**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit 1:**

**Type of Assessment: Formative/Summative**

**SLO (01): (M-07-A-1:)** Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Arrange an activity of role play in which the student A being a shopkeeper an B as a customer involved in a discussion about the increasing price. | **Activity**  Write a dialogue between teacher and a student who has come late owing to bad weather condition. |  |

**Name and Signature**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit 1:**

**Type of Assessment: Formative/Summative**

**SLO (02): (SLO: E-07-A1-ADD:) explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas and Promote effectives haring of ideas**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Make the students listen Audio -2 (Pages-2) and initiate a discussion on the importance of fresh air and the steps to avoid pollution. | **Activity**  Make the students listen to the Audio M-5 (Page-2) and respond to the questions of fellow students about the impacts of pollution on our environment. |  |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (03): (SLO: E-07-A1-03:) Apply knowledge from listening to, viewing and responding to texts for Different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Draw the attention of students to view the picture of different trains on page -27 and ask:  What does it show about the evolution in the transport system the travelling by a train? | **Activity**  Design an activity of listening the discussion of the teacher on space travelling and respond to different questions e.g.  i. How is space travelling is more exciting than any other mode of travelling? |  |

**Name and Signature**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (04): (SLO: E-07-A2-01:) Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Read the text on page 32 about green Routes in Copenhagen to respond to a question below:  How does the idea of making green tracks for cyclists help to protect our environment? | **Activity**  In the length of listening to the reading of the text by the teacher, let the students choose the best response of the following.  i. They feature Tokyo Metro system is:  A. Car Cost.  B. Speed.  C. Efficiency  ii. They must ensure the Public transport to have:  A. Modern Vehicles  B. High Speed  C. Low Carbon Particles |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (05): (SLO: E-07-A2-02:) Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Call two students in front of the class to initiate an activity in the form of a debate about the need for plantation in the coming spring season: | **Activity**  In the light of discussion on ‘Need for Plantation’ ask the students to answer the following questions:  i. How do Plants help to keep our environment clean?  ii. How are trees called lungs of Nature? |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (06): (SLO: E-07-A2-03:) Ask and answer questions of personal relevance, information and variety of communicative purposes**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Divide the students in different groups of 5-7 to initiate a discussion on their personal profiles including: self, family background, interests and hobbies etc. in the form like:  i. Introduce yourself and your family.  ii. What do you like to eat and wear on different occasions? | Arrange the students in small groups of 5-7 and have a discussion on their future plans and then invite one of them to sum up the group discussion and respond to questions asked by the teacher like:  i. Which is the most Common objective of majority of the group members?  ii. How is it important to have a particular goal in life? |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (07): (SLO: E-07-A2-04:) Develop the ability to pose rhetorical questions for a range of audiences.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Read aloud the text on Festival (Page-55) for keen listening of the students to develop an ability to raise rhetorical questions like:  i. Eid is day of great festivity, isn’t it?  ii. Eid ul Futre is a day reward after the month of Fasting, isn’t it? | Arrange an activity in a classroom for the students to listen attentively the text about Chinese New year (on page-60) while reading aloud, frame rhetoric questions on the pattern given below:  i. Many people believe that not eating meat will bring them a long life, Don’t they?  ii. The most important thing to do on a New year’s Eve is visit your near and dear ones, isn’t it? |  |

**Name and Signature**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (08): (SLO: E-07-A2-05:) Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Create an activity based on a popular TV drama, Currently on air and assign different roles to students with focus on dialogue delivery, body gestures and facial impressions. Ask questions like:  i. What is the main topic of argument or conflict in the story?  ii. Which character performed his/her role the best? | Switch the role of students and then make an assessment how well they performed the new role assigned to each one of them by asking:  i. Which role was more exciting of the two? why? |  |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (09): (SLO: E-07-A3-01:) Speak confidently using complex vocabulary and longer sentences to fulfil 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** |
| Arrange a cultural dress show in the class with students of different cultural background coming with their typical get ups to represent their native culture.  The teacher should grade them according to the suitability of those dresses to their relevant regions. | Expose the students to the text and visuals on page 64, Regional festivals of Pakistan and ask question like:  i. How does our dresses reflect the culture of a particular region?  ii. Point out the common features of different regional festivals as given on page 64. |  |

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (10): (SLO: E-07-A3-02:) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly: 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: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Arrange the student in a pairs and generate a discussion on weather related disasters like the most devastating floods, about its causes, impact and the measures to avert it in future. Call one of the student from each pair to present the gist of this discussion made by the teacher and let the student exhibit his/her knowledge of the topic. | To Assess the learning of all the students they may be assigned the task to give a description of the various weather symbols/visuals given at page 69. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (11): (SLO: E-07-A4-01:) Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| The Student may be given a topic for discussion like ‘Screen Addiction among Youngsters’ Illicit its causes, impacts and remedies. Invite different students to come forth and enlist various points in the form of a black board summary. | Provide the guidelines to the students to compose a well-knit paragraph based on the points and the blackboard summary displayed in the class room. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (12): (SLO: E-07-A4-02:) Work effectively in skills in solo, paired and Group assignments, including role-play and drama.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| Ask the students which one of the plays on air now a days, they like most and what are the features which appeal them the most. Let the students draw a specific profile for a good play for their age group. Some of the students may be invited to share their particular choice with their classmates. | Assign different roles to the selected students as per their liking and make them lead to perform before the teacher and the class. The teacher may pick the best performance to be applauded by all the participants. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (13): (E-07-B1-01:)Use familiar sentence patterns using knowledge of syllables), (B1-01.02-mark vowel sounds in a word), (B1-01.03 identify the silent letters, prefixes), suffixes and root words to decode it, B1-01.04 pronounce it correctly and B1-01.05 read fluently.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  **Reading**  Ask the students to read the lesson titled a ‘Blessings of Allah’ at page 8.  Task: Read the story carefully underline the words having silent letters.  Examples:   * descend * before | Ask the students the read the lesson titled a ‘Blessings of Allah’ at page 17.  Q.1 Circle the words having suffixes.  Q.2 Make at least three new words with the prefixes:  En – un – dis - in |  |

**Name and Signature**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (14): (SLO: E-07-B1-02) Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer’s purpose and what makes it interesting.**

**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 lesson 2 (“Robotics”) at page-21, para 2  Teacher will focus on and assess:   1. Fluency 2. Pronunciation 3. Stream 4. Silent letters 5. Vowel sounds. | **Activity:**  Read aloud the lesson 2 (“Robotics”) at page-22, para 2  Teacher will focus on and assess and evaluate the response based on:  i. Fluency  ii. Pronunciation  iii. Stress  iv. Silent letters.  v. Vowel |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (15): (SLO: E-07-B1-03) Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| **Formative** | **Summative** | **Rubrics** |
| Activity:  Read the text given below and underline the words write silent letters:  To check the knowledge of the student to strengthen their grip on language. | Activity:  Make words having the following silent letters:  i. B  ii. E  iii. P  iv. N  v. T |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (16): (SLO: E-07-B1-04)** Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognise and rectify faulty punctuation in given passages 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:**  Read the text “The Indus Saga” at page 31, last para to grasp the use and function of the punctuation marks in the given text. | Complete the sentences by putting proper punctuation marks.  i. Leave the room \_\_\_\_\_\_\_\_  ii. How are you \_\_\_\_\_\_\_  iii. You almost got us killed  \_\_\_\_\_\_  iv. Wow what a beauty |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (17): (SLO: E-07-B1-05) Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Recall the story “The thirsty Crow” and answer the following question:  i. What is the moral of the story?  ii. How can we apply this story in our practical life? | Read the story “Mullah Narsuddin” at page-43 and develop 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**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (18): (SLO: E-07-B2-01) Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the Story “The Guest of Honour” on page 44.   * Look for the meaning of the following words in the dictionary: * **Midst** * **Wanderings** * **Diplomate** * **Suspiciously** * **Sarcasm** | Teacher will pick five words from the text “The Indus Saga 3” (Page 31) as:   * Fertility * fury * Vital * Civilization * Habitation   Look for the meaning of these words in dictionary and Compare the dictionary meaning of the words with their contextual meanings. | One Mark for each words.   |  |  | | --- | --- | | 1.  Checking Dictionary meaning | 0.5 | | 2. Comparing with contextual meaning | 0.5 | | Total | 1 | |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (19): (SLO: E-07-B2-02) Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.**

**Type of Task: ERQ**

**Level of SLO:** **Evaluate**

**Task: Test Item development**

**Level of Item: Evaluate**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text “Night Mail” On page -88 of the book.  Given the meaning of highlighted Words:   * Gradient * Moorland * Shoveling * Approaches | Q. “Shoveling white steam over her shoulder,  Snorting noisily as she passes.”. Which figure of speech is used in the phrase?  a. Metaphor b. Simile  c. Personification d. Hyperbole |  |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (20): (SLO: E-07-B2-03) Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.**

**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 “Visiting a Hospital” on the page 57.  Find the meaning of words on worksheet in the dictionary.   * Ridiculously * Ventured * Plaques * Briskly | Q. Replace the underlined words with its synonym.  Her eyes **glinted** behind her **rimless** glasses. | One Mark for each words.   |  |  | | --- | --- | | 1. correct synonym for each word | 01 | | Total | 02 | |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (21): (SLO: E-07-B2-04) Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **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. |  |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (22): (SLO: E-07-B2-05) Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyze larger paragraphs to identify sentences that support the main idea through:**

• illustration,

• evidence, and/or

• cause and effect.

Analyze organizational patterns in a text:

a. list/ sequence of ideas/ events

b. comparison-contrast

c. cause-effect

d. problem-solution

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text “Visiting a Hospital” on the page 57.  Identify the topic sentence in different paras taking each as a separate unit of expression. | Ref: para 3, Page 57  Q. How are the supporting details relevant to the topic sentence? | One mark for each relevant detail. |

**Name and Signature**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (23): (SLO: E-07-B2-06) Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/factual questions that require interpretation and personal response.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the Text on page 69  Title: ‘Lincoln’s Letter to His Son’s Teacher’   * Mark the key words and encircle the verbs. | Q: Chane the following sentence into simple past tense:   * She sings well. * We take our lunch in time. * He does not listen to his mother | 01 mark for each correct response. |

**Name and Signature**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (24): (SLO: E-07-B3-01) B3-01.01 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;**

**B3-01.02 analyses the impact of a specific word choice on meaning and tone.**

**Type of Task: ERQ**

**Level of SLO:** **Comprehension & Application**

**Task: Test Item development**

**Level of Item: Comprehension & Application**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| Activity:  Read the following text and point out the figure of speech used:  1. Nature is our mother, our teacher  2. ‘Ah, William, we’re weary of weather,”  said the sunflowers, shining with dew.’ | 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**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (25):** **(SLO: E-07-B3-02) B3-02.01 Determine a theme or central idea of a text and how it is conveyed through particular details;**

**B3-02.02 provide a summary of the text distinct from personal opinions or judgments.**

**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 Stanza given below and share the main idea with your teacher and classmates:  `A basket on her head she bare;  Her brow was smooth and white:  To see a child so very fair,  It was a pure delight!  . | Read the poem “The Night Mail” on page -88.  Write down the theme of the poem in your own words. | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

**Name and Signature**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- 3**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/ Summative**

**SLO (26): (E-07-B3-03:) Read and identify relevant points, collate, synthesize and summarize ideas from different parts of the text to understand the contextual meaning of language. Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect. Read for extracting diverse meanings/ shades of meanings. Comment on implied meaning, e.g., writer’s viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.**

**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 and Answer the questions appended to it:  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.  And when the Sun comes out,  After this Rain shall stop,  A wondrous Light will fill  Each dark, round drop;  I hope the Sun shines bright;  ’Twill be a lovely sight.  **Questions:**   1. Why does the poet use the words rich and the poor for leaves? 2. What is the implicit meaning of the phrase ‘drop after drop’? 3. Summarize the given poem and suggest a suitable title to the poem. | Read the text “The Turban is Mine” page 44.  Answer the question.   1. What important discussion does the main character of the story make? 2. What lesson does the main characters convey? 3. What is theme of the story? | Total Marks-4 (for each response)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (27): (SLO: E-07-B3-04) B3-04.01 Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, B3-04.02 and correct use of imperative language.;**

**B3-02.02 provide a summary of the text distinct from personal opinions or judgments.**

**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 on page 112, para 2 titled as ‘The Self-Sacrifice of Hazrat (SAAW) carefully and differentiate between the fact and opinion in the text. | Activity:  Read the text “Dr. Ruth Pfau a Humanitarian” on page 123 and give at least two facts and two opinion about her personality and services for humanity. | 01 mark for each correct response.  (0.5 mark for the content, 0.5 for the language For each correct response) |

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (28): (E – 07-B3-05) Skim the text to have a general idea about the writer’s purpose, intended audience and infer the main idea of the text.**

**B3-05.02 Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms,**

**Type of Task: ERQ**

**Level of SLO:** **Comprehension & Application**

**Task: Test Item development**

**Level of Item: Comprehension & Application**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**   * Read the text “Dr. Ruth Pfau a Humanitarian” on page 124 and guess about intended readers, the general idea and writer’s purpose to share this text. | **Activity:**  Read the text “Dr. Ruth Pfau a Humanitarian” on page 123 and answer the following questions:   1. Give synonyms of words in bold in para 1. 2. Give antonyms of the words in bold in para 3. | Total Marks-2   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 0.5 | 1 | 1.5 | 2 | |

**Name and Signature**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (29): (E-07-B3-06) Explain how an author develops the point of view of the narrator or speaker in a text. appreciate high rise and low-rise character development, development of plot and its resolution.**

**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 story ‘The Man on the Tree’ page – 43 to have an idea about the lay out of the sequence and the development of the main character – Mullah Nasruddin.  Share your views about this character with your teacher and fellow classmates. | Read the story ‘The Man on the Tree’ page – 43 to answer the following questions:   * How has the writer gradually developed the main character? | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (30): (SLO: E-07-B3-07) B3-07.01 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.**

**B3-07.02 Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyze stages of plot development in a fiction text. (exposition, setting, climax, resolution)**

**Type of Task: ERQ**

**Level of SLO:** **Analysis & Comprehension**

**Task: Test Item development**

**Level of Item: Analysis & Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the stanza  The caged bird sings  with a fearful trill  of things unknown  but longed for still  and his tune is heard  on the distant hill  for the caged bird  sings of freedom.  Q. Find out the sensory images in the stanza.  **2.** Discuss about the term ‘caged bird’ used as a title and in the opening of this stanza. | **Activity:**  Read the given stanza and provide at least 3 poetic devices (Imagery, personification, hyperbole)  ‘A free bird leaps  on the back of the wind  and floats downstream  till the current ends  and dips his wing  in the orange sun rays  and dares to claim the sky.’ | Total Marks-2 (for each response)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 0.5 | 1 | 1.5 | 2 | |

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (31): (SLO: E-07-B3-08)** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment. Use summary skills to:

* extract salient points and develop a mind map to summarize a procedural and functional text.
* transfer the written text to a table, diagram, flowchart or work plan.

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text about Dr. Ruth Pfau on page- 123   * Develop a mind map to spotlight the lifelong achievements   of Dr. Ruth Pfau. | **Activity:**  Read the text ‘A Voyage to Lilliput’, Page 47,   * 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**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (32): (SLO: E-07-B3-09)** B3-09.01 Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly.

B3-09.02 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: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** | |
| **Activity:**  Read the text.   1. ‘A Voyage to Lilliput’, Page 47,48 2. Page 69 – Lincoln’s Letter to His Son’s Teacher. 3. Categorize the text into fiction and non-fiction. 4. Tell the purpose of each type of text. | **Activity:**  Read the Text ‘A Voyage to Lilliput’, Page 47,48.  Q. The Text belongs to \_\_\_\_\_ type of text.  A. Fiction B. Nonfiction  C. Argumentative D. None of these | |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (33): (SLO: E-07-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: ERQ**

**Level of SLO:** **Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Carefully watch /observe the pictures at page 32.  Give title / caption to each picture. | **Activity:**  Look at the picture at page 44.  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. | |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (34): (SLO: E-07-B3-11) Identify different points of view (e.g., first-person, third-person narrative) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text ‘A Voyage to Lilliput’, Page 47,48.  Q. Discuss and share your views about the narrator of this story.  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. |  |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (35): (SLO: E-07-B3-12) B3-12.01 Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language.**

**B3-12.02 Make simple generalisation s (such as the moral of a story) by:**

**a. identifying the gist/ main idea and key details**

**b. identifying general patterns from more than one source**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Recall the story ‘The Fox and the Grapes,’ Discuss its theme and the moral of this story in the form of a group activity. | **Activity:**  Read the given poetic extract to answer the question appended to it:  ‘The free bird thinks of another breeze  and the trade winds soft through the sighing trees  and the fat worms waiting on a dawn bright lawn  and he names the sky his own.  Q. Paraphrase the given stanza in your own words. | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (36): (SLO: E-07-B3-13) Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).**

**Type of Task: ERQ**

**Level of SLO:** **Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Write a familiar topic like ‘The Value of Sports’ on the board, draw a mind map with hits on the topic. Let the students attempt to write a paragraph on the given topic. | Closely observe the pictures at page 67:  On the basis of your information answer to the following questions:   1. What is the picture about? 2. What inspiration do you get from the situation and characters presented in the picture? | Total Marks-4 (for each question)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Need Improvement | Good | Excellence | | 01 | 2 | 3 | 4 | |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (37): (SLO: E-07-B3-14) Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g.,**

**a. reasons**

**b. simple judgement**

**c. personal interpretation Application in new situation**

**Type of Task: ERQ**

**Level of SLO:** **Comprehension & Application**

**Task: Activity based question, MCQ**

**Level of Item: Comprehension & Application**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Read the text on page 77, para 1, Titled as ‘We Connect from around the World’ to illicit information regarding the significance of Japanese’ city Fukuoka to bring the people of the world together. | **Activity:**  Read the text “We Connect from around the World” at page 77:  Q: Read the given statements and circle the correct one.   1. The main feature of Japanese’ city Fukuoka is: 2. Economic development. 3. Promoting international culture. 4. To foster the idea of a global citizen. 5. Symbol of harmony among Japanese. |  |

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: B- (Reading and Critical Thinking)**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (38): (SLO: E-07-B3-15)** Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources:

* 1. Poetry (e.g., rhymes, cinquains, haiku)
  2. Personal recounts (e.g., diary entries, biographies)
  3. Narratives (e.g., fables, historical fiction, folktales, scientific fiction)
  4. Procedures (e.g., recipes, directions, instruction manuals)
  5. Information reports (e.g., project reports, fact sheets, poster)
  6. Interpersonal l texts (e.g., letter, notices, email, notes)
  7. Drama (a speech bubble, cartoon strips, play scripts and role plays)
  8. Factual recounts (e.g., eye-witness accounts, news bulletins).
  9. Explanations (e.g., how something works)

**Type of Task: ERQ**

**Level of SLO:** **Knowledge**

**Task: Test Item development**

**Level of Item: Knowledge**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Familiarize the students with different genres of English Literature and ask the students which genre they like the most and why? | Compare and contrast the texts of:  Night mail by W.H Auden (Page 89) and ‘A Voyage to Lilliput. ‘to answer the question below:  Q. Which genre of the two appeals you the most and why? | Total Marks-4   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

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**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (39): (E-07-C1-01) Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary / Thesaurus to:**

* Locate guide words.
* Locate entry word.
* choose appropriate word definition.
* identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds
* identify syllable division
* identify the part of speech of a word through abbreviation used.
* identify correct spellings.
* use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences
* identify phrases through keywords.
* understand various abbreviations and acronyms used in a dictionary.

**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 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**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (40): (E-07-C1-02:) Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Refer to the text on page 63, on Shandur Polo Festival 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. | Refer to the picture on page 63 and 64 titled ‘Regional Festival of Pakistan’ and ask the students to match the following words with the relevant picture.  Ajrak, Aekta Jo Dihaarro, Kashmiri culture, 5th of February, Spring Festival, the Shandor Festival. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (41): (E-07-C1-03:) Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -cracy,-ism).**

**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. | Make new words by adding prefix or suffix to the following root words:  Courage Strength, honour, enjoy, happy, develop |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (42): (E-07-C1-04:) Comprehend and use idioms and proverbs in the different texts. Comprehend and use simple phrasal verbs and adverbial phrases Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words (e.g., to, too, two; there, their, they’re). Identify and use homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, subject, intimate)**

**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 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**

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (43): (E-07-C1-05:) Distinguish between the connotations (associations) of words with similar denotations(definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types. Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.**

**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 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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (44): (E-07-C1-06] SLO:E-07-C1-ADD:) Understand and utilize similes, metaphor, personification, mood, alliteration and imagery onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing. [SLO: E-07-C1-ADD] Analyse analogies, complete analogies correctly.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Produce the poetic stanza on page 43, entitled ‘From a Railway Carriage’ on the board and 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:   ‘All of the right of the hill and the plain Fly as thick as driving rain; And ever again, in the wink of an eye, painted station whistle by’.   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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (45): (E-07-C2-01:) Change compound nouns in plural form. (E.g., babysitter-baby sitters)**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Familiarize the students with the concept of compound nouns and ask them to point out the compound Noun/s from the following word list displayed on the board:  Milkman, lunchtime, blue bird, green home, by standard, smartphone, downtown,  Ask the Student randomly to come on the board and circle the compound nouns and suggest a plural of it. | Make plural forms the following compound nouns:  Black Board, Mother-in-Law, Passerby, Man- In –Uniform, watch man. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (46): (E-07-C2-02:) Use specific words for genders and gender-neutral terms where needed.**

**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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain:** **C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (47) (SLO: E-07-C2-03:) Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative (e.g., this, that), interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody).**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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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**

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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (48) :(E-07-C2-04:) Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e., Singular pronouns require singular antecedent, plural pronouns required plural pronouns)**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (49): (E-07-C2-05:) Use articles correctly in speech and writing**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (50): (E-07-C2-06:) Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.**

**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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (51): (E-07-C2-07:) Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (52): (E-07-C2-08:) Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbsand verbs of possession.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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”. | Activity  Pick out the linking and the main verbs from the text given below:  (Text on page 45 last 2 paragraphs)  Flying taxis – The five – seat, all electric taxi will take off and land vertically. These taxis are environment friendly, safe and reliable. It is believed that these flying taxis are perfect solution to urban roads and traffic issues.  Hyper-loop is a proposed mode of transportation that will be crash-free, less power-consuming, and possess and ultra- high travelling speed. It is meant for carrying both passengers and goods. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (53) REPEATED: (E-07-C2-09:) Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbsand verbs of possession.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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”. | Activity  Pick out the linking and the main verbs from the text given below:  (Text on page 45 last 2 paragraphs)  Flying taxis – The five – seat, all electric taxi will take off and land vertically. These taxis are environment friendly, safe and reliable. It is believed that these flying taxis are perfect solution to urban roads and traffic issues.  Hyper-loop is a proposed mode of transportation that will be crash-free, less power-consuming, and possess and ultra- high travelling speed. It is meant for carrying both passengers and goods. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (54): (E-07-C2-10:) Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (55): (E-07-C2-11:) Use adverbs, adverb phrases in their speech and writing. SLO: E-07-C2-ADD] Use adverb clauses as needed in their speech and writing.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain:C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (56): (E-07-C2-12:) Use prepositions of position, time, movement and direction including since and for. Use compound prepositions and prepositional phrases.**

**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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (57): (E-07-C2-13:) Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before),contrast (e.g., but, however, although), reason (e.g., because, as, for\*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since\*), choice (e.g., either…or…, neither…nor…)** **Recall the use of coordinating and subordinating conjunctions.**

**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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (58): (E-07-C3-01:) Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.**

**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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (59): (E-07-C3-02:) Identify, apply and use apostrophe with nouns in reading 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**  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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (60): (E-07-C4-01:) Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for**

**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 Student, may be briefed in detail about the usage and function of all the perfect tenses, the gerunds and the since and for in the form of examples in the tasks cited below:  Task A: Differentiate among the present, past and future perfect tense:   1. He has done all his work. 2. I had completed all my work. 3. They will have reached home.   Task B: Make correct use of snice and for:   1. He has been working \_\_\_\_\_ yesterday. (since, for) 2. He has not been Coming \_\_\_\_ two weeks. (since, for) | Complete sentences by making correct use of the perfect tense and since /for.   1. He \_\_\_\_\_\_\_ teaching here since Friday.   a. has been b. had been  c. will be d. shall be  ii. My friend \_\_\_\_\_\_\_ reached home before I called him.  a. had b. have  c. has d. has  iii. He has been coming here \_\_\_\_\_\_\_ two weeks.  a. since b. for  c. till d. from |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (61): (E-07-C4-02:) Recognise the form, and various functions of simple past 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**  Select 5 Students from each row and record their responses on the board related to the following question:   1. What they have done yesterday in the class. 2. What are they doing right now? 3. What have they planned to do tomorrow?   The Teacher must underline the verb forms in each sentence and explain the difference in forms and function. | Convert the following sentences into simple past tense:   * They work hard. * Ali makes noise in the class. * Good students listen the advice of their elders. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (62): (E-07-C5-02:) Use sentences with direct and indirect objects and sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb- Object (indirect)-Object (direct) SVOC- Subject-Verb- Object (direct)-Complement**

**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. Write the following sentences on the board to elaborate the difference between action and linking verbs like:  * He liked the chair. * My father sent me a gift. * They are happy. * Dogs bark   Also explain different sentence structures using the given sentences. | 1. Choose the correct option from the given sentences. 2. A hand has five fingers. The underline word in the sentence is a/an: 3. Action Verbs 4. Helping Verbs 5. Modal Verbs 6. Linking Verbs 7. The earth is round. The underlined word in the sentence is a/an: 8. Direct Object 9. Indirect Object 10. Complement Subject 11. Object Complement 12. ‘Amjad wrote me a letter’. The underlined component of the given sentences is a/an 13. Direct Object 14. Indirect Object 15. Subject Complement 16. Object Complement |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (63): (E-07-C4-02 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. |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (64): (E-06-C4-06:) 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**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (65): (E-06-C5-02:) Change tense in indirect speech (present, past and perfect tenses in exclamatory sentences and paragraphs.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Make the students familiarize with an exclamatory sentence in direct speech writing the following sentences on the board:  She said, “Alas! I have lost my father”.  She exclaimed with sorrow that she had lost her father.  Underline the verbs in both of the sentences and let the students recognize how the verb in present, prefect tense has been changed into the past perfect from in indirect speech. | Change the tense of the verb/s in the indirect speech of the following sentences:   1. The boy said “What a genius she is” 2. He observed “How dirty the house is.   iii. She said, “How well she sings.” |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (66): (SLO:** **E-07-D1-01:) Apply editing and proofreading skills to a range of different texts and contexts.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Select a story from kids’ page of a newspaper and examine sentence structure, clarity of the message, organization of the idea and relevance of details, mark where you make corrections | Proofread the following passage, identify the inconsistencies and write it after making correction  ‘Sara came home from a work. She putted the key in the lock of the  apartment door. She opens the door. She clearly heard a voice inside her  apartment. She not know if she  should go in or run away! She couldn’t move.’ | Total Marks-4 (01 mark for each correction)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

**Name and Signature**

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (67): (SLO: E-07-D1-02:)** Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with

–able, -ible, -ably, -ibly,

Use of suffix –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed)

**Type of Task: ERQ**

**Level of SLO:** **Application & Comprehension**

**Task: Test Item development**

**Level of Item: Application & Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Familiarize the students with the common vowel patterns and be able to identify prefixes, suffixes and stem. Using Spot and Dot strategy. Let them dot all of the vowel patterns. Then break apart the word using those patterns as our guide like:  beau-ti-ful, en-courage-ment, , mon -key, sail-or, mis / lead / ing | Use the spelling patterns to try and figure out how you would decode or break up the following words:  napkin: nap / kin  silent: si / lent  model: mod / el  dolphin: dol / phin  partner: part / ner  science: sci / ence  decide: de / cide  guitar: gui / tar |  |

**Name and Signature**

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (68): (SLO: E-07-D2-01:) Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Show the students a picture of a burger and tell them that they are going to use a burger to explain how to write a paragraph with the fundamental ingredients as:  1. A Topic Sentence  2. Relevant Details  3. Closing Sentence  The topic sentence is the top bun. It introduces the main idea of the paragraph. The relevant details talk about that main idea. It is the meat and veggies of the burger.  The closing sentence is the bottom bun. It finishes the paragraph. Having this  visual will help them “see” how to put a paragraph together | Q: Write a paragraph of 60 – 80 words on the topic ‘Good Manners” | |  |  |  |  | | --- | --- | --- | --- | | 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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (69): (SLO: E-07-D2:) Write short dialogues to show various situational relationship s e.g., doctor-patient. Identify characters and their relationship s in context.**

**Type of Task: ERQ**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- | --- |
| **Formative** | **Summative** | | **Rubrics** |
| **Activity:**  After clearly defining the term dialogue find two short pieces of text, one that does not include dialogue and one that does.  Read aloud the text that does not include dialogue. Next, read the text that includes dialogue. Orally compare the paragraphs by posing the following questions to students:  What is different about the texts?  Which text was more interesting to read? Why? | | **Activity:**  Write a dialogue between doctor and a patient who got high fever, cough and sore throat. | |  |  |  |  | | --- | --- | --- | --- | | 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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (70): (SLO: E-07-D2-03:) Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.**

**Type of Task: ERQ**

**Level of SLO:** **Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity** |  |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D-**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (71): (SLO: E-07-D2-04:) Write the final draft after complete editing and proofreading.**

**Type of Task: ERQ**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Prepare the students to learn the art of editing and proofreading a draft and the skill to spot out the errors. | **Activity**  Rearrange the following sentences to draft a well-knit draft.   * The students must come in neat and clean uniform * There will be a morning assembly by tomorrow * It is announced by the principal today. * Chairing the meeting in the hall   Make the necessary correction if needed. | Total Marks-4 (01 mark for each sentence written in correct order)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (72): (SLO: E-07-D3-01:)** Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft.

a. Use chronological/sequential order of arranging detail.

b. Write a composition of three or more paragraph s following conventions of essay writing:

• Introductory paragraph

• Body paragraph s

• Concluding paragraphs

c. Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details.

d. Add adequate supporting details to the topic sentence (example, definition or evidence) to develop the main idea.

e. The concluding paragraph contains a summary of the whole essay and a general concluding statement.

**Type of Task: ERQ**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| **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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (73): (SLO: E-07-D4-01:) D4-01.01 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.**

**D4-01.02 Orient the reader by establishing a situation and introducing narrators and/or character s; organize an event sequence that unfolds naturally.**

**D4-01.03 Use narrative technique s, such as dialogue, description, and pacing, to develop experiences and events or show the responses of character s to situations.**

**D4-01.04 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**

**D4-01.05 Use concrete words and phrases and sensory details to convey experiences and events precisely.**

**D4-01.06 Provide a conclusion that follows from the narrated experiences or events.**

**Type of Task: ERQ**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Describe in detail a live situation before the students like ‘The Scene at Sunday Bazaar’ with hints and clues and ask them to develop a well-knit narrative to be shared with class and to be assessed by the teacher | **Activity**  Develop a narrative in the written form with the help of the following hints/clues with the appropriate sequence, details and transitional devices to link various points.  Different stalls - noise and din – customers – moreover – prices - quality of things – therefore -Sunday bazaar. | Total Marks-4 (01 mark for each correction)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

**Name and Signature**

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (74): (SLO: E-07-D4-02:)** D4-02.01 Write informative/explanatory texts to examine a topic and convey ideas and information.

**D4-02.02** Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings)

**D4-02.03** Illustrations, multimedia a when useful to aid comprehension, multimedia when useful to aid comprehension.

**D4-02.04** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**D4-02.05** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

**D4-02.07** Use precise language and domains pacific vocabular y to inform about or explain the topic.

**D4-02.08** Provide a concluding statement or section related to the information or explanation presented.

**Type of Task: ERQ**

**Level of SLO:** **Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Display on the board an informative text based upon the Mobile phone user guide.  Teacher will arrange the copies of Mobile phone user guides. Let the students focus on language precision and vocabulary. | Design A travel guide for the tourists who wish to explore the beauty of Margla hills. Through maps and graphics draw the attention of the tourists and to promote tourism in your country. | Total Marks-4 (01 mark for each correction)   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (75): (SLO: E-07-D4-03:)** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented

**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 question statement, "What is a claim in writing?" on the board.  Explain the students that making an argument in writing and back it up with supporting evidence, we are making a claim.  Now presume a situation in which the students get to learn how a claim is to be made about something which they have purchased but later some flaws/ faults were found. For instance, students can be given practice to make a claim about uniform shirt which they purchased but with valid reasons and relevant evidence. | | | | **Activity**  Suppose you have purchased a uniform blazer from the market, and it has got certain flaws like the poor quality of wool and color etc. Write your claim with clear reasons and evidence to be submitted to the shopkeeper to get it replaced. | | | | |  |
| **Rubrics** | | | | | | | |
| 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 a claim.  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. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain:** **D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (76): (SLO: E-07-D4-04:) Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft.**

**Type of Task: ERQ**

**Level of SLO:** **Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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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 “My Best Teacher” 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. | | |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (77): (SLO: E-07-D4-05:) Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.**

**Type of Task: ERQ**

**Level of SLO:** **Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  After clearly defining the term dialogue find two short pieces of text, one that does not include dialogue and one that does.  Read aloud the text that does not include dialogue. Next, read the text that includes dialogue. Orally compare the paragraphs by posing the following questions to students:  What is different about the texts?  Which text was more interesting to read? Why? | **Activity:**  Write a dialogue between doctor and a patient who got high fever, cough and sore throat. | |  |  |  |  | | --- | --- | --- | --- | | 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**

**Subject: English**

**Domain:** **D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (78): (SLO:** **E-07-D4-06:)** Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. Revise for: • Correct format, layout.

Write a formal letter of application to people within your environment (principal/ teacher).

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity:**  Write an informal letter on the board with all the basic components (format and body). Divide the students in groups and assign tasks to identify the basic components of an informal letter writing as:  Group 1: Salutations  Group 2: Return  address  Group 3: Date  Group 4: subject.  Group 5: Body  Group 6: Closing  Teacher will check the group work. Rectify if needed.  . | **Activity:**  Write a letter to the principal of your school to improve the conditions of the school library. | |  |  |  |  | | --- | --- | --- | --- | | 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 - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (79): (SLO: E-07-D4-07:) Write a formal letter/email (application, complaint, acceptance/rejection).**

**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 formal letter on the board with all the basic components (format and body). Divide the students in groups and assign tasks to identify the basic components of a formal letter writing as:  Group 1: Salutations  Group 2: Return address  Group 3: Inside Adress  Group 4: subject.  Group 5: Body  Group 6: Closing  Teacher will check the group work. Rectify if needed.  . | **Activity:**  Write a letter to the sales manager of an online merchant complaining the goods are different from what was ordered. | |  |  |  |  | | --- | --- | --- | --- | | 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 - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (80): (SLO: E-07-D4-08:) Write a poem narrating an event.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **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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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Comprehension**

**SLO (BLANK BOX, NO NUMBER IS MENTIONED, SEE MAPPING ,7TH): (SLO: E-07-D4-09:) Use paraphrasing skills to paraphrase stanzas in a poem.**

**Type of Task: ERQ**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative** | **Summative** | **Rubrics** |
| **Activity**  Introduce the concept of paraphrasing by explaining what it is, ask the students to discuss how paraphrasing would help us read and understand something we have read. Display Text A & B on the board and help the students how does text A differ from text B.  **Text – A**  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 Ecchoing Green.  **Text – B**  All the songbirds, like the skylark and the thrush, sing even louder in order to match the happy sound of the bells. And all the while, we're out playing on the echoing village common. | **Activity**  **Paraphrase the following stanza:**  ‘But a bird that stalks  down his narrow cage  can seldom see through  his bars of rage  his wings are clipped and  his feet are tied  so he opens his throat to sing.’ | **Total Marks-4**   |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory | Satisfactory | Good | Excellence | | 01 | 02 | 03 | 04 | |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (81): (SLO: E-07-D4-10:) Use summary skills to write an objective summary of the given text.**

**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 given on page 46 starting (self-driving cars ………and efficient.)  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 (para 1) given in the textbook page 85 entitle ‘Preparing for Future Waste’ |  |

**Name and Signature**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (82): (SLO: E-07-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**

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| --- | --- | --- |
| **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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ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D - Writing**

**Grade:** -7

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO (83): (SLO: E-07-D4-12:) Proofread and edit texts for errors of sentence structure.**

* **subject/verb agreement.**
* **noun/pronoun agreement.**
* **transitional devices**
* **punctuation and spelling.**

**Type of Task: ERQ**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **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**

i. Muhammad Riaz Anjum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. Nasir Mehmood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**