**History Grade -VII**

**Item development team**

* **Hafza Akhtar --- Head trainer City School System**
* **Tahir Mehmood --- Assistant Professor FCE**
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**Domain: Knowledge and understanding of Event, People, and changes in Past**

**Grade: VII**

**Unit: 3**

**Type of Assessment: Summative**

SLO : [SLO: H-07-A-01] Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.

Type of Task: Essay

Level of SLO: Analysis

Task: **Which factors resulted in establishment of Ottoman Empire? Analyze the major causes of downfall**.

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Enlisting 2-3 factors for establishment and causes of decline | Enlisting up to 5 factors of establishment and causes of decline along with brief details | Prioritize factors and causes | Analyses the factors and causes with justification |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Domain: Cause and Effect**

**Grade: VII**

**Unit: 3**

**Type of Assessment: Formative**

SLO: [SLO: H-07-A-01] Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.

Type of Task:

Level of SLO: ANALYSES

Task: Whole class

**Topic: Establishment, Rise and fall of Ottoman Empire**

The whole class will be involved in this activity as a single unit. Students will be provided modern day world map, pictures of Ottoman Rulers, sticky notes

* Students will be asked to locate areas under Ottoman Empire during its climax period on the given modern day world map.
* A-4 size paper will be given to each student to develop timeline of Ottoman Rule. Students will exchange developed timeline with one another to find the mistakes by tallying it with the timeline given in the textbook.
* Pictures of some prominent Ottoman rulers will be shown to students. Each student will be asked to name the best ruler. He will write the name on sticky note along with reason for being the best ruler (according to him/her) and paste it the chart displayed on the board.
* Students will be given five minutes to recall the salient features of Ottoman Empire. Then will be asked to share one feature of Ottoman Rule which resulted in developing the empire among one of the most powerful Empire of the time. (Instruction: Feature shared by one student cannot be repeated in the same way)
* Students will be given a bunch of reasons for downfall of Ottoman Empire. They will be asked to prioritize the reasons according to their own understanding.
* The above activities will be graded

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Enlisting 2-3 factors for establishment and causes of decline | Enlisting up to 5 factors of establishment and causes of decline along with brief details | Prioritize factors and causes | Analyses the factors and causes with justification |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain: Cause and Effect of Events and Changes of the Past**

**Type of Assessment: Summative**

SLO: SLO: H-07-B-01] Explore reasons for the main events and changes, and why people in the past acted in the ways they did.

Type of Task: Essay

Level of SLO: Analysis, Application of knowledge

Task: **What were the significant impacts of the reforms and inventions introduced by Mongols?**

Maximum Marks: [10]

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Enlist 2-3reforms and inventions | Main reforms and inventions with brief description | Giving impacts of reforms and inventions | Establish relationship between reforms and inventions and their impacts |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: SLO: H-07-B-01] Explore reasons for the main events and changes, and why people in the past acted in the ways they did.

Type of Task:

Level of SLO: Analysis and Synthesis

Task: Group Activity

**Topic: Hierarchy of Catholic Church**

* **Think pair share: Class will be divided in pairs. Students will be provided sticky notes and a prompt i.e. why was the Catholic society divided into a hierarchy and how it created a power structure in Roman empire. Pairs will discuss the claim of the prompt and present their findings in the form of mind maps.**
* Hot seat Class will be informed about the hot seat activity. Teacher will ask students to volunteer as emperor Constantine for hot seat session. Remaining students will devise questions for Hot seat. Questions would surround following aspects:

1. Why was Roman empire divided into western and eastern Roman empire
2. Comparison of both western and eastern empire
3. Achievements of Constantine

* Role play: Downfall of Roman Empire: Romans, Roman emperor, Mongol, Barbarian. Divide the class into large groups. Students will be assigned roles and they will prepare their script according under the topic. Each group will perform as per time allocation (Maximum 10 minutes). Students will be advised for the appropriate use of language while performing their roles. Teacher will make sure about the relevancy of topic through script checking.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about Romans. Limited title; limited neatness | Very good recognition of historical significance.  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain : Cause and Effect of Events and Changes of the Past**

**Type of Assessment: Summative**

SLO : SLO: H-07-B-02]  Use historical knowledge and understanding to critically analyze their own behavior, and make informed choices to bring positive change in personal and community future

Type of Task: Essay

Level of SLO: Analysis, Application of knowledge, evaluate/ Judgment, Creation

Task:? **How successful were the administrative and economic reforms of Umayyads? Support your answer with evidence.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information not  passable | Limited use of accurate historical information | Accurate for the most part; some important information is not accurate | All information used is historically accurate and relevant |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: H-07-B-02] Use historical knowledge and understanding to critically analyze their own behavior, and make informed choices to bring positive change in personal and community future

Type of Task:

Level of SLO: Application of knowledge, Analysis, Synthesis, Evaluation

Task: Group Activity

**Topic: Hierarchy of Catholic Church**

* Divide the class in small groups. Students will be asked to collect information about the scientific inventions made by Muslims scientists during the Abbasid dynasty. Present information on a chart paper. Also mention how these inventions paved way for the modern science and technology. Students may paste pictures with specific information.
* Socratic seminar: Class will be arranged in a semi-circle. Teacher will provide the following prompt: Conquest of Sindh by Muhammad Bin Qasim was a milestone in the history of the subcontinent. Discuss

Teacher will start the seminar from a fast learner or any volunteer student. Then every student will take turn and add his knowledge and perspective for or against the case.

* Role play: Downfall of Roman Empire: Romans, Roman emperor, Mongol, Barbarian. Divide the class into large groups. Students will be assigned roles and they will prepare their script according under the topic. Each group will perform as per time allocation (Maximum 10 minutes). Students will be advised for the appropriate use of language while performing their roles. Teacher will make sure about the relevancy of topic through script checking.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about hierarchy of catholic Church or M Bin Qasim Limited title; limited neatness | Very good recognition of historical significance of hierarchy of catholic Church.  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain: Cause and Effect of Events and Changes of the Past**

**Type of Assessment: Summative**

SLO: [SLO: H-07-B-03] Understand the consequences of not obeying the constitutional laws in the present life.

Type of Task: Essay

Level of SLO: Comprehension, Application

Task: **Disobedience to central government and absence of law of power transfer were among the main causes of disintegration of Mughal Empire. Discuss**.

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Demonstrated analysis skills not passable | Limited recognition of historical significance | Very good recognition of historical significance | Thorough and perceptive recognition of historical significance |

**ABC**

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-B-03] Understand the consequences of not obeying the constitutional laws in the present life.

Type of Task: **Sequence Statements, Nine Box Square**

Level of SLO:

Task: Comprehension, Application

**Topic: Muslims in South Asia**

* **Sequence Statements**: Teachers gets learners to cut up statements telling the story of the Muslims in South Asia and causes of their strong and weak control .Teacher will ask students to put them into the correct order as per the procedure or events from the topic. Sequencing’ “can be done on the board as well where students write numbers or connect images with arrows.
* **Nine Box Square**: Teacher writes nine key words from the topic “Causes of the downfall of Delhi Sultanate” in nine boxes on the board. Students are challenged to make factual sentence of at least three to 5 words, or a short paragraph using all the words. Ensure that students must emphasize the role of the absence of law and its impacts on the power of Mughals. Every student can be called to the board to do the given task. Teacher will facilitate wherever students feel guidance.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about Delhi Sultanate and Mughal empire.Limited title; limited neatness | Very good recognition of historical significance of Delhi Sultanate and Mughal empire.  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant about Delhi Sultanate and Mughal empire. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain: Cause and Effect of Events and Changes of the Past**

**Type of Assessment: Summative**

SLO: [SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)

Type of Task: Essay

Level of SLO: **Understanding, Application, Creation**

**Task**: **Keeping in view Renaissance in Europe, how do you think that today social reform movements can bring awareness among individuals for protection of their rights?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Support demonstrated is not passable | Little evidence used to support question claim | Solid evidence to support question claim | Excellent support for question claim |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)

Type of Task: **Bowled Out, Pass the Parcel**

Level of SLO: Analysis, Application of Knowledge

Task: Group Activity / individual

**Topic: Akbar reforms, Aurangzeb policies**

* **Bowled Out** – Ask every student in the class to think of a point on the topic” Akbar reforms and inclusion of common people in governing the empire”. One student is selected to stand at the front of the class and say as many points as he can in one minute. Students must include subject specific vocabulary. If a student standing has his/her points said, and then will sit down or he/she will be ‘bowled out’. Teacher will moderate students’ points objectively.
* **Pass the Parcel:** The teacher Make cue cards with words or phrases related to the “Unpopular policies of Aurangzeb and how non-Muslim communities reacted”. The cue cards will be placed in the box/ basket/ bag and it moves around in the room. Learners pick one and whatever they know about the question they share with the whole class. Teacher records learners’ knowledge and perception.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about Emperor Akbar and Aurangzeb. Limited title; limited neatness | Very good recognition of historical significance of about Emperor Akbar and Aurangzeb reforms/policies.  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant about Emperor Akbar and Aurangzeb reforms/policies. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain: Difference, Links, and Comparisons within and across the Study Periods**

**Type of Assessment: Summative**

SLO : [SLO: H-07-C-01]  Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.

Type of Task:

Level of SLO: Analysis , Evaluation

Task: **Compare religious policy of Akbar and Aurangzeb with respect to co-existence, social integration, consolidation of state and Islamic Ideology.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Demonstrated analysis skills not passable | Limited recognition of historical significance | Very good recognition of historical significance | Thorough and perceptive recognition of historical significance |

**ABC**

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-C-01]  Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study Type of Task:

Type of Task: **Bowled Out, Pass the Parcel**

Level of SLO: Analysis, Application of Knowledge

Task: Group Activity / individual

**Topic: Akbar reforms, Aurangzeb policies**

* **Bowled Out** – Ask every student in the class to think of a point on the topic” Akbar reforms and inclusion of common people in governing the empire”. One student is selected to stand at the front of the class and say as many points as he can in one minute. Students must include subject specific vocabulary. If a student standing has his/her points said, and then will sit down or he/she will be ‘bowled out’. Teacher will moderate students’ points objectively.
* **Pass the Parcel:** The teacher Make cue cards with words or phrases related to the “Unpopular policies of Aurangzeb and how non-Muslim communities reacted”. The cue cards will be placed in the box/ basket/ bag and it moves around in the room. Learners pick one and whatever they know about the question they share with the whole class. Teacher records learners’ knowledge and perception.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about clergy of Roman empire.Limited title; limited neatness | Very good recognition of historical significance of clergy of Romans .  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent. |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain: Difference, Links, and Comparisons within and across the Study Periods**

**Type of Assessment: Summative**

SLO: [SLO: H-07-C-02] Explore the links of conflicts of past events as the cause of new events, within, and across, study periods.

Type of Task: Essay

Level of SLO: Application of knowledge, analysis and synthesis

Task: **Do you think that there is any relation between Crusades and War in Iraq by American led coalition?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Demonstrated analysis skills not passable | Limited recognition of historical significance | Very good recognition of historical significance | Thorough and perceptive recognition of historical significance |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-C-02] Explore the links of conflicts of past events as the cause of new events, within, and across, study periods. Type of Task:

Type of Task: Wheel of fortune, pictorial representation

Level of SLO: Application of knowledge, analysis and synthesis

Task: Group Activity

**Topic: Invasion of Mongols, Crusades**

* Class will be divided in groups and students will be asked to list down the impacts of the crusades on the world. Students will make pictorial representation of the knowledge on the chart paper and display them on the boards. Ask all groups to have a gallery walk and discuss each other’s presentations in terms of changes that took place in the world.
* **Wheel of Fortune** - In small groups students come up with a question and answer based on invasion of Mongols on the Muslim world. Questions will be formed for each category below:
* Easy = 1 point
* Moderate = 2 points
* Difficult = 3 points
* Mind-Boggling = 4 points

Groups take it in turn to ask each other question. If they don’t get the question correct – the group who thought of the question and can explain the answer gets the points. Take it a step further and create an actual wheel of fortune with colours corresponding to the difficulty level of the question.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about invasion of Mughals and crusades.Limited title; limited neatness | Very good recognition of historical significance .  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain : Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO [SLO: H-07-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people. (Rivalry among Ottoman and Safavid Empires; myths related to Greek and Roman Empires.)

.Type of Task: Essay

Level of SLO: Comprehension, Application, Analysis

Task: **Find and then analyze similarities in patterns of decline of Fatimids, Ayyubids and Safavid** .

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information not  passable | Limited use of accurate historical information | Accurate for the most par with supporting evidence | All information used is historically accurate and relevant and logically suitable |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people. (Rivalry among Ottoman and Safavid Empires; myths related to Greek and Roman Empires.)

Type of Task: **Twitter Tweet**

Level of SLO: Analysis, Application of knowledge, creating

Task: Individual Activity

**Topic: Ottomans**

* **Twitter Tweet** – Ask students to write a 140 character Tweet (the maximum allowed online) to summarize their learning about the ottoman influence on world politics. Teacher will assess students write up as how many influences with evidence have been given.
* Divide the class in group and give each group the following prompt:
* Positive role of clergy/ church in Roman Empire
* Negative role of clergy/church in Roman Empire

Ask the students to relate it with modern world clergy of their own religion and discuss about their own responsibility in such scenarios. Each group will give oral presentation which should be timed between 5 to 10 minutes depending upon teacher’s discretion.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about clergy of Roman empire.Limited title; limited neatness | Very good recognition of historical significance of clergy of Romans .  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Domain : Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO : [SLO: H-07-D-02] Analyze problems around them, and participate in and take up social responsibilities, accordingly, as good citizens.

Type of Task: Essay

Level of SLO: Analysis,

Task: **Describe five main social problems of your locality. How can the people overcome these problems through cooperation and coordination?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-D-02] Analyze problems around them, and participate in and take up social responsibilities, accordingly, as good citizens Type of Task:

Type of Task: Writing a note, presentation of information

Level of SLO: Analysis, Enquiry, creating

Task: Group Activity

**Topic: Effects of Feudalism on Medieval Europe**

* Divide the class in small groups and give them two tasks. First, how do you think the record of history was affected when the only people writing things down were members of the Church? Second, write a short thank-you note to a medieval monk for keeping a record of history and stories. Present your findings to other groups and share your views. Teacher will moderate students work in terms of effects of feudalism politically, economically and socially.
* Study the coins of different empire of medieval history including:
* Romans Empire
* Ottoman Empire
* Mughal Empire
* Modern world

Divide the class in groups and allow 3 minutes to each groups and ask them to interpret information depicted on the coins and what do the tell about the related empire.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about Feudalism and its impacts.Limited title; limited neatness | Very good recognition of historical significance .  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain: Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO: *[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)*

. Type of Task: Essay

Level of SLO:

Task: Describe the role of UNESCO in preservation of cultural heritage of Pakistan.

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information not  passable | Limited use of accurate historical information | Accurate for the most part; some important information is not accurate | All information used is historically accurate and relevant |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: *[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)*

Type of Task: Oral presentation, Report writing

Level of SLO: Analysis, application of knowledge, creating

Task: group Activity

**Topic: The Modern World**

* Class will be divided in groups and each group will be consisted of 6 members. Each group member will be assigned one institution of the United Nations. Students will be asked to search about the contribution of the institutions in resolving the world’s problems in its domain. Students will share their findings to the class
* Class will be assigned to write a report on Kashmir issue and the role of international institution in resolving the issue since 1947.Also evaluate the efforts of international institutions in terms of success and failure. Teacher will assess students’ performance on their basis of the information accuracy and quality of arguments.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about modern world institutions. Limited title; limited neatness | Very good recognition of historical significance .  Spelling and grammar used well; sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound; sequence logical. Title page and essay layout both excellent |

Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain : Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO : [SLO: H-07-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions

.Type of Task: Essay

Level of SLO: Knowledge, comprehension, Analysis

Task: **Describe history of any of Mughal period historical place (included in heritage list of UNESCO) focusing on its background, salient features and current status.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**ABC**

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO[SLO: H-07-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions

Type of Task: **Report writing, survey**

Level of SLO: Application of Knowledge, creating

Task: Group Activity

**Topic: Art and Literature of Mughals**

* Visit Mughals historical sites in Lahore and to other accessible areas. Write a report and highlight the importance of the place regarding Mughals historical mosques or tombs and architectural works. Also inform about the deteriorating conditions of the heritage and consequences for not preserving the historical sites and heritage.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about art and literature of Mughals. Limited title; limited neatness | Very good recognition of historical significance.  Spelling and grammar used well, sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound, sequence logical. Title page and essay layout both excellent |

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**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain: Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO: [SLO: H-07-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and draw conclusions of the cause and effects.

Type of Task: Essay

Level of SLO: Understanding, Application, Evaluation

Task: **How Scientific and Industrial Revolution changed the social structure in Europe?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Support demonstrated is not passable | Little evidence used to support question claim | Solid evidence to support question claim | Excellent support for question claim |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-D-04]  Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and draw conclusions of the cause and effects.

Type of Task: organogram

Level of SLO: Catagorizing, application of knowledge.

Task: Individual Activity

**Topic: The Umayyads**

* Ask the class to develop an organogram in their notebooks to show the structure of the central government of the Umayyad. Also comment about the impacts of the central government on the empire. Teacher will assess the work for its accuracy and quality of explanation.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about Umayyads. Limited title; limited neatness | Very good recognition of historical significance of Umayyads period.  Spelling and grammar used well, sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant about Umayyads period. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound, sequence logical. Title page and essay layout both excellent. |

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**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain: Historical Enquiry and Interpretation**

**Type of Assessment: Summative**

SLO: [SLO: H-07-D-05] Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time.

Type of Task: Essay

Level of SLO: Application

Task: **What do you infer from the coins and pottery of Seljuk, Fatimids, Ayyubids and Safavids periods ?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Demonstrated analysis skills not passable | Limited recognition of historical significance | Very good recognition of historical significance | Thorough and perceptive recognition of historical significance |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Type of Assessment: Formative**

SLO: [SLO: H-07-D-05] Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time.

Type of Task: Presentation through pictures

Level of SLO: Application of knowledge and analysis

Task: Group Activity

**Topic:**

* Divide the class in groups. provide them chart papers and demonstrate to them to construct timelines of the following:

Crusade wars

Delhi Sultanate

At each step of the timeline, include main events about that specific time period and impacts.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of historical  information and use of language not passable not  Passable. Not presentable | Limited use of accurate historical information about timelines of crusades and Delhi sultanate. Limited title; limited neatness | Very good recognition of historical significance of Delhi Sultanate and Crusades.  Spelling and grammar used well, sentence structure awkward at times. Effective title page; neat presentation.  Weak Analysis overall. | All information used is historically accurate and relevant about Delhi Sultanate and Crusades. Spelling, grammar and sentence structure all used effectively.  Quality and quantity are sound, sequence logical. Title page and essay layout both excellent |

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**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**