Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either…or…, neither…nor). Identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex. (c)	01	Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses. (p)	01						
				Recall and apply rules for use of	01						

				articles 'a', 'and' 'an' and 'the' in speech and writing. (p)									
				Demonstrate the use of main verbs and helping verbs. (f)	01								
				Demonstrate the use of main verbs and helping verbs. (c)	01								
				Identify and use adverb phrases in writing for different purposes. (c)	01								
				Use prepositions of position, time, movement, and direction including since and for. (c)	01								
Total Frequency	**01**				**04**		**09**							**14**
C3. Punctuation														
		Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, and commas. Recognize and rectify faulty	01	Use apostrophe with nouns (singular, plural) ending with missing sounds e.g., Keats' poetry, Boys' college etc. (c)	01								

	punctuation in a given text and own work. (c)													
Total Frequency			01		01									02

C4. Tenses

		Recognize the form, functions; and use of Simple present tense, (p)	01	Recognize and use the forms and functions of present perfect tense. (c)	01									
		Recognize the form, functions of present continuous tense. (c)	01	Recognize and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for Understand and use gerunds and participles. Use aspects of time correctly in speech and writing. (c)	01									
				Use past continuous in writing and Past perfect for a past action occurring before another past action (e.g., I had done my homework before	01									

			my father reached home). (c)							
			Recognize and use the forms and functions of future tense. (c)	01						
Total Frequency			**02**			**04**				**06**

C5. Sentence Structure

			Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject-Verb (intransitive) SV0: Subject-Verb-Object SVA- Subject-Verb-Adjective SVA- Subject-Verb-Adverb SVN-Subject-Verb-Noun (f)	01	Differentiate between phrases and clauses. (c)	01		Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost). (p)	01	
					Distinguish and write four types of sentences i.e., declarative, exclamatory	01				

					, interrogative, and imperative. (p)					
					Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences. (p)	01				
Total Frequency				01		03			01	05

COMPETENCY D: WRITING

D1. Writing Readiness and Spelling

	Practice note-taking for different purposes in a legible and consistent handwriting. (c)	01								

	Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; spelt with –tious and cious. Exception: -xious; spelt with –tial, -cial and exceptions. Making analogies from familiar words. (p)	01										
	Spell and write accurately using knowledge of phonic elements, words. (p)	01										
Total Frequency		**03**										**03**
D2. Writing for Understanding												
	Follow the steps of the process approach to plan for writing a	01								Write a short dialogue between two people. (c)	01	

	paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles. (c)									
	Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea. Write a simple unified paragraph on a given topic: • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting details to complete the idea. (p)	01							Write the final draft after complete editing and proofreading. (p)	01	
Total Frequency		**02**								**02**	**04**
D3. Writing for Meaning										

							Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. Use chronological /sequential order of arranging detail/	01	

										Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. Focus on clarity of ideas that show cohesion, cause, and effect relationship. Use words that express emotions. Decide purpose and audience. Check sentence variety and transitions. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately. (p)		
Total Frequency											**01**	**01**
D4. Various Text Types												

	Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, because). Use precise language and domain-specific vocabulary to inform about or explain the	1					Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement. (p)	1	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of	1	

	topic. Provide a concluding statement or section related to the information or explanation presented. (c)								events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. (m)		
	Write opinion piece on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using correct words and phrases.	01					Proofread and edit texts for errors of •sentence structure. • Subject/verb agreement. •noun/pronoun agreement. •connectives. •punctuation and spelling. (m)	01	Write a short dialogue between two people. (p)	01	

	Provide a concluding statement and analyse or section related to the opinion presented. (p)										
	Write a simple descriptive composition (giving physical description and characteristics/ traits of a person /object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft (c)	01							Write a poem describing objects or places. (p)	01	
	Write informal letters to people in extended social and academic environments for various purposes. e.g., Thank you letter. Follow conventions	01							Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure. (p)	01	

	of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style, and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. ¬ Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.) (c)									
	Write a formal letter/email (application, complaint). (c)	01								
	Write the main idea of a familiar and unfamiliar poem. (c)	01								

Receiving	No	Responding	No	Valuing	No	Organizing	No	Characterizing	No	Total
Total Frequency			06				02			04	12
Overall Total	05		42		24		09	04		10	94

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	No	Responding	No	Valuing	No	Organizing	No	Characterizing	No	Total
Competency A: Oral Communication Skills										
A1. Listening and Viewing										
		Develop conversation for clarity and effect to engage a listener.	01							01
Total Frequency			01							01
A2. Listening and Speaking Readiness										
				Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.	01					01

Total Frequency				01					01
A3. Listening and Speaking for Different Purposes									
		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the	01						01

		topic, text, or issue to probe and reflect on ideas under discussion.							
Total Frequency			**01**						**01**
A4. Listening and Speaking for different audience									
			Participate in solo, paired and group assignments, including role play Show insight into texts and issues through choice of speech, gesture, movement, within role-play.	01					01
Total Frequency					**01**				**01**
COMPETENCY D: WRITING									
D1. Writing Readiness and Spelling									
			Write a short dialogue between two people.	01					01
Total Frequency					**01**				**01**
D4. Various Text Types									
			Write narratives to develop real or imagined	01					01

			experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and					

		sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.					
		Write a formal letter/email (application, complaint).	01				01
	Write a poem describing objects or places.	01					01
Total Frequency		**01**		**02**			**03**
Overall Total	**02**		**02**		**04**		**08**

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies													
Perception	**No**	**Set**	**No**	**Guided Response**	**No**	**Mechanism**	**No**	**Complex Overt Response**	**No**	**Adaptation**	**No**	**Origination**	**No**	**Total**
Competency A: Oral Communication Skills													
A1. Listening and Viewing													
Listen to, view and	01													01

respond to texts for different purposes in a variety of contexts for enjoyment and understanding.												
Total Frequency	01											01

A2. Listening and Speaking Readiness

Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding	01	Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	01	Ask and respond to questions with correct language making meaning explicit.	01							03
				Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	01							01

Total Frequency	01	01		02							04

A4. Listening and Speaking for different audience

			Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play	01							01
Total Frequency				**01**							**01**

COMPETENCY B- READING

B1. Reading Readiness and Fluency

			Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	01							01

				01								01
Total Frequency												

COMPETENCY C: VOCABULARY & GRAMMAR												
C3. Punctuation												
			Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, and commas. Recognize and rectify faulty punctuation in a given text and own work.	01								01
Total Frequency					**01**								**01**

COMPETENCY D: WRITING												
D1. Writing Readiness and Spelling												
			Practice note-taking for different purposes in a legible and consistent handwriting.	01	Write multi-syllable words at grade level with correct spelling,	01						02

					using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; s/ spelt with –tious and cious. Exception: -xious; spelt with –tial, -cial and exceptions. Making analogies from familiar words.						

			Spell and write accurately using knowledge of phonic elements, words.	01											01
Total Frequency					02		01								03

D2. Writing for Understanding

			Write a short dialogue between two people.	01											01
Total Frequency					**01**										**01**

D3. Writing for Meaning

			Complete a single paragraph using your own words, phrases, and complex sentences.	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	01									02

				feedback, developing a final draft.						
Total Frequency				**01**		**01**				**02**
Overall Total	**02**	**01**		**09**		**02**				**14**

Curriculum Mapping

Grade VII

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Competency A: Oral Communication Skills												
A1. Listening and Viewing												
				Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations. (M)	01							
				Practice speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions,	01							

			conduct a discussion, draw together ideas, and promote effective sharing of ideas. (P)							
			Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (M)	01						
Total Frequency					03					03
A2. Listening and Speaking Readiness										
	Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding (P)	01								
			Demonstrate 'attentive	01						

				listening' skills towards others and be sensitive to the rules of turn-taking and discourse. (P)							
				Ask and answer questions of personal relevance, information, and variety of communicative purposes. (M)	01						
		Develop the ability to pose rhetorical questions for a range of audiences. (C)	01								
									Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements. (C)		
Total Frequency			**02**		**02**				**01**		**05**
A3. Listening and Speaking for Different Purposes											
				Speak confidently using complex vocabulary and longer sentences to fulfil different	01						

								purposes. (P)	
								Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read, or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (C)	01
Total Frequency					01				01	02

A4. Listening and speaking for different audience										

								Engage in extended	01

									discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. (M)		
			Work effectively in skills in solo, paired and group assignments, including role-play and drama. (F)	01							
Total Frequency					01					01	02
COMPETENCY B- READING											
B1. Reading Readiness and Fluency											
			Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes, and root words to decode it, pronounce it	01							

			correctly and read fluently. (P)								
			Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting. (P)	01						
			Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words. (F)	01						
			Use common punctuation cues to aid								

			comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognize and rectify faulty punctuation in given passages and own work. (C)								
		Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? (M)	01								
Total Frequency			01		03						04
**B2. Reading for Understanding**
		Guess the	01								

	meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. (M)								
						Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personificatio n, hyperbole, and onomatopoeia , considering the impact on the reader. (P)	01			
	Read an extensive range of fiction and nonfiction books and guess the meaning of the words and	01							

		phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning. (M)							
		Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts. (M)	01						
					Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and	01			

					supporting, details. Recognize features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs to identify sentences that support the main idea through: • illustration, • evidence, and/or • Cause and effect. Analyse organizational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast					

					c. cause-effect d. problem-solution. (C)						
			Apply strategies to comprehend questions by marking keywords, verbs, and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response. (P)	01							
		Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response. (M)	01								

Total Frequency		4				1		1		6
B3. Reading for Meaning										
				Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone. (C)	01					
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (C)	01								
	Read and identify relevant	01								

	points, collate, synthesize, and summarize ideas from different parts of the text to understand the contextual meaning of language. Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether									

		predictions about the content of a text are acceptable or should be modified and why. (M)									
					Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, and correct use of imperative language. (C)	01					
		Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual	01								

		clues (topic sentence, synonyms, and antonyms. (M)								
					Explain how an author develops the point of view of the narrator or speaker in a text. Appreciate high rise and low-rise character development, development of plot and its resolution. (P)	01				
					Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the	01				

					development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, resolution) (C)					
		Determine a central idea of an informational text and how it is conveyed through particular	01								

		details; provide a summary of the text distinct from personal opinions or judgment. Use summary skills to: 1. Extract salient points and develop a mind map to summarize a procedural and functional text. 1. Transfer the written text to a table, diagram, flowchart, or work plan. (C)									
		Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction	01								

		texts. Give an informed personal response to a text and provide some textual reference in support. (M)								
					Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader. (C)	01				
					Identify different points of view (e.g.,	01				

					first-person, third-person narrative) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (M)					
					Summarize complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by: a. identifying the gist/ main idea and key details b.	01				

				identifying general patterns from more than one source. (P)					
		Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, and storyboard). (P)	01						
	Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation. Application in new situation	01							

	(M)									
Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes) Drama (a speech bubble, cartoon strips, play scripts and role plays)	01									

Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works). (F)									
Total Frequency	**01**		**06**		**01**		**07**				**15**

<table>
<tr><td colspan="10" align="center" style="background-color:#17B4B4;">COMPETENCY C: VOCABULARY & GRAMMAR</td></tr>
<tr><td colspan="10">C1. Vocabulary</td></tr>
<tr>
<td></td><td></td><td></td>
<td>Explain the meaning of words from how they are used in different contexts i.e. use of contextual clues and identifying the word-class the words belong to.
Use dictionary / Thesaurus to Locate guide words.
Locate entry word.
Choose appropriate word</td>
<td>01</td><td></td><td></td><td></td><td></td><td></td>
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</table>

			definition. Identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds Identify syllable division identify the part of speech of a word through abbreviation used. Identify correct spellings. Use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences. Identify phrases through keywords Understand various							

			abbreviations and acronyms used in a dictionary. (P)								
Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal). (F)	01										
			Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -cracy, -ism). (C)	01							
			Comprehend and use idioms and proverbs in the different texts. Comprehend and use simple phrasal verbs and adverbial phrases. Differentiate between homophones	01							

			and near homophones (Advice/advise). Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Identify and use homographs-words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, and subject, intimate). (C)							
			Distinguish between the connotations	01						

			(associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types. Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.							
			Understand and utilize similes, metaphor, personification, mood, alliteration and	01						

			imagery (C)							
			Onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing. (C)	01						
					Analyse analogies, complete analogies correctly. (C)	01				
Total Frequency	**1**				**6**		**1**				**8**

C2. Grammar

			Change compound nouns in plural form. (E.g., babysitter-babysitters).(C)	01						
			Use specific words for genders and gender-neutral terms where needed. (C)	01						
			Identify and use personal pronouns (e.g.,	01						

			he, she, they, her, his, him, their, them) demonstrative (e.g., this, that), interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody). (C)						
			Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e., Singular pronouns requires singular antecedent, plural pronouns required plural	01					

			pronouns). (C)							
			Use articles correctly in speech and writing. (C)	01						
			Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech. (C)	01						
			Use different types of adjectives: regular, irregular, and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive,	01						

			comparative, superlative of varying syllables and irregular degree. (C)							
			Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession. (C)	01						
			Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish	01						

			and use linking, feeling verbs and verbs of possession. (C)						
			Recognize and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences. (C)	01					
			Use adverbs, adverb phrases in their speech and writing. (C)	01					
			SLO: E-07-C2-ADD] Use adverb clauses as needed in their speech and writing. (C)	1					
			SLO: E-07-C2-12] Use prepositions of	1					

			position, time, movement, and direction including since and for. Use compound prepositions and prepositional phrases. (C)						
Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either…or…, neither…nor…) Recall the use of	01								

coordinating and subordinating conjunctions.(P)										
Total Frequency	**1**				**13**					**14**

C3. Punctuation

			Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes, and quotation marks. (C)	01						
			Identify, apply, and use apostrophe with nouns in reading and writing. (C)	01						
Total Frequency					**2**					**2**

C4. Tenses

		Recognize the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for (C)	01							
Recognize the form, and various functions of simple past tense. (C)	01									
Total Frequency	**01**			**01**						**02**

C5. Sentence Structure

		Identify and differentiate between sentences, clauses, and phrases. (C)	01							
		Use sentences with direct and indirect objects and sentence patterns:	01							

			SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC-Subject-Verb-Object (direct)-Complement (P)						
			Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost). (C)	01					
			Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative,	01					

			and imperative. (C)							
			Change tense in indirect speech (present, past, and perfect tenses in exclamatory sentences and paragraphs. (P)	01						
Total Frequency			**01**		**04**					**05**

COMPETENCY D: WRITING

D1. Writing Readiness and Spelling

			Apply editing and proofreading skills to a range of different texts and contexts. (P)	01						
			Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making	01						

			analogies from familiar words. Making words with –able, -ible, -ably, -ibly, Use of suffix –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed). (C)							
Total Frequency				02						02
D2. Writing for Understanding										
			Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety	01						

		of graphic organizers, freewriting, and note-taking. (p)								
								Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context. (P)	01	
								Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. (P)	01	
								Write the final draft after complete editing and proofreading. (P)	01	
Total Frequency				**01**					**03**	**04**

D3. Writing for Meaning

								Write multiple paragraphs on a single topic (on the given text types),	01	

								using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft. Use chronological/sequential order of arranging detail. Write a composition of three or more paragraphs following conventions of essay writing: •Introductory paragraph • Body paragraphs • Concluding paragraphs Recognize that the introductory paragraph carries the main idea of the		

									essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence (example, definition or evidence) to develop the main idea. The concluding paragraph contains a summary of the whole essay and a general concluding statement. (P)		
Total Frequency										**01**	**01**

D4. Various Text Types

									Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing narrators	01	

								and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. (M)	
								Write informative/explanatory texts to examine a topic and convey ideas and information.	01

							Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the		

										information or explanation presented. (M)		
										Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. (M)	01	
										Write a simple descriptive composition	01	

								(giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary, and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft. (M)		
								Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context. (M)	01	
								Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. · Revise for: • Correct format,	01	

								layout. Write a Formal letter of application to people within your environment (principal/ teacher). (P)	
								Write a formal letter/email (application, complaint, and acceptance/rejection). (P)	01
								Write a poem narrating an event. (P)	01
			Use paraphrasing skills to paraphrase stanzas in a poem. (P)	01					
			Use paraphrasing skills to paraphrase stanzas in a poem. (P)	01					
								Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure. (P)	**1**
							Proofread and edit texts for	1		

									errors of • Sentence structure. • Subject/verb agreement. • Noun/ pronoun agreement. • Transitional devices • Punctuation and spelling. (P)				
Overall Total				02					01		09	12
Grand total	4		14	42		09		02			16	87

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	**No**	**Responding**	**No**	**Valuing**	**No**	**Organizing**	**No**	**Characterizing**	**No**	**Total**
Competency A: Oral Communication Skills										
A1. Listening and Viewing										
				Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations.	01					
						Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a	01			

						discussion, draw together ideas, and promote effective sharing of ideas			
Total Frequency					**01**		**01**		**02**

A2. Listening and Speaking Readiness

		Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding	01						
Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	01								
		Ask and answer questions of personal relevance, information and variety of communicative purposes.	01						
						Develop the ability to pose rhetorical questions for a range of audiences.	01		
						Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech,	01		

					gestures and movements.			
Total Frequency	01		02			02		05

A3. Listening and Speaking for Different Purposes

		Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.	01					
				Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed Come to discussions prepared, having read or studied required material; explicitly draw on that	01				

			preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion					
Total Frequency			01		01			02
A4. Listening and Speaking for different audience								
							Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	01
Total Frequency								01	01
D4. Various Text Types								
					Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	01		
					Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their	01		

					relationships in context.				
	Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. Revise for: • Correct format, layout. Write a formal letter of application to people within your environment (principal/ teacher).	01							
	Write a formal letter/email (application, complaint, and acceptance/rejection).	1							
Total Frequency		**02**					**02**		**04**
Overall Total	**01**	**05**		**02**			**05**		**01**	**14**

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies												
Perception	No	Set	No	Guided Response	No	Mechanism	No	Complex Overt Response	No	Adaptation	No	Origination	No	Total
Competency A: Oral Communication Skills														
A1. Listening and Viewing														
						Adapt speech, non-verbal gestures, and movement to meet an increasing range of situations.	01							
Total Frequency						01								**01**
A2. Listening and Speaking Readiness														
Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	01													
						Perform a drama/play	01							

					script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.						
Total Frequency	01				01						02
	Listening and Speaking for Different Purposes										
	Listening and speaking for different audience										
Overall Total	1				2						3

Curriculum Mapping

Grade VIII

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Competency A: Oral Communication Skills												
A1. Listening and Viewing												
				Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (F)	01							
				Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (P)	1							
				Apply knowledge	1							

				from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (M)								
Total Frequency					03							03
A2. Listening and Speaking Readiness												
				Apply knowledge from listening to, viewing, and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (M)	01							
				Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.(P)	01							
				Ask and answer questions of personal	01							

			relevance, information, and variety of communicative purposes. (M)							
		Develop the ability to pose rhetorical questions for a range of audiences. (C)	01							
								Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements. (C)	01	
Total Frequency			1		3				1	5
A3. Listening and Speaking for Different Purposes										
			Speak confidently and fluently in a wide range of contexts to fulfil different purposes. (P)	01						
								Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	01	

									teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (C)		
Total Frequency					01					01	02

A4. Listening and speaking for different audience										
								Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. **(M)**	01	
			Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence. **(P)**	01						
Total Frequency				1					1	2
COMPETENCY B- READING										
B1. Reading Readiness and Fluency										
			Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also	01						

			read unfamiliar sentence patterns fluently with proper stress, expression, and joy. (P)							
			Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly. (P)	01						
			Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words. (F)	**01**						
			Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash,	01						

			ellipses). Recognize and rectify faulty punctuation in given passages and own work and correct others' work. (C)									
		Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? (M)	01									
Total Frequency				01		04							05
B2. Reading for Understanding													
		Guess the meaning of the word and phrases in the	01									

		text. Compare with the dictionary meaning to understand the contextual meaning. (M)								
							Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (P)	01		
		Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the	01							

		difference between the literal and contextual meaning. (M)							
		Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendati ons and develop an interest in a variety of texts. (M)	1						
					Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer	01			

					throughout the text. Recognize features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through: • evidence, • cause and effect, and/or • comparison and contrast. Analyse organizational patterns in a text: 1. List/ sequence of ideas/ events 2. Comparison-contrast					

				3. Cause-effect 4. Problem-solution 5. Reasons/ assumptions-conclusion. (C)					
			Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response. (P)	01					
Total Frequency		**3**		**1**		**1**		**1**	**6**
			B3. Reading for Meaning						
		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	01							

		meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (M)								
					Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text. (M)	01				
			Read and use inference and deduction to recognize implicit meaning (e.g., look for supporting	1						

			details within a text/paragraph) using prior knowledge and contextual cues effectively. Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why. (P)							

					Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts. (C)	1				
					Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main	01				

					idea of the text, distinguishing between fact and opinion where necessary. (C)					
					Analyse how an author develops and contrasts the points of view of different characters or narrators in a text. Criticize the plot development with respect to different aspects of the story. (M)	01				
					Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify	01				

					rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems. Identify and analyse stages of plot development in a fiction text. (Exposition, setting, climax, character development, resolution). (C)					
					Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting	1				

						ideas; provide an objective summary of the text. Use summary skills to: 1. Extract salient points and develop a mind map to summarize a variety of informational texts. 1. Transfer the written text to a table, diagram, flowchart, or work plan.(M)			
						Give an informed personal response to a text and provide some textual reference in support. Reading to structure and analyse descriptive/argumentative/persu	1		

							asive essays. Reading to identify, analyse and structure an application/letter/report/summary/biography/autobiography. (P)				
							Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes. (P)	1			
						Identify different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or	1				

					purpose in a text and analyse how the author distinguishes his or her position from that of others. (M)					
			1						Summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g., a. contextual information b. writer's viewpoint c. implied	1	

											information. (F)		
				Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams). (P)	01								
				Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Understand explicit meanings, through literal and vocabulary questions. Understand implicit meanings and nuances of language, through	01								

	inferential questions and questions on writer's craft. (M)									
Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g.,	1									

project reports, fact sheets, brochures f. Interpersonal texts (e.g., informal and formal letter, notices, to email) g. Factual recounts (e.g., eye-witness accounts, news bulletins) h. Drama (play scripts) i. Explanations (e.g., how something works) j. Expositions (e.g., reviews, arguments). (F)									
Total Frequency 01		02		02		07		02	01
COMPETENCY C: VOCABULARY & GRAMMAR									
C1. Vocabulary									
			Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language;	01					

			expositions; persuasive language) in both familiar and unfamiliar settings. Use dictionary / Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word. Choose appropriate word definition according to the context. Identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. Identify syllable division and stress patterns. Identify the part of speech of a word through abbreviation used. Use thesaurus and dictionary to locate synonyms/						

			antonyms according to the context and use in writing. Identify phrases through keywords. Use abbreviations and acronyms correctly. (P)							
Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal). (F)	1									
			Use knowledge of syllable patterns, roots (e.g. bio, funct), and prefixes and suffixes (e.g., semi-, quad, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress. (C)	01						
			Comprehend and use contemporary Idioms and proverbs in the different texts and	01						

				in their speech. Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth Use homographs in writing. (C)						
					Distinguish between the connotative and denotative meaning of words, both similar and dissimilar	01				

				denotations and their appropriate use in a variety of writing and texts. (C)							
			Understand and utilize similes, metaphors, personification, imagery, scheme, alliteration. (C)	01							
			Hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also. Analyse and create analogies correctly in tasks. (C)	01							
Total Frequency 01				06		01					08

C2. Grammar

	Understand the difference between singular and plural countable and uncountable	01									

			nouns (E.g., The scissors are on the table. vs. There is a pair of scissors on the table. The news is not very good). (F)							
			Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. (C)	01						
			Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns.	01						

				Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (C)							
				Apply the rules and correct usage of articles through reading, speech and writing. (C)	01						
				Identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing. (C)	01						
				Analyse and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives. (C)	01						
				Use helping verbs, transitive and intransitive verbs in speech and writing.	01						

			Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession. (C)						
			Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing, and feeling verbs, mental and thinking verbs and verbs of possession e.g., (C)	01					
			Use modals correctly in speech and writing to create an effect and impact on the reader. (M)	01					
			Use adverbs, adverb phrases, and recognize adverb clauses as needed in their speech and writing. Identify and use	01					

			degrees of comparison of adverbs. (C)						
			Identify and use compound prepositions and prepositional phrases in writing. (C)	01					
			Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/i.e.., He could not attend the meeting because he was sick. "Recognize and use correlative conjunctions including pairs such as ""both/and,"" ""either/or,""	01					

			""neither/nor,"" ""not/but"" and ""not only/but also.""(C)							
Total Frequency			01		11					12

C3. Punctuation

			Punctuate paragraphs and longer pieces of text correctly. (C)	01						
			Identify, apply, and use apostrophe/contractions with nouns in complex readings and extensive writing. (C)	1						
Total Frequency				2						2

C4. Tenses

			Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing. (P)	01						

Total Frequency					01						01

C5. Sentence Structure

					Identify and differentiate between a variety of phrases and clauses. (C)	01					
				Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes. (P)	01						
				Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation. (P)	01						
				Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative, and imperative (C)	01						

			Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing. (P)	01						
Total Frequency					04		01				05

COMPETENCY D: WRITING	

D1. Writing Readiness and Spelling

			Apply editing and proofreading skills to a range of different texts and contexts. (P)	01						
			Use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in							

			words, letter string –ough words and homophones. 'I' before 'e', except after 'c' rule with exceptions. (C)							
Total Frequency				01						01

<div align="center">

D2. Writing for Understanding

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								Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. (C)	01	
								Write a short dialogue between two people, giving narration/backgr ound in brackets, using conventions of the director's notes. Use vocabulary, tone	01	

								and style appropriate to context and relationship between addresser and addressee. (P)		
								Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. (P)	**01**	
								Write the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow	01	

								of thought. (P)	
Total Frequency									04	04

D3. Writing for Meaning

								Write multiple paragraph essays/stories; multi-stanza poems or play script using correct punctuation and spelling, grammar, grade-level vocabulary, and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre-writing, editing and final draft stages. Use chronological/se	1	

									quential order of arranging detail. Present comparison and contrast State opinions with reasons to support perspective and give appropriate conclusions. Add adequate supporting detail to the topic sentence (example, definition, data, illustration, or evidence) to develop the main idea. (P)		
Total Frequency										**01**	**01**

D4. Various Text Types

									Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive	01	

							details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time frame or setting to		

							another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. (M)	
			01					Write informative/expl anatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,	01

							comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and		

								maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.		
								Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and	01	

								demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented (M)	
		Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using						01	

								correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft. (M)	
								Write a short dialogue between two people, giving narration/backgr ound in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee. (M)	1
								Compare and write informal and formal letters to people in extended social and academic	01

									environments for various purposes. (P)		
									Write a formal letter/email (application, complaint, acceptance/rejection, and condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee. (P)	01	
									Write a poem narrating an event or a story. (P)	01	
			Use paraphrasing skills to paraphrase stanzas in a poem. (P)	01							
									Use summary skills to write an objective summary of the	01	

											given text and poems. (F)		
											Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure. (P)		
			Proofread and edit texts for errors of: •sentence structure. •subject/verb agreement. •noun/pronoun agreement. •reference words, connectives/transitional devices. •punctuation and spelling. (P)	01									
Total Frequency					02							09	11
Overall Total	02		08		42		10		03			18	83

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	No	Responding	No	Valuing	No	Organizing	No	Characteri zing	No	Tot al
Competency A: Oral Communication Skills										

A1. Listening and Viewing									
			Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening	01					
			Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.	01					
		Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning	01							
Total Frequency			o1		2				3
A2. Listening and Speaking Readiness									
		Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	01							
[SLO: E-08-A2-									

02] Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	1					
		[SLO: E-08-A2-03] Ask and answer questions of personal relevance, information and variety of communicative purposes	1			
				[SLO: E-08-A2-04] Develop the ability to pose rhetorical questions for a range of audiences.	1	
				[SLO: E-08-A2-05] Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.	1	
Total Frequency	1		2		2	5
A3. Listening and Speaking for Different Purposes						
		[Peak confidently and fluently in a wide range of contexts to fulfil different purposes.	1			

				Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	1				
Total Frequency			1		1				2

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A4. Listening and Speaking for different audience

</div>

				Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's	1				

				own with clarity and coherence.					
Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence	1								
Total Frequency	1					1			2

<table>
<tr><td colspan="10" align="center">COMPETENCY D: WRITING</td></tr>
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D1. Writing Readiness and Spelling

Total Frequency									

D2. Writing for Understanding

				Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	1				
Total Frequency						1			1

D4. Various Text Types

				Write narratives to	01				

				develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time			

					frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.			
					Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	01		

				understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.				
				Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	01			
	Compare and write	01						

			Perception	No	Set	No	Guided Response	No	Mechanism	No	Complex Overt Response	No	Adaptation	No	Origination	No	Total
	informal and formal letters to people in extended social and academic environments for various purposes.																
	Write a formal letter/email (application, complaint, acceptance/rejection, and condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	O1															
Total Frequency				2								3				5
Overall Total	2			6					3				7				18

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies														
Perception	No	Set	No	Guided Response	No	Mechanism	No	Complex Overt Response	No	Adaptation	No	Origination	No	Total
Competency A: Oral Communication Skills														
A2. Listening and Speaking Readiness														
Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of	01													

turn-taking and discourse														
						Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures, and movements.	01							
Total Frequency	01						01							2
Overall Total	1						1							2