**Domain A: Oral communication Skills (listening and speaking)**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative**

**1.SLO: ( M-06-A-1: )** Develop Conversation for clarity and effect to engage a listener.

**Type of Task: Activity**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Role Play  **Characters**  Teacher  Student  **Theme:**  My Aim in life | **Activity:**  Listen to the documentary about Abdul Sattar Edhi.  Presentation of students about services a Abdul Sattar Edhi |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**2.SLO: ( E-06-A1-02: ) Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.**

**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task: Test Item**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative** | **Rubrics** |
| Watch a documentary about season of Pakistan  Students will be divided into four groups.  Each graph will tell about one season. | Activity: Watch a documentary about healthy food.  Teacher will ask questions about healthy food.  Q. Why the body needs food?  Q. Tell the names of three healthy foods? |  |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**3. SLO: ( E-06-A1-03: ) Deduce, meaning from context in both short and extended talk on a range of general and curricular topics**

**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task: Test Item**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity;**  Listen to the audio about mother Tresa  Complete the Ex-1 page -13 of Model text book. | Watch the story of The Clever Crow (Video)  Complete the Ex-3 at page 31 of model text book |  |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**4. SLO: ( E-06-A2-02: ) Demonstrate ‘attentive listening’ skills towards others A2.02.1 and be sensitive to the rules of turn-taking and discourse.**

.**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task: Test Item**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**: Listen & perform.  Student will work in groups.  One group will give commands / instructions.  Examples.   1. Pick up your pencil. 2. Write your name on the notebook. 3. Underline your name.   Other groups will act/perform according the instructions. | Activity: Watch a Video about pollution.  Answer the question related to pollution.  Q. What is noise pollution?  Q. How does pollution affect the living things? |  |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**5. SLO: ( E-06-A2-03: ) Ask and respond toquestions withcorrect languagemaking meaning explicit.**

.**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task: Test Item**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**; Listen to the Audio about story The Clever Crow.  Answer the question asked by the teacher orally.  Q. how did the crow managed to raise the level of water? | Activity: Listen the Audio About Story Hare & Tortoise.  Q. Tell the adjective used in the story. |  |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**6. SLO: ( E-06-A2-01: ) Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment A2.02 and understanding**

.**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task: Test Item**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Listening Activity:**  Work in Pairs  Look on the picture at 66  Answer the question orally | **Activity:** Watch a video on first Aid.  Answer the question asked orally.  Q. How first aid is useful?  Q. Why should we get knowledge of first aid? |  |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**7. SLO: ( 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 Recite poems or read prose aloud with proper intonation and expression to engage the audience.”, etc.)**

**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Formative** | **Rubrics** |
| **Activity:** Dialogue written in book/produced by teacher.  Student will work in pair.  Students will read aloud the dialogue statement and perform also. | Activity:  Student will read aloud a poem given by the teacher with proper intonation and expression. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**8. SLO: (E-06-A2-05: ) Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.**

.**Type of Task: Activity**

**Level of SLO: Application**

**Task:**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity**: Student will create and perform play.  Theme: Follow Traffic Rules  Characters:  Traffic Sign  Policeman (Warden)  Drivers  Pedestrian | **Activity:** Perform the activity “Creating a play” at page 28 of book. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**9. SLO: ( E-06-A3-01: ) Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.**

.**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Imagine and discuss “how the life will be in 2035?  Each Students will tell turn by turn. | **Activity:**  Student will speak / Tell  “How to help someone with a heatstroke.” |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**10. SLO: ( 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: a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed b. 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.**

**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Collaborative discussion  i. In Pairs.  ii. In Groups.  Topic  How to be a good humanitarian.  Under the supervision of the teacher. | **Activity:**  Collaborative discussion  One to one  Topic: Festivals  Teacher will assess  i. Clarity of ideas  ii. Use of Vocabulary  iii. Intonation  iv. Confidence |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**11. SLO: ( E-06-A4-01: ) Present an argument and viewpoint with clarity of purpose and a convincing manner.**

.**Type of Task: Activity (Performance Task)**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Group Discussion  Topic: Oral Hygiene  Student will be divided into groups.  After group Task representative of every group will present the main points.  Teacher will supervise. | **Activity:**  Watch the video on oral Hygiene Teacher will ask:  i. Why is it important to clean your teeth twice a day?  ii. What will happen if you don’t brush your teeth? |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**12. SLO: ( 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, withinrole-play**

.**Type of Task: Activity (Performance Task)**

**Level of SLO: Application**

**Task:**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Role play theme: Dignity of work  Characters: Students will act using dialogues of their own choice.  Teacher will assess  i. Performance  ii. communicate  iii. expression  iv. intonation | **Activity:**  Group Discussion  Topic: Argumentative Topic  “Should students participate in co-curricular activities”  Groups – Two  One group will present in favour of the topic and other will present against the topic.  Teacher will assess.  i. Opinion  ii. Arguments  iii. expression  iv. Gestures. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**Domain B: Reading and Critical Thinking**

**Subject: English**

**Domain: B- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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.**

.**Type of Task: Activity based Restricted response question (RRQ)**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Reading  Ask the students the read the story at page 29.  Task: Read the story carefully underline the words having silent letters.  Examples:  Through  guards | Ask the students the read the story at page 29.  Q.1 Circle the words having prefix.  Q.2 Underline the words having suffix. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B1-02: )** Read aloud short and simple texts (fiction and non-fiction) frequently with sufficient accuracy, some expression and correct pronunciation. B1.02.1 Identify the writer’s purpose and what makes it interesting.

**Type of Task: Activity**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read aloud the text at page-33  “The Goose and the golden Egg”  Teacher will assess:   1. Fluency 2. Pronounce 3. Stream 4. Silent letters 5. Vowel sounds. | **Activity:**  Read aloud the text at page 81.  Teacher will assess:  i. Fluency  ii. Pronunciation  iii. Stress  iv. Silent letters.  v. Vowel |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B1-03: ) Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.**

**Type of Task: Activity PRO**

**Level of SLO: Application**

**Task:**

**Level of Item Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the text at page-42.  Under line the words write silent letters. | Activity:  Read the text at page-42.  Q. Mark words having the following silent letters:  i. B  ii. E  iii. P  iv. N  v. T |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B1-04: ) Use common punctuation cues to aid comprehension when reading(e.g., comma, full stop, Exclamation mark).**

**Type of Task: Activity Based PQR**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the story “The woman and Hen” at page 33.  Encircle the punctuation marks used in the text. | Complete the sentences by putting proper punctuation marks.  i. Listen to me \_\_\_\_\_\_\_\_  ii. Are you hurt \_\_\_\_\_\_\_  iii. You almost got us killed  \_\_\_\_\_\_  iv. Wow what a beautiful picture. |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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?**

**Type of Task: Activity Based Easy Type**

**Level of SLO: Application**

**Task:**

**Level of Item Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the story “ The clever Crow” as page 29 of book  Answer the following question,  i. What is the moral of the story?  ii. If you were the snake, do you think you can outsmart the crow? | Read the story “ The Goose and the Golden Egg” at page-33  Design the question starting with  i. What  ii. Why  iii. How.  iv. Who.  v. Where | One Mark of each Question  i. Use of “**WH**” words 0.5  ii. Sentences structure 0.5 |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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.**

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the Story “The Long Last Art of Story felling” on page 42.   * Look for the meaning of the words in the dictionary. * Write the word/meaning on your note book. | Teacher will pick five words from the text “ Preventive measures to avoid heat strokes” (page-52)  i. extremely  ii. prevent  iii. heat stroke  iv. climb  v. hydrated  1. Look for the meaning of words in dictionary  2. Read the text  3. Compare they dictionary meaning of the words write their contextual meaning | One Mark for each words.   |  |  | | --- | --- | | 1.  Checking Dictionary meaning | 0.5 | | 2. Comparing with contextual meaning | 0.5 | | Total | 1 | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B2-02: )** Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. B2.02.1 Identify the use of some figures of speech like simile, metaphor, personification and hyperbole

**Type of Task: Activity MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “The Long Lost Art of Story Telling” On page -42 of the book.  Given the meaning of highlighted  Words:   * Promulgate * Myths * Nature * Traditions | Q. “As slow as snail”. Which figure of speech is used in the phrase?  a. Metaphor b. Simile  c. Personification d. Hyperbole |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B-**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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.**

**Type of Task: Activity PRQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “Emergency Announcement” on the page 46.  Find the meaning of words on worksheet in the dictionary.   * closest * farthest * opening * exit | Q. Replace the underlined word with its synonym.  All the **wild** animals are hiding inside the forest. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B2-04: ) Explain how readers make choices about the texts they like reading, e.g., by author or genre.**

**Type of Task: Activity MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Venue: In Library   * The Student will be asked to choose the book of their interest. * Teacher will facilitate and note their interest. | Q. What type of book do you like to read?  i. Poetry  ii. Prose  iii. Novel  iv. Short Stories. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B2-05: ) Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. B2.05.1 Identify the topic sentence as the main idea and supporting details in a paragraph. B2.05.2 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.

**B2.05.3 Analyze organizational patterns in a text:**

a. list/ sequence of ideas/ events

b. comparison-contrast

c. cause-effect

d. Problem solution

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Reference   * Comprehension checkpoint at page 37 * Organize and write the sequence of the story with the help of given picture. * Teacher will facilitate. | Ref: Ex-4 Page 57  Q. Re arrange the steps in the correct order. | One mark for each correct sequence sentence. |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B2-06: ) Apply strategies to Comprehend questions by Marking keywords, verbs and tenses in literal /factual questions and Tag Questions**.

**Type of Task: Activity Based, RRQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the Text on page 79  Title: Skiing ... winter sports in Pakistan   * Mark the key words and encircle the verbs. | Q: Ali is going to Sunday Bazar.  Change the tense into past |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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, meaning and tone.**

**Type of Task: Activity, MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the sentences  1. Nature is our mother, our teacher  2. The greatest lesson that she teaches us is to maintain equilibrium in life. | Q: “He is a night owl”, which poetic device is used in the sentence.  i. Simile  ii. Metaphor  iii. Personification  iv. Hyperbole. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-02: ) Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.**

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the Stanza:  The Sun does arise, And make happy the skies. The merry bells ring To welcome the Spring. The sky-lark and thrush, The birds of the bush, Sing louder around, To the bells' cheerful sound. While our sports shall be seen On the Echoing Green.  Q. Tell the main idea given in the stanza. | Read the Story “The Clever Crow” on page -29.  Write down the moral of the story in your own words. | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsat | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-03: ) Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why**

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the stanza and Answer the questions appended to it: Our window is a magic frameWith pictures never twice the same. Sometimes it frames a sunset sky, where clouds of gold and purple lie. And sometimes on a windless night, it holds a great moon round and white) Sometimes it frames a lawn and flowers,  where children play through summer hours. Sometimes a tree of gold and red, and grass where crisp brown leaves are shed. Sometimes it shows the wind-blown rain, or snowflakes cold against the pane. Our window frames lovely things, That every changing season brings.Questions:  1. Why did the poet call the window a magic frame? 2. What does the window hold on the windless, night? 3. Give a suitable title to the poem. | Read the text “the Goose and the golden Egg” page 33.  Answer the question.   1. What important discussion does the main character of the story make? 2. What lesson did the main characters leave 3. What is theme of the story? |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: (E-06-B3-04: ) Distinguish between fact and opinion. Distinguish between positive and negative imperative language**.

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “Helen Keller – A Girl With a Vision” on page 19, carefully.   * Underline the fact statements in the text. | Activity:  Read the text “Mother Teresa, Humanitarian” on page 11.   * Complete the facts file about Mother Teresa on page 13 & 14. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-05: ) 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, title/headings, bold/italicized print etc. by using prior knowledge, asking contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement**

**Type of Task: Activity, MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “Helen Keller – A Girl With a Vision” on page 19, carefully.   * Pick out the name of the cities used in the text. | **Activity:**  Read the text “Helen Keller – A Girl With a Vision” on page 19, carefully.   * Complete the Exercise-5 e on page 22 of the book. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-06: ) Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.**

**Type of Task: Activity , T/F**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the story “The Goose and the Golden Egg” on page-33   * Observe the characters.  1. Do you think the countryman became a changed person at the end. | **Activity:**  Read the story “The woman and her Hen” page 33.  Q. The woman underwent a great change at the end of the story. True/False |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-07: ) Analyze 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 n, and sensory images in poems*.* Identify and analyze stages of plot development in a fiction text. (Exposition, setting, climax, resolution).**

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the stanza  The Sun does arise and make happy the skies.  The Merry bells ring to welcome the spring  Q. Find out the sensory images in the stanza. | **Activity:**  Read the stanza  Autumn is the time of year when changes start to happen here. The days grow short. It’s cold outside. The birds fly south. The squirrels hide. The leaves fall off of all the trees. The garden pond begins to freeze. Another summer’s left behind. It’s winter soon, but I don’t mind. For autumn is the time when I begin to dream of pumpkin pie.  Q. Find out the rhyming words in the stanza. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-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.

2. transfer the written text to a table, diagram, flowchart or work plan.

**Type of Task: Activity Based**

**Level of SLO: Comprehension**

**Task:**

**Level of Item : Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text about Abdul Sattar Edhi on page- 5   * Develop a time line of life a Abdul Sattar Edhi. | **Activity:**  Read the text Shandur polo Tournament in Pakistan, Page 81,   * Write down the summary of the text. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-4 Marks | Good  5-7 Marks | Excellent  8-10 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-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.**

**Type of Task: Activity Based, RRQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text.   1. Page 55- Save a life 2. Page 29- The Clever Crow. 3. Categorize the text into fiction and non-fiction. 4. Tell the purpose of each type of text. | **Activity:**  Read the Text “The Goose and the Golden Egg”, Page 33.  Q. The Text belongs to \_\_\_\_\_ type of text. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-10: ) Analyze 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.**

**Type of Task: Activity Based**

**Level of SLO: Analysis**

**Task:**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Carefully watch /observe the pictures at page 25.  Give title / caption to each picture. | **Activity:**  Look at the picture at page 29.  Develop a story write title and moral at the end. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-4 Marks | Good  5-7 Marks | Excellent  8-10 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-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.**

**Type of Task: Activity based, MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the story “The Clever Crow” at page 29.  Q. Who is the story Teller?  Clue:  First Person  Third Person | **Activity:**  I wandered lonely as a cloud  That floats on high o'er vales and hills,  When all at once I saw a crowd,  A host, of golden daffodils;  Q. Who is the speaker in the stanza  i. First Person  ii. 2nd Person  iii. 3rd Person  iv. 2nd and 3rd person. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-12: ) Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as the moral of a story.**

**Type of Task: Activity ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the stanza:  I hear leaves drinking rain; I hear rich leaves on top Giving the poor beneath Drop after drop;  Q. Paraphrase the stanza | **Activity:**  Read the story “The Woman and her Hen” at page 33.  Q. Write down the moral of the story. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-13: ) Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).**

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

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| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Closely observe the picture at page 52:  Interpret the information. Write a statement about each part of the picture. | **Activity:**  Closely observe the pictures at pages 35-37:  Interpret the information. Write a statement about each picture.  Place the statements in the sequence.  Finally develop the story.  Q. Write down the moral of the story. |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- 3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-B3-14: )** Respond to a text with, e.g.,  a. reasons,   b. simple judgement,   c. personal interpretation

**Type of Task: Activity based question, MCQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text 3A at page 51:  Answer the following questions:  Q1. How can first aid save lives?  Q2: Why is it important to lean first aid? | **Activity:**  Read the text “Helen Keller- A Girl with a Vision” at page 19:  Q: Read the given statements and circle the correct one.   1. Which of the statements is true about Helen Keller becoming deaf and blind. 2. She fell from a van when she was 2 years old. 3. She was deaf and became blind after an accident. 4. She had a fever when she was 19 months old. 5. She fell down a flight of stairs at her house when she was one year old. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**Domain C: Vocabulary and Grammar**

**Subject: English**

**Domain: C-1**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**39. SLO: (**E-06-C1-01**)** C1.01 Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative) Use dictionary / Thesaurus to

• Locate guide words.

C1.01.02 Locate entry word. Choose appropriate word definition

C1.01.03To identify pronunciation of a word with the help of a pronunciation key.

C1.01.04 identify syllable division.

C1.01.05 identify the part of speech of a word through abbreviation used.

C1.01.06 identify correct spellings.

● use a Thesaurus

**Type of Task: ERQ**

**Level of SLO: Knowledge**

**Task: Test Item development**

**Level of Item: Knowledge**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Write the following text on the board:  ‘The boys were very excited today. They were allowed to have a New Year Eve Party in the class under the supervision of their teacher.’  The students may be asked to pick the words with vowel and consonant sounds separately. | i. Choose the correct spelling of the following words:  a. Receve b. Receave  c. Receive d. Reseve  ii. The boys were fascinated by the trick of the magician.  The correct meaning of the underlined word is:  a. Disturbed b. Surprised  c. Unpressed d. Teased |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 1**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**40. SLO: (**E-06-C1-02**)** Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).

**Type of Task: ERQ**

**Level of SLO: Knowledge**

**Task: Test Item development**

**Level of Item: Knowledge**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Refer to the text “Shandur Polo Tournament in Pakistan” on page 81, and Ask the students to pick the words of their choice to create a word bank to be displayed on the classroom wall in the form of a chart paper. | **Activity:**  Ref to the text on Page 5  1st paragraph.  Teacher will conduct dictation exercise. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 1**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**41. SLO: (**E-06-C1-03**)** C1-03.01 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 C1-03.02 construct multisyllabic words.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Write a string of words on black board (to be used as root/stem). Let the students respond how the addition of a prefix or suffix modifies the grammatical category of the word/s. | Q. Make new words by adding prefix or suffix to the following root words:  Courage Strength, honour, enjoy, happy, develop |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 1**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**42. SLO: (**E-06-C1-04**)** C1-04.01 Recognize and use simple binomial pairs (neat and tidy/far and wide).

C1-04.02 Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts.

C1-04.03 Differentiate between homophones (whether/weather, seen/scene, herd/heard, hare/hair), they're/there/t heir)

C1-04.04 Understand and Identify homographs words spelled the same, with different pronunciation.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Invite the attention of students to the short text given below and ask them to point out the usage of idioms and proverbs in their contextual meaning.  ‘The teacher asked the students not to study by fits and starts and burn the midnight oil as slow and steady wins the race.’ | 1. Use the following idioms in sentences to elaborate the meaning (any two)  i. Apple of discord  ii. Break the ice.  iii. Carry the day.  2. Use the following phrasal verbs / phrases in sentence of you own (any two)  i. Break down  ii. Act upon  iii. In a fix  iv. in time  3. Use the following homophones in sentences to elaborate their meaning  i. Prize, Price  ii. Peace, Piece  iii Advise, Advice. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 1**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**43. SLO: (**E-06-C1-05**)** C1-05.01 Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and C1-05.02 use them appropriately in writing.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Write the word list given below on the board and ask the draw two columns in their note boos with the titles: Denotation (positive) and Connotation (negative) separately. Assign them the task to place the given words in their relevant columns.  look, peek, glance, stare, glare, cheap, economical, smart, sharp, quick, hasty\_\_\_\_\_ | Read the text and pick the words of positive and negative connotation and write them separately.  ‘In this company there are a few workers who are quite lazy, idle and docile, while the others are agile, vigilant and proactive. |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C1-06**)** 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. *Hyperbole, onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.*

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  **Read the stanza:**  I wandered lonely as a cloud  That floats on high o'er vales and hills,  When all at once I saw a crowd,  A host, of golden daffodils;  Beside the lake, beneath the trees,  Fluttering and dancing in the breeze.  Let write the students to analyze the given extract to point out the usage of poetic devices in the form of personification, imagery and simile. | 1. Pick out at least one example each of personification, imagery and simile from the text given below:   “I hear leaves drinking rain; I hear rich leaves on top Giving the poor beneath Drop after drop; ’Tis a sweet noise to hear These green leaves drinking near.”   1. Pick out the example of onomatopoeia from the following poetic extract:   ‘The drip, drop of the rain,  Splish splash goes the puddle,  And the child giggles happily’ |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**45. SLO: (**E-06-C2-02**)** Recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the Text “The Long Lost Art of Story Telling” Page 42.  Underline the singular nouns and encircle the plurals. | Q. Use the following words in sentences:   1. News 2. Scissors  PantsClothesRichesRemains |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-03**)** Sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Draw the attention of the students towards the text produced on the board to point out the words with genders neutral  ‘Last Sunday, there gathered a lot of the people in the zoo in which some folks had brought their kids with them who were interested to see animals like a sparrow, monkey and snake. | Which of the following word group has all the words for neutral gender:   1. Boy, Hen Cow 2. Kids, worker, Servant 3. Goat , Peacock, Student 4. Girl, Mother, Fox |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**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).

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Invite the attention of the students towards the para given below and ask them to encircle the different pronouns given in the text.  Who was there in the class to witness what happened in the class, the teacher asked. He further explained that if someone who wanted to know of could move forward tit and to know about it otherwise the teacher had to call all of them. Those who were present that day were applauded. | Who will accept the challenge? The underlined word is a/an:   1. Demonstrative Pronouns 2. Interrogative Pronouns. 3. Relative Pronouns 4. Indefinite Pronouns |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  The people who waste time, have to suffer at the end as everyone must do \_\_\_\_\_ work time.  pick out the correct antecedent for the given blanks.  Their -, his – her – whom - who | The girl was crying for the book \_\_\_\_\_ she last    a. That b. her  c. which d. whom |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-06**)** Recall and apply rules for use of articles ‘a’, ‘and’, ‘an’ and ‘the’ in speech and writing.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read aloud the following lines and let the students listen attentively and pick out the correct form of article/s used in it:  ‘The price of eggs has been on the rise for a long time, Now, an egg, costs much more.  Invite the attention of the students to the short text given below for them to point out the correct article to be used at the blanks space:  ‘I opened \_\_\_\_\_ door and found \_\_\_ old man wearing \_\_\_\_\_ hat, standing on \_\_\_\_\_ doorsteps.’ | He likes to drink \_\_\_\_\_milk in the breakfast (Pick the appropriate article to complete the sentence)   1. a 2. an 3. the 4. no article |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-07) Form adjectives from nouns Identify adjectival phrases.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Discuss the Correct Position of an adjective with the students and invite their response to pick the sentence with appropriate position of the adjectives from the given options:   1. There was a big red bag in the Cupboard. 2. Where was a red big leather bag in the Cupboard. 3. There was a leather red big bag in the Cupboard. | From adjective from the following Nouns / Verbs:  a. i) danger ii. Length  iii) magic iv. Respect  v) encourage  b. Underline the adjective Phrases in the following sentences: (any two)  i. I saw a boy with a dog on the road.  ii. The soldier in black uniform was on duly.  iii. She is wearing a nice red shirt. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Read the Text “Glittery, Glistening and Gleaming Teeth” Pages 60 & 61.  Discuss various forms of adjectives with the students to enable them to identify regular and irregular adjective from the list given below:  good, wise, beautiful, intelligent, warm. | Activity   1. There is some water in the Jug.   The Underlined word is an adjective of  a) Degree b) Quantity  c) Quality d) Intensity   1. He is the most deserving person.   The degree of an adjective used in the given sentences is:  a) Positive b) Comparative  c) Superlative d) None of these |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-09**)** Demonstrate the use of main verbs and helping verbs.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read aloud the given text and let the student recognize different forms of the verbs with special focus on the main verb, the helping verb and its different forms:  “The teacher informed the boys that it was a cloudy weather and it may rain today as it was raining in many parts of the country”. | Underline the helping verbs and encircle the main verbs in the sentences given below:  1. She was racing in a wheelchair race.  2. Sarah had joined the Wheelchair Athlete Club.  3. The racers were using special racing wheelchairs.  4. They are training several times a week.  5. They have lifted weights too. 6. Sarah has raced for several years.  7. She will race many more times.  8. She is practicing for next year’s Olympics.  9. The Junior Olympics are held every summer.  10. The games were started in 1967. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-10**)** Demonstrate the use of main verbs and helping verbs.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read aloud the given text and let the student recognize different forms of the verbs with special focus on the main verb, the helping verb and its different forms:  “The teacher informed the boys that it was a cloudy weather and it may rain today as it was raining in many parts of the country”. | Exercise “The be Form” pages 83 & 84. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (** 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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Display the text on the board and ask the students the functions of the underlined model verb.  ‘The students asked the teacher if they may go out for a break. He responded that it would depend upon the possibility how much work you could do before leaving.’ | Activity  How could he manage all this?  The function of the underlined words is:  a. Permission b. Ability  c. Capacity d. Possibility |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C2-12**)** Identify and use adverb phrases in writing for different purposes

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  The Students may be familiarized with the definition of adverbs, adverb phrases and adverb clauses. Ask the students to identify various forms of adverbs from the list/sentence given below:  Slowly, usually, kindly, in the corner, at the table. He came after I had done my work. | **Activity:**  Pick out at least one example of adverb, adverb phrase and adverb clause from the following text:  ‘He always talks politely and completes his work before it is too late staying in his office late hours.’ |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: : (** E-06-C2-13**)** Use prepositions of position, time, movement and direction

Including since and for.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  After a thorough discussion in class, about different types of prepositions, the students may be enabled to point out and share with their teacher and class mates the prepositions of time movement, direction from the list given below:  In the morning, at the sport, into the room towards the school, since, Monday, for a long period etc. | **Activity:**  Make sentences to illustrate the correct use of the following prepositions of time, movement, direction, since and for:  in the evening, into the river, toward the sky. since morning, for one hour. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 2**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO(** 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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Activity   1. The Student should be briefed thoroughly about different Conjunctions/transitional devices. Enable the students learn the correct use of Conjunctions/transitional devices in the form of sentences / Paragraph, from the list given below:   And, too, as well as, them, while, before, but, however, because in order to etc.   1. They may be asked to use them in sentences as cited below and share it with the class. 2. Ali \_\_\_\_\_\_\_\_ his brothers is absent today. (as well, as also) 3. He failed \_\_\_\_\_\_\_\_ he did not work hard. (because) 4. He reached there \_\_\_\_\_\_\_\_ my arrival. (before, earlier) | Choose the correct option to fill in the blanks.   1. They were asked to complete it \_\_\_\_\_\_\_\_ pack up.   a. after b. before  c. sooner d. later  ii. He wasted a lot of time \_\_\_\_\_\_\_\_ he made up in the long run. (however, then) |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 3**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C3-01**)** C3-01.01Punctuate sentences and short paragraphs correctly using capitalization , parenthesis, exclamation marks, full stops, apostrophes and commas.

C3-01.02 Recognize and rectify faulty punctuation in a given text and own work.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  The teacher may initiate a thorough discussion in the classroom about the use of different forms of punctuation in sentences or small paras. To assess their learning assign the students a task to punctuate the following paragraph and share it with you group:  It is time for prayer visiting with friends and family and giving gifts to them they divide the meat among family members friends neighbours and the poor. | Use appropriate punctuation mark in the following sentences from the list given below:  ( , , . , ! , ; , : , ?)   1. The boy said, Hurrah we have won the match 2. The teacher said why did you waste your time |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 3**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-C3-02**)** Use apostrophe with nouns (singular,plural) ending with missing

sounds e.g, Keats’ poetry, Boys’ collage etc.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  The Concept of the use of apostrophe may be discussed in detail with the students and them assigned the same task to the students like given below to assess their learning.  Task: Use appropriate apostrophe in the sentence lines given below: i. boys toys  ii.Ali’s Chair  iii.All the boys bags were kept in the class room.  v.Ali books was lost yesterday. | Choose the option into correctly punctuated of the following:   1. He was fined for stealing Ali’s book. 2. This is my son in law’s office. 3. Alas, My only son has died. 4. What are you doing here. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 4**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

60. SLO: E-06-C4-01) Recognise the form, functions; and use of: Simple present tense,

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity~~:~~**  Read the text “Shandur Polo Tournament in Pakistan” on page 81.  Under line the sentences with Simple present tense. | **Use the appropriate verb of simple present tense and do as directed:**   1. They (visit) us often. (Positive sentence) 2. You (play) basketball once a week. (Change into negative) 3. Tahir (work) every day. (Change into interrogative) 4. He always (tell) us funny stories. (Change into negative) 5. She never (help) me with that! (Change into interrogative) |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 4**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**61. SLO: (**E-06-C4-04**)** Recognise 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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| Read the passage given below. Identify the sentences with past perfect tense.  “I had never seen such beautiful sights before I visited Paris in 2019. I had saved money for 2 years before I booked my trip to Paris. I was very excited! Before my trip to Paris, I had never been out of India.  When I went to Paris, I spent many days touring the city. The city was big. Sometimes I got lost and asked for directions. I asked for directions in English. That was easy because I had studied English.” | Use the Verbs given in the brackets as present and past participles.   * 1. When I am tired, I enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_television. (watch)   2. I’m not in a hurry. I don’t mind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (wait)  |  | | --- | | * 1. I wish that dog would stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is driving me mad. (bark)   2. Hurry up! I don’t want to risk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the train. (miss) | | * 1. Where are the chocolates? Have you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them all? (eat) | |  | |  |

**Name and Signature**

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 4**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**63. SLO: (**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)

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| Read the passage given below. Change the tense from present continuous tense to past continuous tense.  “I am running towards you, but you are bolting in the opposite direction. They are hurtling towards us, from the edge of the field. Liaqat runs away from the wooded area, on the far side of the football pitch, but Ali sees him coming and gets out of the way.” | Fill in simple past or past perfect tense.   1. After Columbus  (discover) America, he  (return) to Spain. 2. Before they  (move) to Lahore, they  (sell) everything. 3. After he  (work) very hard, he  (fall) ill. 4. After she  (wash) the curtains, she  (clean) the windows.  |  | | --- | |  | |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 4**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**64. SLO: (**E-06-C4-06**)** Recognize and use the forms and functions of future tenses

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| Read the passage given below. Underline the sentences with future tense.  “We will eat a sumptuous feast, which will include sandwiches, cake and fruit. It will be delicious, not only because it will contain all the foods I will like, but because I will be so hungry before I sit down to dine..” | Complete the following sentences choosing the [correct future tense form](https://englishlessonsbrighton.co.uk/choose-correct-future-tense/) for the verb in brackets   1. The train \_\_\_\_\_\_\_\_\_\_ (to arrive) at 12:30. 2. It \_\_\_\_\_\_\_\_\_\_(to snow) in Muree tomorrow evening. 3. On Friday at 8 o’clock I \_\_\_\_\_\_\_\_\_\_ (to meet) my friend. 4. Wait! I \_\_\_\_\_\_\_\_\_\_ (to drive) you to the station. 5. The English lesson \_\_\_\_\_\_\_\_\_\_ (to start) at 8:45.  |  | | --- | |  | |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 4**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**65. SLO: (**E-06-C4-05**) 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**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  **Separate the Subject and the Predicate in the following sentences:**   1. The singing of the birds makes me happy. 2. A good boy passed the examination. 3. It is very hot. 4. The cow gives us milk. 5. The earth revolves round the sun. 6. Edison invented the phonograph. 7. No man can serve two masters. 8. The boy stood on the last bench. | Exercise 2 on page 77 of the book. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 5**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**66. SLO: (**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

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Write the given text on the board and ask the student to identify the relative and comparison clauses in the text given below:  ‘The boy who is carrying a heavy school bag seems tired. This boy has to struggle for life, need to work more than others do.’  Ask every student to come up with at least one sentences each having comparative clause and relative clause. | Write CC for comparison clause and RC for relative clause in the following sentences:   1. Here came the boy whose book was lost. 2. An Astronaut is a person who travels in space.   iii. Najma is smarter than I am. | SLO 66 |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 5**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**67. SLO: (**E-06-C5-03**)** Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Prepare multiple cards and write a sentence on it. Make the students familiarize with of types of sentences in the terms of purpose and punctuation marks. Draw 4 columns on the board titled as Declarative, Exclamatory, Interrogative, and Imperatives.  Now call each student on the board, ask him/her to pick up the card from the table and read aloud the sentence written on the card then direct the students to write it under the relevant column on the board. | Choose the correct option:  Oh no! We have lost the match. The given sentence is an example of:   1. Imperative Sentence 2. Exclamatory Sentences 3. Declarative Sentences 4. Interrogative Sentence. |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C- 5**

**Grade: 6**

**Unit:**

**Type of Assessment: Formative/Summative**

**68. SLO: (**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.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read Text “The Clever Crow” on page 29.  Identify and write the direct speech and indirect speech used in the text. | Change the tense of the verb/s in the indirect speech of the following sentences:  He said, “She plays cards”.  He said, “Am I a good boy?” |  |

**Name and Signature**

i. Dr Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Domain D: WRITING**

**English**

**Subject: English**

**Domain: D- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**69. SLO: ( E-06-D1-01: )** Practice note-taking for different purposes in a legible and consistent handwriting.

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  For each student.  Observe activities from start to end time in the Classroom.  Keep noting of what happens.  Organize the notes.  Present summary in the class. | Activity:  Watch the documentary on Quaid e Azam.  Q: Write the important points of the documentary, while watching it. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-4 Marks | Good  5-7 Marks | Excellent  8-10 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 1**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**71. SLO: ( E-06-D1-02: )** D1-02.01 Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, D1-02.02 applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; /ʃəs/ spelt with –tious and cious. Exception:-xious; /ʃəl/ spelt with –tial, -cial and exceptions. Making analogies from familiar words.

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Dictation:  The teacher will conduct dictation activity in the classroom.  5 Multi-syllable words will be announced and students will write.  Teacher will check spellings.   1. Simplicity 2. Organizations 3. Charitable 4. Punctuality 5. Dedicated | Q: Write down the plural of the following words:   1. Sky 2. Leaf 3. Box 4. Woman 5. Tooth |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**72. SLO: ( 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.

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “Helen Keller –A Girl with a vision” on page-19.   * Write the story of Helen Keller in your own words. | Q: Prepare the story map of your favourite story. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-4 Marks | Good  5-7 Marks | Excellent  8-10 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**73. SLO: ( E-06-D2-02: )** Write a short dialogue between two people.

**Type of Task: Activity, ERQ**

**Level of SLO: Application**

**Task:**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Write a short dialogue between two students on use of mobile phone. | Q: Write a short dialogue between two students on the benefits of sports. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-4 Marks | Good  5-7 Marks | Excellent  8-10 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**74. SLO: ( E-06-D2-03: )** Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of 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.

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read out the text at page 5 & 6 about Abdul Sattar Edhi.    Identify the topic sentences in each paragraph of the text. | Q: Write a unified paragraph on benefits of sports  Q. Write a clear topic sentence  And adequate supporting details to complete the idea. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 2**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**75. SLO: ( E-06-D2-04: )** Write the final draft after complete editing and proofreading

**Type of Task: Activity, ERQ**

**Level of SLO: Synthesis**

**Task:**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read out the given below paragraph. Write the final draft after editing and proofreading.    **Paragraph:**  Facebook, with more **then** 1 Billion users Is **celebrated** its 10th birthday this year. The company was **launching** by Mark Zuckerberg **at** 4th February 2004. The site was  Conceived in a Harvard dorm **in** a way To connect **student** and let them build an Identity for **himself** online | **Activity:**  Read out the given below paragraph. Write the final draft after editing and proofreading.    **Paragraph:**  1) Well, its another rainy day. I wonder what 2) I will do? First, I think I’ll take a walk around the 3) neyborhood to stretch my legs. 4) Second I’ll cook a big breakfast 5) with toast fruit eggs and bacon. After that, I might mow my 6) lawn; it’s getting pretty long. I’m not sure what I’ll do after that. I guess I should go see my mother. I think she wants me to go grocery shopping with her. I have no idea why she can’t just go by 7) her self. Or, better still, she could ask my dad to go with her! I doubt he will want to go with her though. He 8) doesn’t like going to the grocery store as much as I do! | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-3**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**76. SLO: ( 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. a. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph . b. Use chronological/sequential order of arranging detail/ c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. d. Focus on clarity of ideas that show cohesion, cause and effect relationship. e. Use words that express emotions. f. Decide purpose and audience. g. Check sentence variety and transitions. h. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.

**Type of Task: Activity, ERQ**

**Level of SLO: Synthesis**

**Task:**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read out the given below paragraphs. Organize the paragraphs using transitional devices from the given word bank.     1. Music lessons can benefit children in several ways. 2. They introduce children to a potentially lifelong source of pleasure. They also teach rhythm, sensitivity to nuance, teamwork, and other values. 3. There is evidence they can train the ear and help with language learning. 4. Parents should see the lessons as an investment, not just an expense. 5. Forcing a reluctant child to spend hours on lessons may cause him to develop a lifelong dislike of music. Perhaps he or she might get more value from a different kind of music-- or a completely different activity. You could try a few lessons. If she still resists, try a different instrument instead. 6. Consider a completely different activity.   **Transitional words:**  First  Furthermore (or Moreover)  As a result  On the other hand  Finally | **Activity:**  Read out the given below paragraphs. Organize the paragraphs in chronological order.  **Paragraph:**   * One morning in July, I stepped out to the porch and saw that the red fox was gone. I checked the porch each day after, but the fox was nowhere to be found. * Late one August afternoon, I spied the red fox coming up the path to my cabin. A short distance behind, a silver fox was limping along. I watched as the animals approached the tool shed. The silver fox was fearful, but the red fox apparently resolved the issue by assuring it the area was safe. The silver fox settled down beside the tool shed. The red fox observed its friend for a few moments, and then returned to the dense woods. As I had done once before, I entered the cabin, located my medical bag, and returned outside to treat the silver fox. * I first spotted the red fox on a June morning. It was beside the tool shed, trembling. I approached the animal cautiously and saw its left hind leg was injured. I went inside my cabin and got my medical bag. Then, with caution, I returned to the fox. Next, I gently lifted its injured leg and decided to attach a splint. The fox settled back and let me proceed with my work. On my porch, I set up a wooden box padded with pillows so the fox could heal. Beside the box I placed bowls of food and water that I refilled daily | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**77. SLO: ( E-06-D4-01: )** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or character s; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of character s to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

**Type of Task: Activity, ERQ**

**Level of SLO: Synthesis**

**Task:**

**Level of Item: Synthesis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Write a narrative based upon your visit to a hill station.  Teacher will guide the students in selection of vocabulary and ideas. | **Activity:**  Write a personal recount about your visit to a historical place. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**78. SLO: ( E-06-D4-02: )** Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. a. Introduce a topic clearly and group related information in short paragraph s and sections; include formatting (e.g., headings) , illustration to convey meaning effectively b. Develop the topic with facts, definitions , concrete details, quotations , or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **Type of Task: Activity, ERQ**

**Level of SLO: Synthesis**

**Task:**

**Level of Item: Synthesis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Write an informative text based upon the Mobile phone user guide.  Teacher will arrange the Mobile phone user guides. | Write a biography of your favourite personality. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**79. SLO: ( E-06-D4-03: )** Write opinion piece on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using correct words and phrases d. Provide a concluding statement, and analyze or section related to the opinion presented

**Type of Task: Activity, ERQ**

**Level of SLO: Synthesis**

**Task:**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Write a text based upon your opinion about the medium of instruction in educational institutions i.e. English or Urdu. | Write a text based upon your opinion about the use of mobile phone. Is the cell phone blessing or a curse? | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**80. SLO: ( 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.

**Type of Task: Activity, ERQ**

**Level of SLO: Application**

**Task:**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Draw a mind map on the board using the clue words related to a descriptive topic i.e., ‘My best Friend’  Draw a circle on the board and place the words like:  Introduction – physical description -- characteristics/traits -- Conclusion  Let the student have brainstorming and come up with at least Four sentences on each point. | **Activity:**  Write a paragraph of about 50-60 words on “The Teacher I like” based on the given outlines. Introduction…… physical description -- characteristics/traits -- Conclusion. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( E-06-D4-05: )** Write a short dialogue between two people.

**Type of Task: Activity, ERQ**

**Level of SLO: Application**

**Task:**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  In Pairs:  Each pair will write a dialogue on the topic of their interest.  Teacher will check the contents and statements.  Students will perform the dialogue in the classroom. | **Activity:**  Write a dialogue between teacher and a student who has come late owing to bad weather condition. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: ( 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 e purpose and context. ¬ Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  In Groups:  Group 1: Write salutations  Group 2: Write the address on the envelope clearly and in a proper format  Group 3: Write informal letters to people in extended social environments  Group 4: Write informal letters to people in extended academic environments  Group 5: Write Thank you letter  Teacher will check the group work.  Students will join the work of different groups to write complete informal letters in the classroom. | **Activity:**  Write a letter to your sister, congratulating her on gaining 1st position in Board Examinations. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**82. SLO: ( E-06-D4-07: )** Write a formal letter/email (application, complaint).

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  In Groups:  Group 1: Write salutations  Group 1: Write subject  Group 2: Write address on the envelope clearly and in a proper format  Group 3: Write letters to people in official environments.  Group 4: Write informal letters to people in extended academic environments  Teacher will check the group work.  Students will join the work of different groups to write complete formal letters in the classroom. | **Activity:**  Write a letter to the principal of your school for seeking permission for a visit to a historical place. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**English**

**Subject: English**

**Domain: D- 4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-D4-08**) :**Write a poem describing objects or places.

**Type of Task: ERQ**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Make the student familiar with the poetic from of narration and its difference from other narratives in the prose form in the terms of rhyme, and rhythm. in a poetic extract illustrated. Illustrate with examples as given below to enable them to learn the art of writing a poem.   1. ‘I wandered lonely as a cloud   That floats on high o'er vales and hills,  When all at once I saw a crowd,  A host, of golden daffodils;   1. A ‘Such, such were the joys.   When we all girls & boys,  In our youth-time were seen,  On the Echoing Green.’ | **Activity:**  A write a short poem on the topic, ‘A Morning in Spring’ from the word bank / expressions given below: The pleasant morning, petals and flowers, the hummingbirds etc. |  |

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ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO: (** E-06-D4-09**) :** Write the main idea of a familiar and unfamiliar poem.

**Type of Task: Activity, ERQ**

**Level of SLO: Comprehension**

**Task:**

**Level of Item Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the Stanza:  The Sun does arise, And make happy the skies. The merry bells ring To welcome the Spring. The sky-lark and thrush, The birds of the bush, Sing louder around, To the bells' cheerful sound. While our sports shall be seen On the Echoing Green.  Q. Write the main idea given in the poem. | **Activity:**  Read the stanza and Answer the questions appended to it: Our window is a magic frameWith pictures never twice the same. Sometimes it frames a sunset sky, where clouds of gold and purple lie. And sometimes on a windless night, it holds a great moon round and white) Sometimes it frames a lawn and flowers,  where children play through summer hours. Sometimes a tree of gold and red, and grass where crisp brown leaves are shed. Sometimes it shows the wind-blown rain, or snowflakes cold against the pane. Our window frames lovely things, That every changing season brings.Question: Q. Write the main idea given in the poem. | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsat | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (E**-06-D4-10**):** Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text “The Modern Olympics” given on page 82.  Now ask the students to focus on the main points and try to bear the technique to sum up the given text objectively. | **Activity:**  Make a summary of the passage given in the textbook page 42 entitled ‘The Long Lost Art of Story Telling’. |  |

**Name and Signature**

i. Dr. Maqsood Ahmed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Samar Fatima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**E-06-D4-11**) :** Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Draw a mind map on the board using the clue words related to a certain topic i.e., ‘Discipline’  Draw a circle on the board and place the words like:  introduction – rule of nature, a set of proper rules self – confidence  let the student have brainstorming and come up with at least two sentences on each point. | **Activity:**  Write a paragraph of about 50-60 words on “Pollution” based on the given outlines. Introduction…… threat to environment…… other drawbacks…. Steps to control it….. Conclusion. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- 4**

**Grade:**-6

**Unit:**

**Type of Assessment: Formative/Summative**

**87. SLO:** E-06-D4-12**) :** Proofread and edit texts for errors of

* sentence structure.
* subject/verb agreement.
* noun/pronoun agreement.
* connectives
* punctuation and spelling.

**Type of Task: ERQ**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Explain different forms of errors with examples and picture to the student relating to structure, form of verb and subject verb agreement etc to enable them spot errors in different sentences like the given as under:   1. They works in a office. 2. He acted on my advice.   iii. Ali as well as his friend have joined the party. | **Activity**  Rewrite the following passage after making the necessary corrections for the errors, underlined the correction you have made:  Ahmed is my friend. He lives near my house. We works and play together. He do not waste their time. He as well as his friends are always very in study. |  |

**Name and Signature**

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**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature Reviewer**